

Committee As A Whole
Monday, April 7, 2025 5:30 PM
Kramer Education Center
2410 16th Street, Suite A
Columbus, NE 68601

- I. CALL TO ORDER
- II. ROLL CALL OF THE BOARD
- III. EXCUSE BOARD MEMBERS
- IV. PLEDGE OF ALLEGIANCE
- V. NOTICE OF OPEN MEETINGS ACT
 - V.A. President ensures all can hear proceedings
- VI. MISSION STATEMENT
- VII. PUBLIC COMMENT
- VIII. GUEST PRESENTATIONS
- IX. RECOGNITIONS BY BOARD
 - IX.A. CHS Swimming
 - IX.B. CHS Boys Wrestling Team
 - IX.C. CHS Girls Wrestling Team
 - IX.D. Ayla Janssen-Believers and Achievers Recipient
- X. BUILDING OR DISTRICT PRESENTATION
 - X.A. North Park Elementary Presentation
- XI. CONSENT AGENDA
 - XI.A. Items to be removed from the Consent Agenda
 - XI.B. Meeting Minutes

- XI.C. Finance Reports
- XI.D. Staffing Reports
- XI.E. Professional Travel
- XII. FOUNDATION REPORT
- XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES
 - XIII.A. Director of Teaching and Learning
 - XIII.B. Director of Special Education
 - XIII.C. Assistant Director for Student Services
 - XIII.D. Director of Human Resources
 - XIII.D.1. Review and Discuss CPS Single Audit for Federal Grants
 - XIII.E. Director of Operations
 - XIII.F. Superintendent
- XIV. MONTHLY REVIEW OF POLICIES
 - XIV.A. Second and Final Reading of Policy 204.07 Meeting Notice
 - XIV.B. Second and Final Reading of Policy 717.00 Disposal of Property Under Federal Grants
 - XIV.C. Second and Final Reading of Policy 502.12 Enrollment of Children in Preschool Programs
- XV. DISCUSSION ITEMS
 - XV.A. ESU Contract for 2025-2026
 - XV.B. Proposal to adopt OpenSciEd Curriculum
 - XV.C. Marzano Focused Counselor Evaluation Model
 - XV.D. Proposal for Zones of Regulation for Grades K-12 Social Emotional Learning Curriculum

XV.E. Fundraising Application Review

XV.F. Declaration of Surplus Review

XVI. ACTION ITEMS FOR THIS MEETING

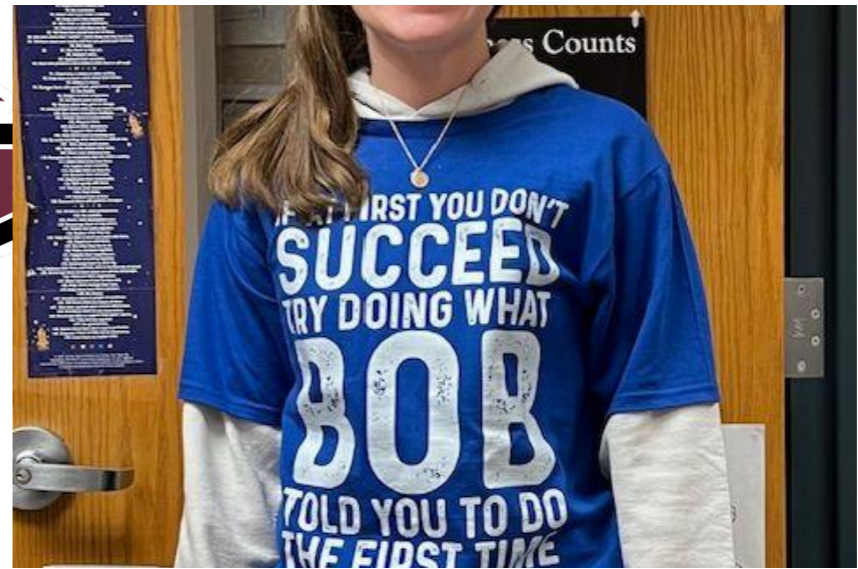
XVI.A. Approval of One Nebraska Federal Credit Union as the Institution for our Student Fees account.

XVII. BOARD REQUESTS FOR INFORMATION

XVIII. BOARD SHARING

XIX. EXECUTIVE SESSION

XX. ADJOURN



North Park Elementary

Enrollment: 310

EL %: 37% Minority % 65%

SP %: 21%

F/R:% 60%

Teachers: 25

Classified Staff: 23



AQUESTT DATA

North Park Elementary School

Year

State Classification

2020-2021

Great

2021-2022

Great

2022-2023

Good

2023-2024

Good

North Park Elementary School AQuESTT Federal Designation(s)

2022-2023

Additional Targeted Support & Improvement (ATSI)

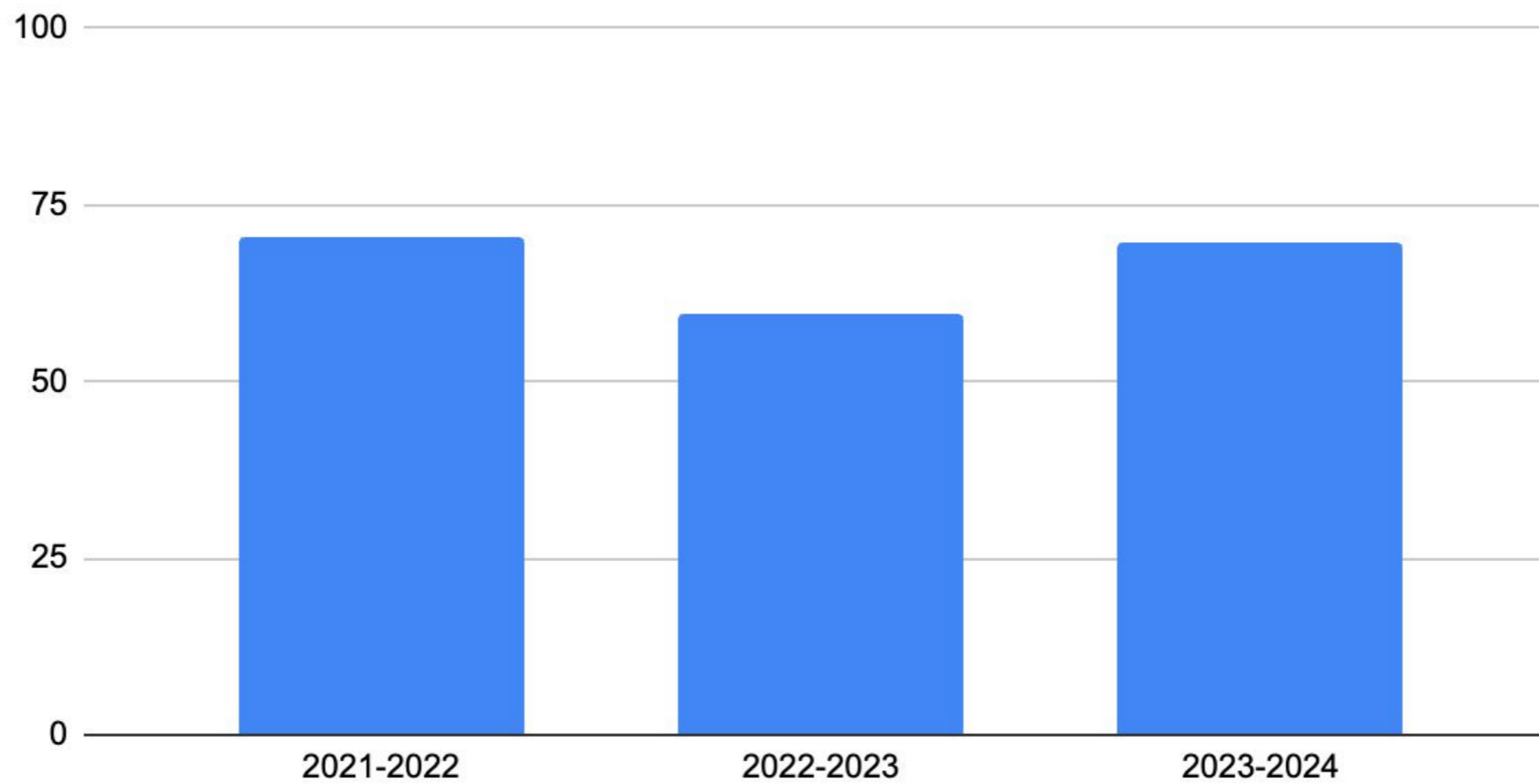
EL, Economically Disadvantaged, Hispanic & SPED

(Opportunity to exit this designation in 2026)



