

Regular Meeting
Monday, March 16, 2026 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. MEETING COMPLIANCE
 - V.A. DISTRICT MISSION STATEMENT
 - V.B. OPEN MEETINGS ACT
 - V.B.1. President ensures all can hear proceedings
 - V.C. PUBLICATION OF MEETING NOTICE
- VI. PUBLIC COMMENT
- VII. GUEST PRESENTATIONS
- VIII. RECOGNITIONS BY BOARD
 - VIII.A. Student Recognitions
- IX. BUILDING OR DISTRICT PRESENTATION
 - IX.A. Emerson Elementary Presentation
- X. CONSENT AGENDA
 - X.A. Items to be removed from the Consent Agenda
 - X.B. Meeting Minutes
 - X.C. Finance Reports

- X.D. Staffing Reports
- X.E. Professional Travel
- XI. FOUNDATION REPORT
- XII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES
 - XII.A. Director of Teaching and Learning
 - XII.B. Director of Special Education
 - XII.C. Assistant Director for Student Services
 - XII.D. Director of Human Resources
 - XII.E. Director of Operations
 - XII.F. Superintendent
- XIII. MONTHLY REVIEW OF POLICIES
- XIV. DISCUSSION ITEMS
 - XIV.A. Review and Discuss CPS Single Audit for Federal Grants.
 - XIV.B. Elementary Supply List
- XV. ACTION ITEMS FOR THIS MEETING
 - XV.A. Surplus Requests
 - XV.B. Fundraising Applications
 - XV.C. Resolution to Close Option Enrollment Into Special Education Programs Due to Program Capacity for the 2026-2027 School Year Pursuant to Nebraska State Statute 79-234.
 - XV.D. ESU 7 Contract for Special Education Services 2026-2027
 - XV.E. First Reading of Policy 405.02 Employee Obligation to Report Criminal Charges and Convictions
 - XV.F. First Reading of Policy 506.02 Student Organizations and 506.02R1 Student Clubs: Equal Access

XV.G. Proposal for Chemistry by Savvas-High School and Honors Chemistry

XV.H. CMS Hallway Carpet Bid

XVI. BOARD REQUESTS FOR INFORMATION

XVII. BOARD SHARING

XVIII. EXECUTIVE SESSION

XIX. ADJOURN





Emerson Elementary

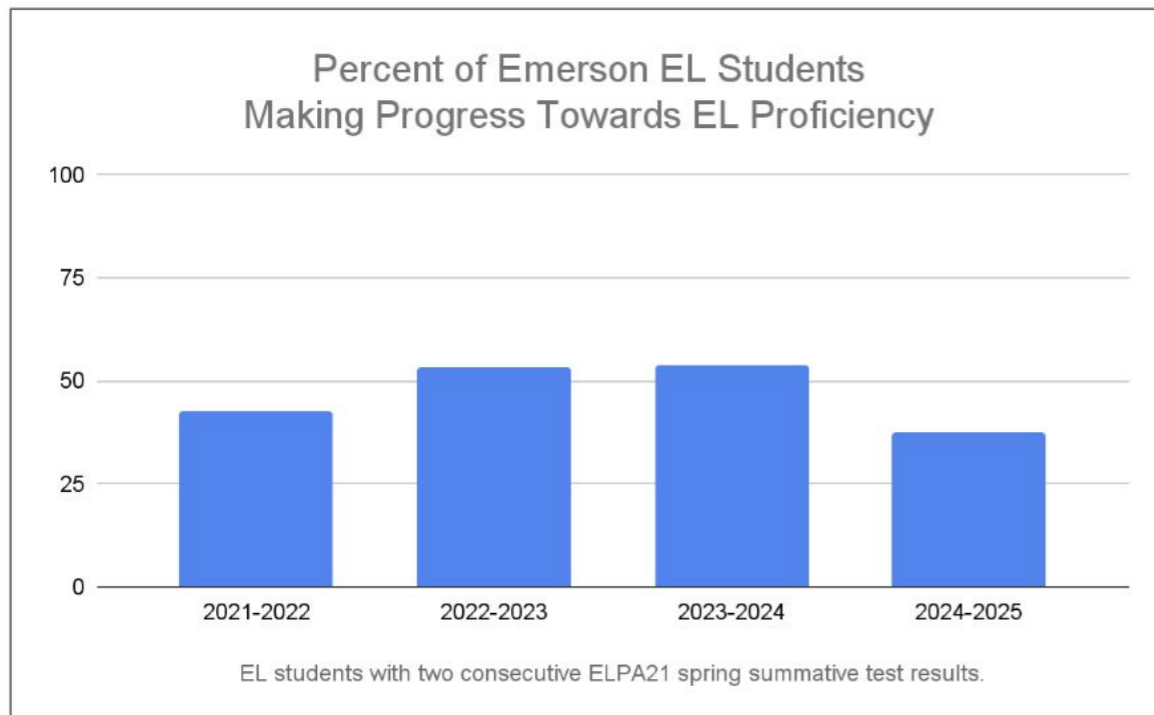
Enrollment: 193
EL: 40%
SP: 21%
F/R 59%

Teachers: 17 (3 shared staff)
Certified Non-