AQUESTT DATA

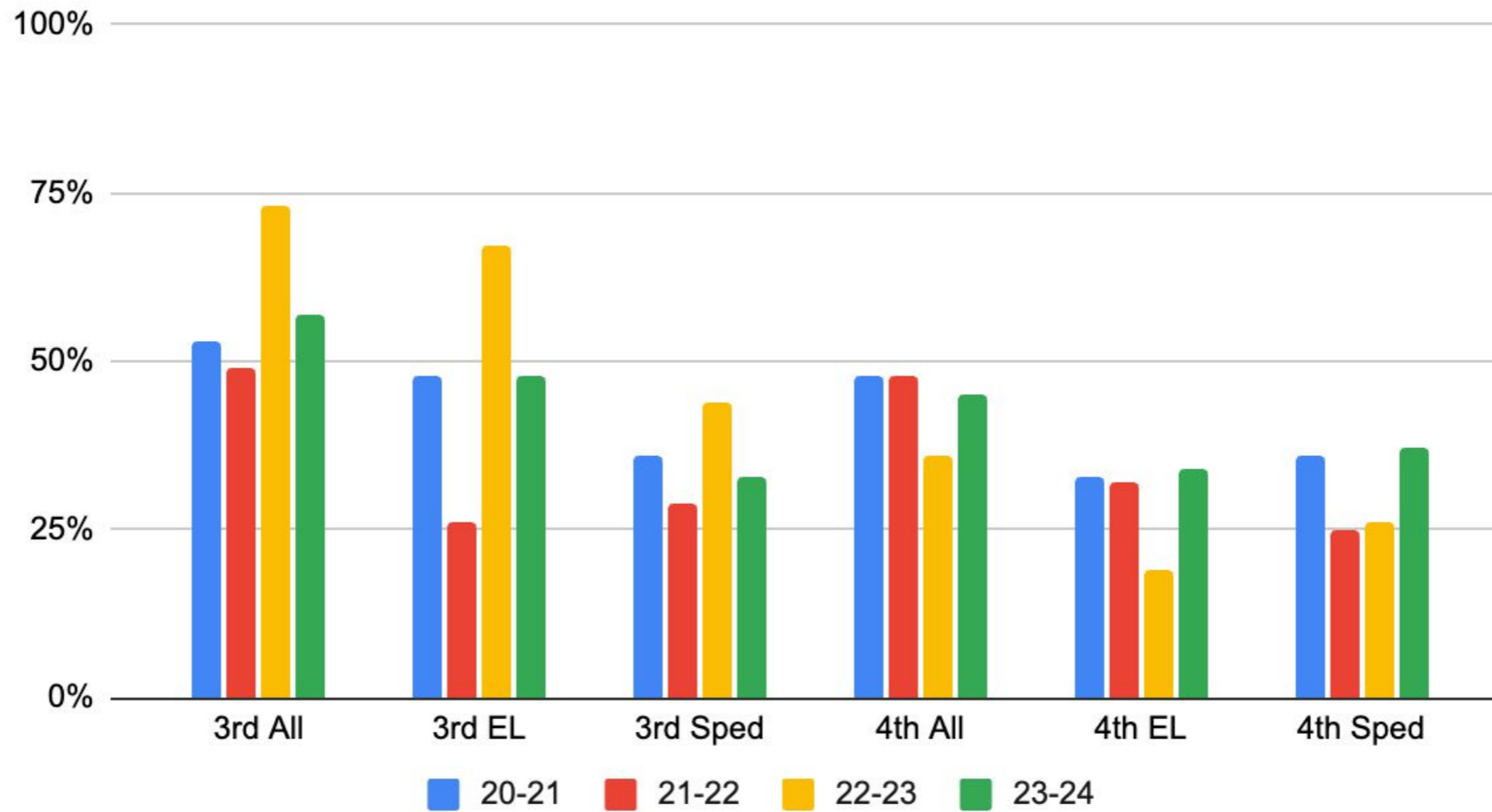
Percent of North Park EL Students Making Progress Towards EL Proficiency





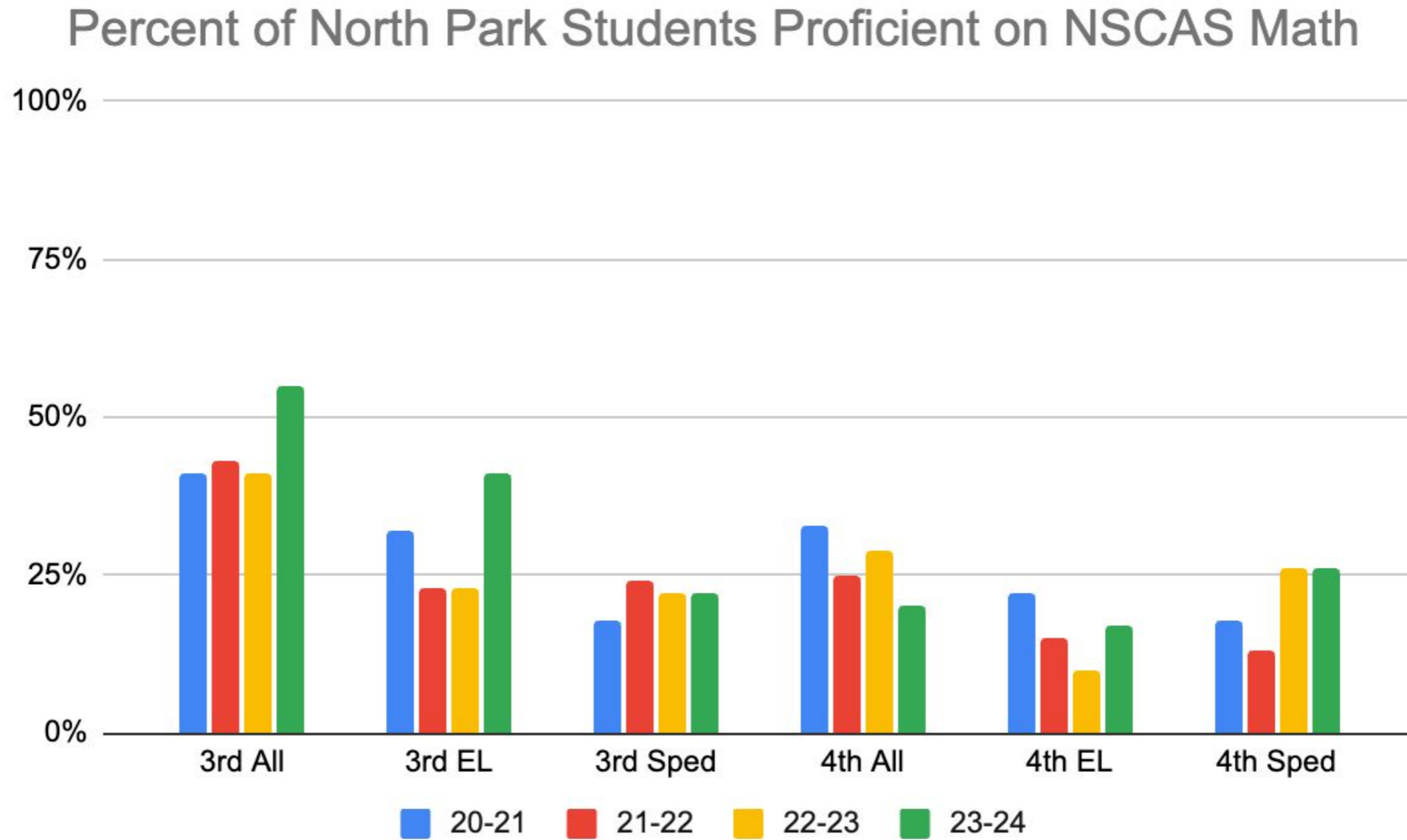
AQUESTT DATA

Percent of North Park Students Proficient on NSCAS ELA





AQUESTT DATA





AQUESTT DATA

North Park Elementary

Percent of Chronic Absenteeism

Year	Rounded Percent	Actual Percent
21-22	11%	11.18
22-23	13%	13.01
23-24	7%	6.87

Building Focus:
Create a Positive Building Culture

Recognize Positive Behavior:
Theme: Scoops of Success
4:1 Positive to Corrective ratio by staff
Monthly assemblies
Students of the Month
Dress Up Theme weeks
High School Mentors
Field Trip Trips



Building Focus cont...

Implementation of CKLA and mClass

- Fidelity to the core and interventions
- Ongoing Professional Development
- Collaboration/ DIA focus (Backwards design)
- Collaboration between Reading Teacher, Teachers, Paras, Principal in determining fluid WIN groups and progress monitoring.

Engagement and Connections

Staff Engagement

Commit to Trust Accelerators

- Staff to Staff relationships
- Positive message boards
- Staff get togethers
- Potlucks
- Dress up theme days

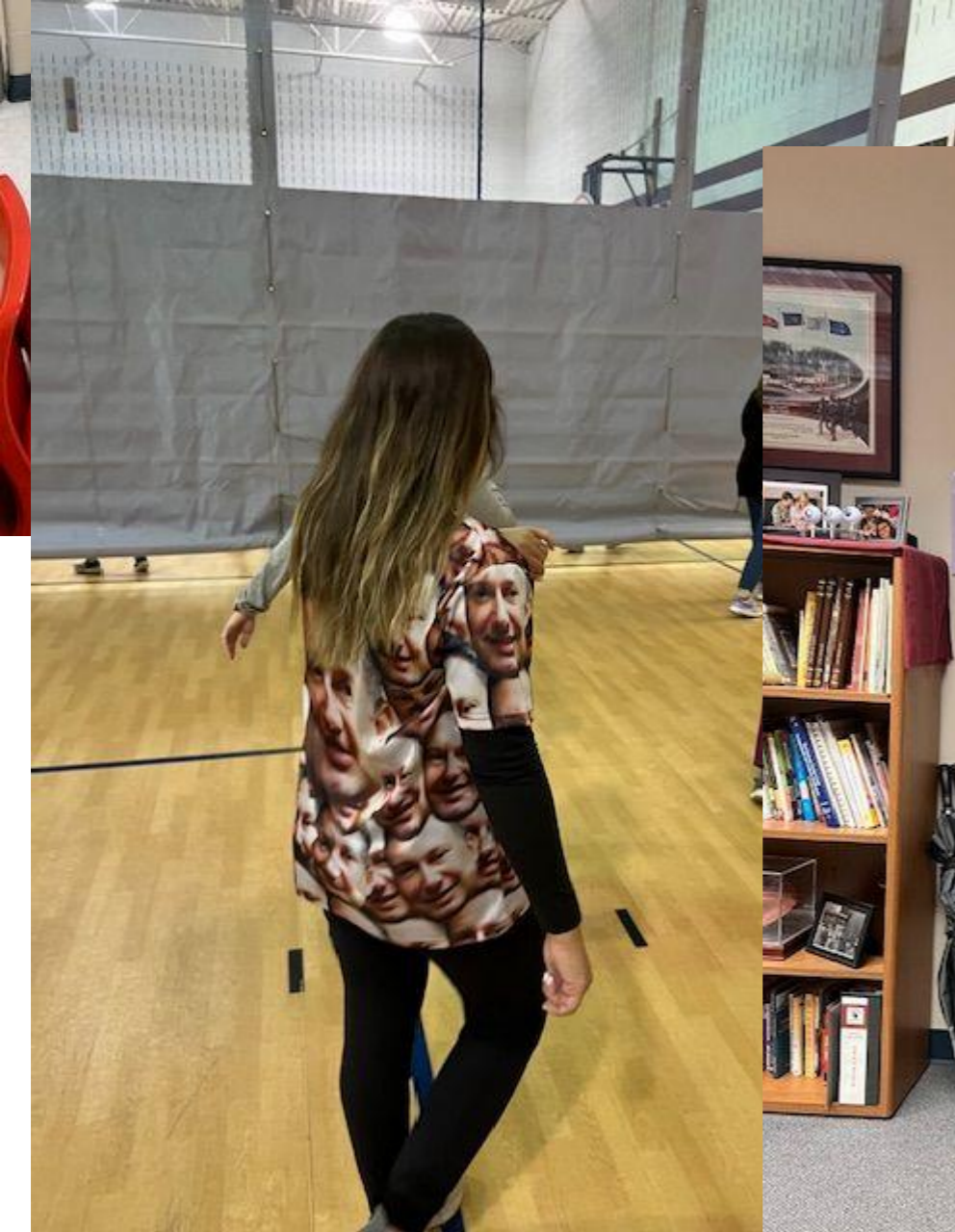
Family Engagement

Open House

Monthly Parent SMORE Newsletter

Attendance meetings (prevention)

Family nights: Pumpkin Decorating, Polar Express Night,
Book BINGO, Restaurant nights, End of the Year Picnic



Regular Meeting
Monday, March 17, 2025 5:30 PM Central

Kramer Education Center
2410 16th Street, Suite A
Columbus, NE 68601

Candace Becher: Present
Michael Jeffries: Present
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Present
Marv Zoucha: Present
Present: 6.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

IV. PLEDGE OF ALLEGIANCE

V. NOTICE OF OPEN MEETINGS ACT

V.A. President ensures all can hear proceedings

VI. MISSION STATEMENT

Mike Jeffries read the Mission Statement.

VII. PUBLIC COMMENT

VIII. GUEST PRESENTATIONS

IX. RECOGNITIONS BY BOARD

The students and coach/sponsors were given their certificates and congratulated by the board and Dr. Chip Kay, Superintendent.

IX.A. CMS Art Students

IX.B. CHS Diamond Dancers Nationals Award

IX.C. CHS Bowling Team-State Champions

IX.D. CHS Boys Wrestling Team

IX.E. CHS Girls Wrestling Team

X. BUILDING OR DISTRICT PRESENTATION

X.A. Kramer Preschool Presentation

Ashlie Stone, Kramer Preschool presented information on her building. Mrs. Stone shared the enrollment numbers: 174 Students, including special education students. There are 16 certified staff and 19 classified staff. She shared assessment data and TPOTS Observation data which

gives teachers the information needed to coach students to improve assessment percentages. Mrs. Stone talked about what they are doing at the Kramer Preschool to facilitate engagement and connectivity with staff, students and families.

X.B. LMHP Presentation

The CPS LMHPs Jessy Hill, Sarah Papa, Amy Theis gave a presentation on how violence risk assessments and self-harm risk assessments are being facilitated. They shared the criteria for who requires an assessment and who is involved in interviewing a student or staff member. They talked about the process being evidence based and the length of time it can take for the assessment to be completed. There was discussion about how CPS has become very proactive in protecting our students and staff.

XI. CONSENT AGENDA

Motion to approve the consent agenda Passed with a motion by Doug Molczyk and a second by Marv Zoucha.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

XI.A. Items to be removed from the Consent Agenda

There were no items removed from the Consent Agenda.

XI.B. Meeting Minutes

XI.C. Finance Reports

Jason Schapmann, Director of Human Relations and Fiscal Support, reported on the cash balances and revenue funds. He said that there are two new reports this month to show revenue and payments for the QCPUF and Nutrition Fund accounts.

XI.D. Staffing Reports

Mr. Schapmann shared the reports for staffing. He gave a shout out to the principals for getting a lot of the hiring done. The new principal for Kramer Preschool was on the memo. Chip Kay, Superintendent spoke about the interview process. He said Erin Meyer was hired. Mrs. Meyer's experience in a pre-k really showed in her interview.

XI.E. Professional Travel

Mr. Schapmann said the professional travel report reflected teacher career fairs, virtual career fairs and special education conferences.

XII. FOUNDATION REPORT

The Superintendent recommends that the board approve the Foundation Report, as submitted. Passed with a motion by Douglas Willoughby and a second by Candace Becher.

Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Nicole Anderson, Foundation Director, spoke about items listed in the report, including payouts for CMS stem supplies from ADM grant. Showing paid outs for some classroom grants. The Grandparents' Day events are listed as well. Mrs. Anderson said the district has served 781 grand friends to date and there are more events to come.

The total for the month of February is \$26,059.51; Year 2025 is \$35,204.25.

XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

XIII.A. Director of Teaching and Learning

Teresa Hausmann, Director of Teaching and Learning, updated on progress with Mr. Gillespie's wood manufacturing curriculum. She said CPS passed the Federal Programs Review. Mrs. Hausmann talked about the ESSA Grant reimbursements and thanked Jason Harris, Director of Special Education, for his assistance. Cognia, the company that CPS uses for accreditation, sent a notice that the three areas of improvement review are due. Mrs. Hausmann said that the department made 263 staff connections during the month of February.

XIII.B. Director of Special Education

Mr. Harris said he is focusing on hiring special education staff. He has made 28 contacts to invite people to come to CPS. Nine have been hired. Three people have transferred to special education from regular education. There were four people interviewed.

Mr. Harris shared that NDE requested a review on identifying OHI-white students. The review of files found nothing. Mr. Harris said there will be a finalized plan to come out at a later date.

XIII.C. Assistant Director for Student Services

XIII.D. Director of Human Resources

Mr. Schapmann gave some more in-depth information on the staff that are leaving the district.

13 retirements

16 resignations

7 for family reasons

3 entering grad school

1 for professional advancement

1 retiring for a second time

4 other

40 positions have been filled, 21 are new to the district. Twelve first year teachers, 5 are in years 2-5, 4 in years 6+.

XIII.E. Director of Operations

Leonard Kwapnioski, Director of Operations, updated on the Kramer project. He said it is coming along on budget. He also shared some information on the alternate education project. He also discussed some other projects he is looking into including the lighting control system at CHS and plumbing fixtures. Dr. Kay added that more conversations will happen regarding what is replaced to keep things operational. Mr. Kwapnioski talked about bus driver's training and the emergency exit plans for students. They drill twice a year. Bus drivers are randomly drug-tested through Occupational Health.

XIII.F. Superintendent

Dr. Kay said that Mr. Kwapnioski is getting all the bids together for the alternative education building. He noted that they met with Clark Enersen and the project is under budget for the facility. There was discussion regarding entrance safety and security. Lighting will be added outside the building. Dr. Kay shared some insight about our kindergarten enrollment for next year. It is very important to keep ratios at 20:1 in kindergarten classrooms, Dr. Kay is proposing opening another kindergarten classroom. The growth of our enrollment was discussed, and solutions are being addressed by Dr. Kay. He shared a plan for a community meeting, and an online meeting to get feedback. The timeline will be to use April to get feedback and have the board vote on a resolution to move forward in May. There was discussion on the support services that will be needed to plan a bond and project. Dr. Kay talked about the challenges we face. This solution would free up space in 6 buildings instead of piecing things together. There are teachers and parents that are willing to speak to the community.

XIV. MONTHLY REVIEW OF POLICIES

Motion to approve all three policies Passed with a motion by Doug Molczyk and a second by Douglas Willoughby.

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

XIV.A. First Reading of Policy 204.07 Meeting Notice

XIV.B. First Reading of Policy 717.00 Disposal of Property Under Federal Grants

XIV.C. First Reading of Policy 502.12 Enrollment of Children in Preschool Programs

Dr. Kay presented information on Policy 502.12 Enrollment of Children in Preschool Programs. CPS did not have a policy, and the grant requires a policy. He said we want to make sure it matches our procedures.

XV. DISCUSSION ITEMS

XVI. ACTION ITEMS FOR THIS MEETING

XVI.A. 2025-2026 Pre-K Calendar

The Superintendent recommends that the board approve the 2025-2026 Pre-K Calendar, as submitted. Passed with a motion by Douglas Willoughby and a second by Candace Becher. Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea
Yea: 6, Nay: 0

Dr. Kay said he heard concerns from teachers that it is confusing for families if the K-12 calendar has a non-contact day on a Friday. The preschool can't be out on both Friday and Wednesday. They will not have enough academic time. The new calendar reflects a very similar schedule as this year.

XVI.B. Fundraising Application to be Approved

The superintendent recommends that the board approve the Fundraising Applications, as submitted. Passed with a motion by Candace Becher and a second by Doug Molczyk. Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea
Yea: 6, Nay: 0

XVI.C. Surplus Property Approval

The superintendent recommends that the board approve the items to be declared surplus property, as submitted. Passed with a motion by Marv Zoucha and a second by Theresa Seipel. Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea
Yea: 6, Nay: 0

XVI.D. GO Physical Therapy Agreement

The superintendent recommends that the board approve the GO Physical Therapy agreement, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher. Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea
Yea: 6, Nay: 0

Jason Harris, Director of Special Education, presented the GoPhysical Therapy contract. This is the OT/PT company CPS is currently using. This is the same provider the name was changed. Mr. Harris said we sign a 3-year contract because they offer a better rate. The rates are below the NDE suggested rates. This company is helping us find SLPs for next year.

XVI.E. Mitel Phone System Upgrade

The superintendent recommends that the board approve the Mitel Phone Upgrade as submitted. Passed with a motion by Michael Jeffryes and a second by Marv Zoucha. Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea
Yea: 6, Nay: 0

Mr. Kwapnioski shared the Mitel Phone System Upgrade. QCPUF funds will be used for communication throughout the district and district-wide paging. This was listed in the resolution as a need for safety and security.

XVI.F. Approval to Replace Fire Alarms at Emerson and North Park

The superintendent recommends that the board approve the bid to Replace the Fire Alarms at Emerson and North Park, a submitted. Passed with a motion by Douglas Willoughby and a second by Doug Molczyk.

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

Fire alarms at Emerson and North Park need to be replaced.

XVI.G. Approval of the Commonwealth Electric Bid to Upgrade District Cameras, Access Controls, Video Door Cameras and Kramer Intercom System

The superintendent recommends that the board approve the Commonwealth Electric Bid to Upgrade District Cameras, Access Controls, Video Door Cameras and Kramer Intercom System. Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

XVII. BOARD REQUESTS FOR INFORMATION

XVIII. BOARD SHARING

The board shared that the CHS play was awesome. Those that have participated in Grand Friends Day are very appreciative, and think it is a great event. They all really enjoy the student recognitions at the board meetings.

XIX. EXECUTIVE SESSION

XX. ADJOURN

Motion to adjourn Passed with a motion by Theresa Seipel and a second by Michael Jeffryes.

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

The meeting was adjourned at 9pm.

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 17, 2025.

President

Secretary

Columbus Public Schools
 Summary of Cash Balances
 March 31, 2025

M2	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 509,316.65		
	Attachment M5 (prior Bd Mtg)			\$ 3,830,550.89		
	Innerfund Loan to reimburse Admin Activity					
	Transfer to GP ICS Savings		\$ (6,000,000.00)			
	Transfer from GP ICS Savings		\$ 4,000,000.00			
	Receipts GP checking		\$ 9,579,928.76			
	GENERAL FUND - GREAT PLAINS STATE BANK	\$ 5,584,993.65	\$ 7,579,928.76	\$ 4,339,867.54	\$ 8,825,054.87	\$ 5,153,480.85
	Transfer to GP Checking			\$ 4,000,000.00		
	Transfer from GP Checking		\$ 6,000,000.00			
	Interest		\$ 2,245.89			
	GEN FUND - GP ICS SAVINGS	\$ 394.53	\$ 6,002,245.89	\$ 4,000,000.00	\$ 2,002,640.42	
	General Fund - Cash Balance				\$ 10,827,695.29	
Depr Fund	Receipts					
	Interest		\$ 3,191.78			
	DEPRECIATION - GREAT PLAINS STATE BANK	\$ 980,664.57	\$ 3,191.78	\$ -	\$ 983,856.35	\$ 413,665.14
Temporary Funds -GF						
	PAYROLL - PINNACLE BANK	\$ 361,685.61	\$ 3,787,654.34	\$ 3,756,964.97	\$ 392,374.98	\$ 358,862.60
	HSA/FSA - PINNACLE BANK	\$ 64,378.64	\$ 16,559.66	\$ 13,100.29	\$ 67,838.01	\$ 59,496.39
Activities	Administration	\$ 701,865.17	\$ 16,836.40	\$ 18,945.42	\$ 699,756.15	\$ 628,438.00
	Middle School	\$ 141,156.26	\$ 9,567.86	\$ 3,878.51	\$ 146,845.61	\$ 129,990.98
	High School	\$ 653,788.04	\$ 45,178.99	\$ 56,659.40	\$ 642,307.63	\$ 660,341.18
	ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,496,809.47	\$ 71,583.25	\$ 79,483.33	\$ 1,488,909.39	\$ 1,418,770.16
Nutrition Fund	Attachment M6			\$ 271,707.91		
	Interest Income		\$ 766.26			
	State Reimbursement		\$ 163,683.46			
	Rct to Expenditures		\$ 12,930.56			
	Student/ Staff meals/ alacarte sales		\$ 66,178.91			
	NUTRITION FUND - CORNERSTONE BANK	\$ 259,554.23	\$ 243,559.19	\$ 271,707.91	\$ 231,405.51	\$ 449,664.77
Bond Fund				\$ -		
	Platte County Treasurer		\$ 218,152.13			
	Butler County Treasurer		\$ 402.92			
	Polk County Treasurer		\$ -			
	Investment Gain		\$ 5,767.78			
	BOND FUND - FNB	\$ 1,922,697.49	\$ 224,322.83	\$ -	\$ 2,147,020.32	\$ 1,881,568.22
Building Fund	Capital One Public Funding			\$ 407,974.40		
	Receipts		\$ 423,978.97			
	BLDG FUND - BANK OF THE VALLEY	\$ 323,052.96	\$ 423,978.97	\$ 407,974.40	\$ 339,057.53	\$ 151,865.13

Columbus Public Schools
 General Fund Revenue Detail
 March 31, 2025

ACCOUNT NUMBER	DESCRIPTION	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	PERCENT
01.1.01100.000.000	Property Taxes	(\$26,625,735.00)	(\$399,168.41)	(\$11,643,934.26)	(\$14,981,800.74)	43.73%
01.1.01115.000.000	Carline Taxes	(\$8,000.00)	\$0.00	(\$1,847.33)	(\$6,152.67)	23.09%
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	(\$2,345,000.00)	(\$161,956.80)	(\$1,380,653.84)	(\$964,346.16)	58.88%
01.1.01323.000.000	Tuition, SpEd School Age	(\$3,250.00)	\$0.00	\$0.00	(\$3,250.00)	0.00%
01.1.01510.000.000	Interest	(\$15,000.00)	(\$25,496.73)	(\$104,471.95)	\$89,471.95	696.48%
01.1.01540.000.000	Income from Real Property	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01801.000.000	CASP/Parent Fees	(\$35,000.00)	(\$6,710.00)	(\$49,940.00)	\$14,940.00	142.69%
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$3,735.00)	(\$21,265.00)	14.94%
01.1.01990.000.000	Miscellaneous Local Receipts	(\$20,000.00)	\$0.00	\$0.00	(\$20,000.00)	0.00%
01.1.02110.000.000	County Fines & License Fees	(\$150,000.00)	(\$24,124.71)	(\$120,821.70)	(\$29,178.30)	80.55%
01.1.02230.000.000	Technology Services	\$0.00	\$0.00	(\$477.80)	\$477.80	#DIV/0!
01.1.03110.000.000	State Aid	(\$16,417,109.00)	(\$3,276,170.00)	(\$11,502,852.00)	(\$4,914,257.00)	70.07%
01.1.03120.000.000	SpEd Receipts from the State	(\$5,508,698.00)	(\$841,931.00)	(\$3,308,675.00)	(\$2,200,023.00)	60.06%
01.1.03130.000.000	Homestead Exemption	\$0.00	(\$198,426.14)	(\$198,560.85)	\$198,560.85	#DIV/0!
01.1.03131.000.000	Property Tax Credit	\$0.00	(\$4,229,706.91)	(\$4,254,470.30)	\$4,254,470.30	#DIV/0!
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$18,000.00)	\$0.00	(\$25,247.05)	\$7,247.05	140.26%
01.1.03300.000.000	In Lieu of Taxes	\$0.00	\$0.00	(\$44,904.53)	\$44,904.53	#DIV/0!
01.1.03301.000.000	After School Program	\$0.00	\$0.00	(\$3,396.73)	\$3,396.73	#DIV/0!
01.1.03400.000.000	State Apportionment	(\$500,000.00)	\$0.00	(\$1,581,893.90)	\$1,081,893.90	316.38%
01.1.03535.000.000	High Ability Learners Allocati	(\$25,599.00)	\$0.00	(\$21,682.00)	(\$3,917.00)	84.70%
01.1.03540.000.000	State Early Childhood Grant	(\$150,000.00)	\$0.00	(\$136,942.00)	(\$13,058.00)	91.29%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$164,500.00)	\$0.00	(\$57,607.00)	(\$106,893.00)	35.02%
01.1.03590.000.000	Opportunity Grant	\$0.00	(\$4,838.80)	(\$4,838.80)	\$4,838.80	#DIV/0!
01.1.03599.000.000	Education Quest College Access	\$0.00	\$0.00	(\$17,275.17)	\$17,275.17	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$781,419.00)	(\$266,330.00)	(\$835,721.00)	\$54,302.00	106.95%
01.1.04509.000.000	ESSA Title II Receipts	(\$140,788.00)	(\$19,705.00)	(\$125,117.00)	(\$15,671.00)	88.87%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$38,872.00)	\$0.00	\$0.00	(\$38,872.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$25,237.00)	\$0.00	(\$25,203.00)	(\$34.00)	99.87%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$1,013,657.00)	\$0.00	(\$897,931.00)	(\$115,726.00)	88.58%
01.1.04521.000.000	IDEA Proportionate Share	(\$124,753.00)	\$0.00	(\$129,582.00)	\$4,829.00	103.87%
01.1.04525.000.000	Carl Perkins Grants	(\$53,095.00)	\$0.00	(\$32,326.00)	(\$20,769.00)	60.88%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$96,829.00)	(\$27,816.00)	(\$134,569.00)	\$37,740.00	138.98%
01.1.04528.000.000	Title III Immigrant	(\$25,169.00)	(\$8,299.00)	(\$8,299.00)	(\$16,870.00)	32.97%
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$157,550.00)	(\$54,070.00)	(\$211,620.00)	\$54,070.00	134.32%
01.1.04708.000.000	Medicaid in Public Schools/DS	(\$45,988.00)	\$0.00	(\$41,115.60)	(\$4,872.40)	89.41%
01.1.04709.000.000	Medicaid in Public Schools/MAC	\$0.00	\$0.00	(\$23,342.88)	\$23,342.88	#DIV/0!
01.1.04969.000.000	ESSA Title IV SSAE Grant	\$0.00	(\$20,263.00)	(\$71,792.00)	\$71,792.00	#DIV/0!
01.1.04988.000.000	ESSER - ELO/ASP	\$0.00	\$0.00	(\$274,017.00)	\$274,017.00	#DIV/0!
01.1.04994.000.000	HYC Grant (6994)	(\$14,230.00)	\$0.00	(\$14,053.00)	(\$177.00)	98.76%
01.1.05301.000.000	Insurance Claims	\$0.00	\$0.00	(\$50,866.00)	\$50,866.00	#DIV/0!
		(\$55,378,478.00)	(\$9,565,012.50)	(\$37,339,781.69)	(\$18,038,696.31)	67.43%
	Transfers					
	Reimbursements/Refunds		(\$19,746.92)			
	Interest - other accounts		\$4,830.66			
			(\$9,579,928.76)			

Check Number	Vendor	Amount
19472	SCHOOL DISTRICT #1-PAYROLL	\$3,676,521.55
19473	ACCENT FLORAL AND GALLERIA	\$55.00
19474	ASSOCIATED STAFFING, INC	\$5,871.57
19475	BIG APPLE BAGELS	\$59.97
19476	BLAZERWORKS, LLC	\$15,865.74
19477	BOMGAARS	\$30.99
19479	CORNHUSKER HOTEL CONFERENCE CT	\$401.00
19480	CPS FOUNDATION	\$200.00
19481	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$330.00
19482	EDGEWATER INSURANCE + REAL ESTATE	\$3,783.50
19483	ESU #7 SPECIAL EDUCATION	\$58,280.83
19484	FIRST NATIONAL BANK OMAHA	\$89.38
19485	FIRST NATIONAL BANK OMAHA	\$32.74
19486	FIRST NATIONAL BANK OMAHA	\$64.00
19487	FIRST NATIONAL BANK OMAHA	\$225.00
19488	FIRST NATIONAL BANK OMAHA	\$1,612.63
19489	FIRST NATIONAL BANK OMAHA	\$119.08
19490	FIRST NATIONAL BANK OMAHA	\$5,317.00
19491	FIRST NATIONAL BANK OMAHA	\$1,041.21
19492	FIRST NATIONAL BANK OMAHA	\$657.99
19493	FIRST NATIONAL BANK OMAHA	\$740.18
19494	FIRST NATIONAL BANK OMAHA	\$877.92
19495	FORWARD CPA, LLC	\$6,500.00
19496	GENTILE, TRINA	\$205.32
19497	JACKSON SERVICES INC.	\$293.11
19498	JOHNSON, MEGAN	\$300.00
19499	LOUP POWER DISTRICT	\$177.80
19500	MARQUEZ, KATIE	\$38.40
19501	MAXIM HEALTHCARE SERVICES, INC.	\$5,330.00
19502	NCSA	\$150.00
19503	NEBRASKA DEPARTMENT OF EDUCATION	\$800.00
19504	NEBRASKA STATE LITERACY ASSOCIATION	\$79.00
19505	OCCUPATIONAL HEALTH SERVICES	\$1,397.50
19506	PLATTE COUNTY ELECTION COMMISSIONER	\$120.54
19507	RIVERSIDE PORTABLES, LLC	\$120.00
19508	SILVESTRE, ANGELA	\$124.80
19509	STEALTH BROADBAND	\$2,891.69
19510	AMAZON CAPITAL SERVICES	\$3,935.18
19511	AMAZON CAPITAL SERVICES	\$3,366.42
19512	AMAZON CAPITAL SERVICES	\$276.34
19513	CAPITAL ONE/WALMART	\$32.76
19514	HY-VEE FOOD STORES	\$41.08
19515	SUPER SAVER	\$921.99

Check Number	Vendor	Amount
19516	CPS FOUNDATION	\$200.00
19517	LEGACY 23 APARTMENTS	\$1,495.00
19518	ACE HARDWARE-COLUMBUS	\$23.09
19519	AGiREPAIR, INC	\$7,120.00
19520	AWARDS & ENGRAVING	\$24.00
19521	BOMGAARS	\$250.45
19522	BOS, JENNY	\$287.28
19523	CAPITAL SANITARY SUPPLY	\$2,269.02
19524	CENTRAL INSULATION & ROOFING	\$195.00
19525	CENTRAL PROGRAMS, INC	\$607.90
19526	COLUMBUS ARNOLD MOTOR SUPPLY	\$152.59
19527	DIRECT SUPPLY, INC	\$230.99
19528	DOLES, HEATHER	\$14.00
19529	EAKES OFFICE SOLUTIONS	\$232.03
19530	ELECTRICAL ENGINEERING & EQUIP	\$9.32
19531	FOLLETT CONTENT SOLUTIONS, LLC	\$708.43
19532	FUN AND FUNCTION	\$102.44
19533	GREAT PLAINS BUILDING SUPPLY CO.	\$114.57
19534	HOESING, KRISTIN	\$127.68
19535	IMAGE TECH & PRINTING	\$167.65
19536	J.W. PEPPER & SON, INC	\$8.95
19537	JACKSON SERVICES INC.	\$299.04
19538	JENSEN, VALERIE	\$328.44
19539	MCLEAN, MEGAN	\$179.20
19540	MENARDS-COL	\$669.81
19541	MIDWEST DOOR & HARDWARE	\$276.00
19542	NASCO HEALTHCARE INC	\$2,721.95
19543	NEBRASKA HARVESTORE SYSTEMS	\$126.13
19544	PACZOSA, MEGAN	\$167.58
19545	REARDON LAWN & GARDEN EQUIP.	\$5.99
19546	RUTT'S HEATING & AIR CONDITIONING, INC -	\$2,455.01
19547	SCHIEFFER SIGNS	\$19.00
19548	SECURITY EQUIPMENT	\$4,140.00
19549	SNAP-ON INDUSTRIAL	\$1,480.11
19550	SWANSON, ZACH	\$542.64
19551	TEACHER DIRECT	\$252.04
19552	TIRE OUTLET INC	\$596.00
19553	VOSS LIGHTING	\$282.60
19554	WARD'S SCIENCE	\$1,847.11
19555	WEMHOFF, ASHLEY	\$287.28
19556	WRIGHT, ABBEY	\$255.36
Total Expenditures		<u><u>\$3,830,550.89</u></u>

Columbus Public Schools
Nutrition Fund Expenditures
March 2025

Check Number	Vendor	Amount
3263	ASSOCIATED STAFFING, INC	\$424.77
3264	JACKSON SERVICES INC.	\$59.56
3265	ASSOCIATED STAFFING, INC	\$702.06
3266	BOMGAARS	\$35.26
3267	HY-VEE FOOD STORES	\$1,800.00
3268	LUNCHTIME SOLUTIONS, INC	\$71.16
3269	MENARDS-COL	\$103.52
3270	MOJE, MICHAEL	\$115.47
3271	T-BONE TRUCK STOP	\$150.63
3272	VERIZON WIRELESS	\$32.89
3273	MERCHANT SERVICES	\$3,452.17
3274	SCHOOL DISTRICT #1-PAYROLL	\$108,700.13
3275	BOMGAARS	\$36.95
3276	FIRST NATIONAL BANK OMAHA	\$13.35
3277	HY-VEE FOOD STORES	\$2,145.00
3278	LUNCHTIME SOLUTIONS, INC	\$136,426.83
3279	ASSOCIATED STAFFING, INC	\$415.15
3280	CHEROKEE BUILDING MATERIALS	\$5,097.57
3281	HY-VEE FOOD STORES	\$4,273.00
3282	JACKSON SERVICES INC.	\$59.49
3283	SNA (SCHOOL NUTRITION ASSOCIATION)	\$62.50
3284	WEMHOFF REFRIGERATION	\$3,976.50
	Total Fund Expenditures	<u>\$268,153.96</u>

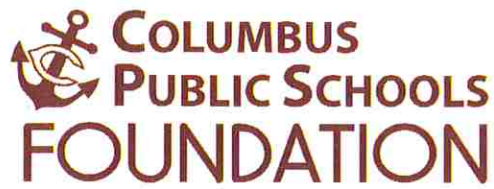
Columbus Public Schools
 Summary of Cash Balances - QCPUF
 March 31, 2025

M9	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR	
	Carroll Seating Company			\$ 14,900.00			
QCPUF	Clark & Enersen			\$ 146,776.95			
	Commonwealth Electric Midwest			\$ 205,906.50			
	Dell Marketing L.P.			\$ 10,004.74			
	Epcos LTD., Inc.			\$ 1,245.00			
	Floors, Inc			\$ 64,440.79			
	Midwest Automatic Fire Sprinkler Co.			\$ 20,340.00			
	Midwest Door & Hardware			\$ 26,913.00			
	Mueller & Schoepf Drywall Inc			\$ 82,179.10			
	Rutt's Heating & Air Conditioning, Inc			\$ 336,584.70			
	T-C Ceilings Inc			\$ 36,000.00			
	Receipts		\$ -				
	Interest			\$ 8,248.87			
	QCPUF OPERATING -- COLUMBUS BANK		\$ 2,689,739.60	\$ 8,248.87	\$ 945,290.78	\$ 1,752,697.69	
	<hr/>						
		Receipts		\$ 149,581.65			
	Interest		\$ 508.37				
	QCPUF BOND-- COLUMBUS BANK	\$58,153.41	\$ 150,090.02	\$0.00	\$208,243.43		

Professional Travel Report - March 2025

Columbus Public Schools

Employee full Name	Job Start Date	Job End Date	Job Notes to Administrator
Rebecca Lenser	2025-03-03	2025-03-07	Close-up Trip
Turner Trofholz	2025-03-05	2025-03-07	Working for NSAA at Girls State Basketball Tournament
Chip Kay	2025-03-05	2025-03-07	Presenter at AASA New Orleans
Leonard Kwapnioski	2025-03-05	2025-03-05	Facilities Director meeting in Lincoln
Nicole Anderson	2025-03-07	2025-03-07	NebSPRA monthly meeting
Chip Kay	2025-03-13	2025-03-13	STANCE Meeting - Lincoln
Leonard Kwapnioski	2025-03-14	2025-03-14	NATA Meeting in GI
Sarah Papa	2025-03-21	2025-03-21	ADHD - Understanding and Working with the Interest-Driven Nervous System Nebraska Innovation Campus (NIC)
Nicole Anderson	2025-03-24	2025-03-28	NAEF (National Association of Education Foundations) Conference - Knoxville. (Foundation Expense)
Angela Luebbe	2025-03-26	2025-03-27	Conference @ KearneyCelebrating Women in Leadership
Sarah Bird	2025-03-26	2025-03-27	Conference @ KearneyCelebrating Women in Leadership
Paula Lawrence	2025-03-26	2025-03-27	Conference @ KearneyCelebrating Women in Leadership
Ashlie Stone	2025-03-26	2025-03-27	Conference @ KearneyCelebrating Women in Leadership
Adriana Carnes	2025-03-26	2025-03-27	Conference @ KearneyCelebrating Women in Leadership
Katie Rose	2025-03-26	2025-03-27	Conference @ KearneyCelebrating Women in Leadership
Abby Sayers	2025-03-27	2025-03-27	Careers in Technology Day at Southeast Community College, Lincoln.
Jason Harris	2025-03-28	2025-03-28	NASES Region 3 Meeting. Norfolk, NE
Erica Gable	2025-03-31	2025-03-31	Northeastern Nebraska DC Fly In
Corey Underdahl	2025-03-31	2025-03-31	MMAG Meeting in Lincoln
Jeffrey Uchtman	2025-03-31	2025-03-31	MMAG Meeting in Lincoln



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

April 1, 2025

Mike Jeffryes
Board of Education
Columbus Public Schools

Dear President Jeffryes and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of March. 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

\$401.83 - CMS ADM STEM Supplies
\$11,108.84 - Columbus After School Program

\$1,589.50 - College/Career Day Supplies
\$384.55 - Educators Rising

Band Boosters

\$1,450.00 - HWAA Membership
\$269.89 - Sign Up Genius
\$278.99 - Power Supply

Centennial PAC

\$202.80 - Popcorn Supplies
\$1,265.00 - One School One Book
\$136.99 - K-2 Literacy Night Supplies
\$615.23 - Field Trip
\$49.99 - Teacher Meeting Supplies

Post Prom

\$1,000.00 - Prizes

Sports Boosters

\$10,000.00 - Baseball Turf & Field Improvements
\$4,500.00 - Tunnel for Inside Activities
\$500.00 - Wrestling Hospitality Room
\$233.50 - Senior Flowers
\$105.88 - Swim Team Goodie Bags

Vocal Music Boosters

\$1,200.00 - NAC Judges
\$1,810.00 - Dinner Show Catering
\$20.44 - Printing
\$1,114.00 - San Antonio Choir Trip Shirts
\$1,500.00 - Neptunes Angel Coach
\$341.00 - NAC Trophies
\$1,500.00 - Baker's Dozen Director

West Park PTO

\$5,788.60 - Club's Choice Fundraiser

The total contributions for the month of March was \$47,367.03

The total contributions for the FY 2025 total is **\$82,571.28**

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

Thank you for your consideration.

Sincerely,

Nicole Anderson
Director of Marketing & Foundation

MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the board and recorded in the board minutes by either of the following means:

1. Publishing in a local newspaper of general circulation within the district's jurisdiction, publishing on the newspaper's web site, if available, and posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers; or
2. Posting to the newspaper's website, if available, and posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting.

If the newspaper refuses, neglects, or is unable to publish the notice on time, the district may (1) post its notice on its website, if available, (2) post its notice on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post its notice in a conspicuous public place within the district.

Public notice shall indicate the meeting's time, place and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting and a copy kept readily available for public inspection at the principle office of the district. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal Reference: Neb. Statute 84-1408 to 1414

Legal Reference: Neb. Statute 84-1408 to 1414
79-554
79-560
79-561

Policy
Adopted: 12/8/03

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Revised: 7/10/06
Revised: 2/15/21
Revised: 7/8/24
Revised: 4/7/25

DISPOSAL OF PROPERTY UNDER FEDERAL GRANTS

Management of Inventory

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements:

- (1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property including the Federal Award Identification Number (FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

Disposition

When original or replacement equipment acquired under a Federal award is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, except as otherwise provided in Federal statutes, regulations, or Federal awarding agency disposition instructions, the district must request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment will be made as follows, in accordance with Federal awarding agency disposition instructions:

- (1) Items of equipment with a current per unit fair market value of \$10,000 or less may be retained, sold or otherwise disposed of with no further obligation to the Federal awarding agency.
- (2) Except as provided in 2CFR 200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of \$10,000 may be retained by the district or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the district to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.
- (3) The district may transfer title to the property to the Federal Government or to an

eligible third party provided that, in such cases, the district must be entitled to compensation for its attributable percentage of the current fair market value of the property.

(4) In cases where a district fails to take appropriate disposition actions, the Federal awarding agency may direct the district to take disposition actions.

Legal Reference: 2 C.F.R. §§ 200 et seq.
NDE State and Federal Grant Management Rqmnts and
Guidance

Cross Reference: 904.02 Lease, Sale or Disposal of School District Property

Policy
Adopted: 4/7/25

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Student Services

Enrollment of Children in Preschool Programs

- I. Qualified children may apply for participation in the District preschool programs. Qualified children meet the following criteria:
 - A. Resident Requirement: Children must reside in the District, have one parent residing in the District, or be an employee of the school district.
 - B. Age Requirement: The district provides preschool programming for students who have reached the age of three (3) or four (4) on or before July 31 of the current school year. The District does not provide preschool programming for students who have reached the age of five (5) years on or before July 31 of the current school year.
- II. Applications shall be made in accordance with the following application procedures:
 - A. Applications Open: Applications will begin the first Monday in February for preschool enrollment for the following school year.
 - B. Applications Deadline: The deadline for applications the last Friday in February.
- III. Applications for a preschool program will be approved, and placements will be made in the following order:
 - A. Qualified children whose family income qualifies them for participation in the federal free or reduced lunch program; English learner; children who demonstrate an academic need; children whose parents are younger than eighteen; children who were born prematurely or at a low birth weight as verified by a physician; children enrolled in Head Start; children of homeless families; foster children; and children of migrant families.
 - B. Remaining slots are available for any children who do not meet the criteria above subject to NDE Rule 11.
 - C. The District reserves the right to accept preschool enrollment on an as available basis once the school year begins.
- IV. Limitations and Restrictions on Student Eligibility:
 - A. Students who move out of the district do not meet eligibility requirements and are no longer qualified to participate in the District preschool programs. Such students will be disenrolled from the program.

V. Transportation

- A. Transportation for children must be provided by the child's parents or legal guardian unless as otherwise required by law.

VI. Exceptions

- A. The District recognizes the configuration of educational groupings unique to specific preschool programs. Such unique configurations may result in the continued participation in said program until such time as the next program grouping is encountered. The District reserves the right to make this determination annually based upon program capacity and other pertinent factors.
- B. Nebraska Department of Education Rule 11 requires programs to include children verified as having disabilities pursuant to 92 NAC 51 and to maximize the participation of economically and categorically diverse groups of children.

VII. Program Qualifications

- A. All Early Childhood Programs shall comply with Nebraska Department of Education Rule 11.
- B. Nebraska Department of Education Rule 11 states that grant funds shall be targeted toward serving children regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families.
- C. Early Childhood Special Education services are provided for eligible children birth to age five based upon evaluation of the child's development. This program is only available to resident children, and children who have at least one parent residing in the District.

Legal Reference: §79-1101
 §79-1104
 §79-526

Policy
Adopted: 03/17/2025
Reviewed: 03/17/2025

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

AGREEMENT

CONTRACTED LEVEL I, II, AND III SPECIAL EDUCATION SERVICES

THIS AGREEMENT, made and entered into this **18th** day of **March** by and between Educational Service Unit 7 of the State of Nebraska, hereinafter called “Servicing Agency” and **Columbus Public Schools** hereinafter called “District.”

WITNESSETH:WITSSETH:

1. That the Serving 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 Serving 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 **25-26** commencing no earlier than August 1, 2025 and ending no later than July 31, 2026 .
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 31, 2025**. 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



CPS

This document outlines the services your district has *projected* with ESU 7 for the 25-26 school year. Districts please return to Susan Olmer at ESU7 on or before March 31, 2025. If you have questions please contact Tami Clay.

	School Psychology	LMHP	Speech Lang. Pathologist	Deaf Education	Vision/TVI	O & M	Braille	Homebound Early Childhood	Transition	Resource Coach	Behavior Analyst	Cen7ter/LA/Bridges Para	Cen7ter Student(s)	Bridges(s)	Learning Academy Students	Total Hours
Building	1002	4071	4001	4024	4030	4048	4050	4003	2012	2002	2013	8001	4012	4021	4021	
0-2 Home																
Preschool Home																
3-5 Preschool Kramer										59.20						59.20
Centennial Elem			3108.00							5624.00	29.60	44.40	1480.00	1480.00	4440.00	10582.00
Emerson Elem			279720.00							2812.00	4218.00	37000.00		39960.00	119880.00	483590.00
Lost Creek Elem										59.20						0.00
North Park Elem										5624.00						0.00
West Park Elem	222.00									29.60						59.20
5-8 MS Sec	19980.00									5624.00						29.60
9-12 HS Sec	44.40									29.60	74.00					2812.00
Preschool Non-Pub	3996.00															
Elem Non-Pub	2664.00									2664.00	7030.00					79920.00
Sec Non-Pub																92278.00
Regular Ed																
Total Hours	296.00	0.00	3108.00	0.00	0.00	0.00	1258.00	0.00	29.60	296.00	44.40	1480.00	0.00	1480.00	8880.00	701002.00
FTE	0.20	0.00	2.10	0.00	0.00	0.00	0.85	0.00	0.02	0.20	0.03	1.00	0.00	1.00	6.00	11.4000
Rate	90.00	85.00	90.00	120.00	110.00	130.00	50.00	120.00	90.00	95.00	95.00	25.00	25.00	27.00	27.00	
Per Service Total	26,640.00	0.00	279,720.00	0.00	0.00	0.00	62,900.00	0.00	2,664.00	28,120.00	4,218.00	37,000.00	0.00	39,960.00	239,760.00	\$720,982.00
hours can be throughout all grades	1 day week		2 SLPs 5 days a week plus 1 every other Friday							1 day week	19 hr yr	1 Bridges	0	1 student	6 students	

Proposal for Adoption of OpenSciEd for Grades 5-8 Science Curriculum

Presented to: Columbus Public School's Board of Education

Prepared by: Teresa Hausmann, Director of Teaching and Learning

Date: April 7, 2025

Proposal Summary

This proposal recommends the adoption of OpenSciEd as the primary science curriculum resource for grades 5-8. OpenSciEd is an innovative, research-based science program designed to enhance student learning through inquiry-driven and phenomena-based instruction. This curriculum aligns with Nebraska State Standards and provides an engaging, student-centered approach to science education.

Rationale for Adoption

1. **Engaging, Inquiry-Based Learning:** OpenSciEd encourages students to ask questions, investigate real-world phenomena, and apply critical thinking skills, fostering a deeper understanding of scientific concepts.
 2. **Teacher Support and Professional Development:** OpenSciEd provides robust professional learning opportunities, equipping educators with the tools needed to deliver high-impact science instruction.
 3. **Cost-Effective:** OpenSciEd is an open-source curriculum, significantly reducing costs compared to traditional textbook-based programs.
-

Resource Overview

OpenSciEd is structured around three-dimensional learning, integrating scientific practices, crosscutting concepts, and disciplinary core ideas. The program consists of:

- **Coherent Storylines:** Each unit is designed around engaging scientific phenomena that drive student inquiry.
 - **Hands-On Investigations:** Students actively participate in experiments, simulations, and collaborative discussions.
 - **Assessment for Learning:** Formative and summative assessments are embedded throughout to support student growth and instructional decision-making.
-

Alignment and Pilot Implementation

- **Standards Alignment:** OpenSciEd is fully aligned with the Nebraska State Science Standards, ensuring that students receive instruction that meets state expectations.
- **Pilot Program:** A pilot program was conducted this year at Columbus Middle School, during which several grades piloted one or more OpenSciEd units. Based on their experience, they have recommended adopting OpenSciEd.

Cost Estimate

- **Annual Cost:** Approximately \$5,000 per year (includes teacher professional development, instructional materials, and ongoing support).

Implementation Plan

1. **April 2025 BOE Meeting**
 - Recommend OpenSciEd to the BOE and make available for 30 days at CPS Admin
2. **May 2025 BOE Meeting**
 - Ask BOE to take action to formally adopt to OpenSciEd for all 5-8 science classrooms
3. **Spring & Summer 2025**
 - Update 5-8 Science Proficiency Scales and unit plans
4. **June 19, 2025**
 - Take part in an OpenSciEd Professional Development in Hastings, Nebraska
5. **August 2025**
 - Implement new proficiency scales, unit plans, and using OpenSciEd with all students

Conclusion & Recommendation

The adoption of OpenSciEd for grades 5-8 represents a strategic investment in high-quality science education. By implementing this curriculum, we will provide students with engaging, inquiry-based learning experiences that align with Nebraska State Standards while maintaining cost efficiency.

I recommend board approval to proceed with full implementation of OpenSciEd beginning for the 2025-26 academic year.

Respectfully Submitted,

Teresa Hausmann
Director of Teaching and Learning
Columbus Public Schools

Marzano Focused Counselor Evaluation Model: Desired Effects

			ASCA Competencies			Scoring Rubric					
			ASCA Standard or Identifier			Innovating 3.5 - 4.0	Applying 2.5 - 3.49	Developing 1.5 - 2.49	Beginning .01 - 1.49	Not Using 0	
Standards-Based Planning	ELEMEN	DESIRED EFFECT	ASCA Standard or Identifier			Innovating 3.5 - 4.0	Applying 2.5 - 3.49	Developing 1.5 - 2.49	Beginning .01 - 1.49	Not Using 0	
	1	Planning Standards-Based Lessons/Units	Counselor provides evidence of implementing plans aligned to grade-level or ASCA standards(s) using learning targets embedded in a performance scale.	B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program			Adapts and creates new strategies for unique student needs and situations	Applies knowledge of the use in ASCA mindsets and behaviors through large group and small group interventions.	Understands the ASCA mindsets and behaviors but does not consistently embed them in curriculum and content.	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
	2	Aligning Resources to Standards(s)	Counselor implements traditional and/or digital resources to support ASCA standards-based units, lessons, or interventions.	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets and Behaviors							
3	Planning to Close the Achievement Gap Using Data	Counselor provides data showing that each students (including English learners (EL), exceptional education, gifted and talented, low socioeconomic status, and ethnic students) makes progress toward closing the identified gap in academic, social, and behavioral.	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources. B-PA 4. Develop and implement action plans aligned with annual student outcome goals and data.								
Professional Responsibilities	ELEMEN	DESIRED EFFECT	ASCA Standard or Identifier			Innovating 3.5 - 4.0	Applying 2.5 - 3.49	Developing 1.5 - 2.49	Beginning .01 - 1.49	Not Using 0	
	21	Adhering to School and District Policies and Procedure	Counselor adheres to school and district rules and procedures.	B-PA 7. Establish agreement with the principal and other administrators about the school counseling program.			Adapts and creates new strategies for unique student needs and situations	Counselor is a leader in the school by following district standards and showing expertise in the content area	Counselor understands and follows the district standards	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
	22	Maintaining Expertise in Content and Pedagogy	Counselor provides evidence of developing expertise in content area, classroom instructional strategies, and student supports.	B-PA 5. Assess and report program results to the school community							
23	Promoting Leadership and Collaboration	Counselor provides evidence of leadership and promoting a schoolwide culture of professional learning.	M 6. School counselors are leaders in the school, district, state and nation. B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success. B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program								
Conditions for Learning & Support	ELEMEN	DESIRED EFFECT	ASCA Standard or Identifier			Innovating 3.5 - 4.0	Applying 2.5 - 3.49	Developing 1.5 - 2.49	Beginning .01 - 1.49	Not Using 0	
	14	Using Formative Assessment to Track Progress	Evidence (formative data) demonstrates students identify their current level of performances as it relates to standards-based learning targets embedded in the performance scale.	M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes. B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources			Adapts and creates new strategies for unique student needs and situations	Counselor follows the school counseling program while using data to promote student academic, career, and social/emotional outcomes AND the counselor works collaboratively with school staff, families, and educational stakeholders	Counselor follows the school counseling program while using data to promote student academic, career, and social/emotional outcomes.	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
	15	Providing Feedback and Celebrating Progress	Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.	M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes. B-PA 4. Develop and implement action plans aligned with annual student							
	16	Organizing Students to Interact with Content	Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.	M2 Every student should have access to and opportunity for a high-quality education. B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual setting							
	17	Establishing and Acknowledging Adherence to Rules and Procedures	Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of counselor acknowledgment.	M1 Every student can learn, and every student can succeed. B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources B-SS 5 Consult to support student achievement and success							
	18	Using Engagement Strategies	Evidence (formative data) demonstrates students engage or re-engage as a result of counselor action.	M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes. B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources B-PA 3. Develop annual student outcome goals based on student data							
	19	Establishing and Maintaining Effective Relationships	Evidence (student action) shows students feel valued and part of the school community.	M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders B-SS 4. Make referrals to appropriate school and community resources B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district							
20	Communicating High Expectations for Each Student	Evidence (student surveys, interviews, work) shows the counselor expects each student to perform at his or her highest level of academic, social, and behavioral success.	M 1. Every student can learn, and every student can succeed. B-SS 5. Consult to support student achievement and success. B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success								
Standards-Based Instruction*	ELEMEN	DESIRED EFFECT	ASCA Standard or Identifier			Innovating 3.5 - 4.0	Applying 2.5 - 3.49	Developing 1.5 - 2.49	Beginning .01 - 1.49	Not Using 0	
	4	Identifying Critical Content from the Standards	Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).	M2. Every student should have access to and opportunity for a high-quality education. B-PF 1: Apply developmental, learning, counseling and education theories B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings Create school counseling program beliefs, vision and mission statements aligned with the school and district			Adapts and creates new strategies for unique student needs and situations	Counselor is a positive impact in the school community through providing services within the school counseling program by using small group, large group, and individual meetings with students. The school counselor follows the ASCA ethical guidelines. The school counselor designs and implements strategies and interventions for all students to have the opportunity for a high quality education.	The school counselor designs and implements strategies and interventions for all students to have the opportunity for a high quality education.	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited
	5	Previewing New Content	Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.	M2. Every student should have access to and opportunity for a high-quality education. B-PF 1: Apply developmental, learning, counseling and education theories B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings PA 2: Identify gaps in achievement, attendance, discipline, opportunity and resources							
	6	Helping Students Process New Content	Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.	M7. School counseling programs promote and enhance student academic, career and social/emotional outcomes. B-PF 1: Apply developmental, learning, counseling and education theories B-SS 3: Provide short-term counseling in small-group and individual settings. B-PF 3: Apply legal and ethical principles of the school counseling profession							
	7	Using Questions to Help Students Elaborate on Content	Evidence (formative data) demonstrates students accurately elaborate on content.	M4: Every student should have access to a school counseling program. B-PF 1: Apply developmental, learning, counseling and education theories B-PF 4: Apply school counseling professional standards and competencies B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings							
	8	Reviewing Content	Evidence (formative data) demonstrates students know the previously taught critical content.	M1: Every student can learn, and every student can succeed. PF 1: Apply developmental, learning, counseling and education theories. B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings B-PA 2: Identify gaps in achievement, attendance, discipline, opportunity and resources							
	9	Helping Students Practice Skills, Strategies, and Processes	Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.	M3: Every student should graduate from high school prepared for postsecondary opportunities. B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program PA 4. Develop and implement action plans aligned with annual student outcome goals and student data							
	10	Helping Students Examine Similarities and Differences	Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.	M 1. Every student can learn, and every student can succeed. M 2. Every student should have access to and opportunity for a high-quality education. B-PF 1: Apply developmental, learning, counseling and education theories B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings							
	11	Helping Students Examine Their Reasoning	Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).	M 1. Every student can learn, and every student can succeed. B-PF 1: Apply developmental, learning, counseling and education theories. B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings							
	12	Helping Students Revise Knowledge	Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.	M2. Every student should have access to and opportunity for a high-quality education. B-PF 1: Apply developmental, learning, counseling and education theories.							
	13	Helping Students Engage in Cognitively Complex Tasks	Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.	M 2. Every student should have access to and opportunity for a high-quality education. B-SS 1: Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings							

* - May not apply to all counselors, social workers, or licensed mental health practitioners.

Proposal for Zones of Regulation for Grades K-12 Social Emotional Learning (SEL) Curriculum

Presented to: Columbus Public School's Board of Education

Prepared by: Sara Colford, Assistant Director for Student Services

Date: April 7, 2025

Proposal Summary

This proposal recommends the adoption of Zones of Regulation as a curriculum resource for grades K - 12. Zones of Regulation framework and curriculum was developed from foundational research and practices in the fields of social emotional learning, neuroscience, curriculum development and psychological foundations. This curriculum aligns with the American School Counselor Association (ASCA) Standards and the NeMTSS Framework.

Rationale for Adoption

1. Zones of Regulation helps students increase self-awareness and social and emotional skills as they identify and regulate their emotions.
 2. Zones of Regulation is designed for elementary, middle and high school levels and can be used in all three Tiers of Interventions.
 3. Zones of Regulation will provide a common language for communication, problem solving and emotional understanding.
-

Resource Overview

Zones of Regulation is a digital curriculum to help students understand that feelings are complicated and come in different sizes, intensities and levels of energy. The program consists of:

- Ready to use interactive presentations, teaching guides, checking for understanding, group activities and summaries of lessons to share with families
 - Four self paced interactive professional development learning modules
 - Suggestions for differentiated instruction
 - Access to downloadable and printable resources
-

Alignment and Pilot Implementation

- **Standards Alignment:** Zones of Regulation are aligned with American School Counselor Association (ASCA) Standards and the NeMTSS Framework.
 - **Pilot Program:** Zones of Regulation was piloted by our K - 8 Counselors and LMHPs in the 2025 spring semester. These Social Emotional Team (SET) members recommended that this curriculum be used at all three Tiers of Intervention for Social Emotional Learning.
-

Cost Estimate

- **Annual Cost:** Approximately \$3000 per year to purchase a digital curriculum license for our K - 12 counselors, LMHPs and special education resource/behavior teachers (includes teacher professional development, instructional materials, and ongoing support).
-

Implementation Plan

1. **April 2025 BOE Meeting**
 - Recommend Zones of Regulation for a K - 12 SEL Curriculum addition
 2. **May 2025 BOE Meeting**
 - Ask BOE to take action to formally adopt Zones of Regulation for a SEL
 3. **Spring and Summer**
 - Have counselors update their curriculum folders as needed
 4. **August 2025**
 - Implement new lessons and proficiency scales
-

Conclusion & Recommendation

The adoption of Zones of Regulation for grades K - 12 represents a strategic investment in high-quality SEL education. By implementing this resource, we will provide students with SEL experiences that align with NeMTSS.

I recommend board approval to proceed with incorporation of Zones of Regulation as a resource for the 2025-26 academic year.

Respectfully Submitted,

Sara Colford

Assistant Director for Student Services

Columbus Public Schools



Date:

4/1/25

School Fundraising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: Columbus High School
 Name: Nathan Sliva

Fund Raising Company (if applicable):

(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan? On April 27, 2025 we will host a Golf Tournament at Quail Run. We will make money in a few ways. One way is we will either call or go into local businesses to see if they would be willing to sponsor a hole for us. This would be done by coaches. The other way would be the money we make from each player's fee.

Approximately how much does your school/group expect to earn from this project?

We expect to earn around \$9,000. It will cost us \$4,000 to run this golf tournament if we get 20 teams. The golf course is charging us \$50 per person for 18 holes and a cart. We will also have gift bags for each player. Since the tournament starts at 9am we will also have granola bars and water for players.

How will this money be used? This money will be used for summer leagues, camps, and other items to assist in the development of our student-athletes.

What are the proposed dates? April 27, 2025

Is this a recurring activity? Yes No
 (If you selected yes, please specify the dates on which the activity will occur during the next twelve months.) This event will occur every other year.

Are you selling tickets or a product? Tickets Product Neither
 (If you selected product, please specify the product that you are selling.)

Will members be identified by t-shirts, etc. while carrying out this project? Yes No

Have you checked with other schools to avoid any overlapping while working? Yes No

Is your product/service in direct conflict with that offered by local merchants? Yes No

Are any contracts to be signed? Yes No **If yes, by whom?** The contract will be signed by me with the Quail Run Golf Course. It is just an agreement that we will be playing on their course.





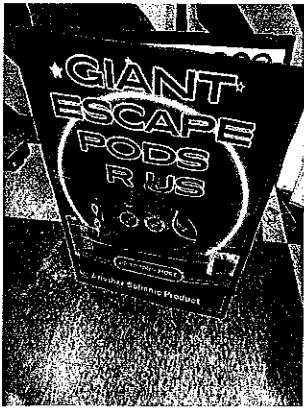





DATE	3/31/2025
BUILDING	CMS
PROGRAM	CMS Musical
PRINCIPAL/DIRECTOR SIGNATURE	
<p>Props and Set Pieces from the Musical - - We will attempt to sell them to other theater groups or schools performing this show. We hope to make between 200-500 dollars back.</p>	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	Coral Pieces - 6	Sell
	BFF Letters	Sell

	Sponge Hands - 23 pairs	Sell
	Escape Catalogue	Sell
	Avalanche Maker	Sell
	Mt. Humongous Sign	Sell

	Jellyfish Umbrellas - 9	Sell
	Patrick's Cake	
	Paper Mache Giant Boulder	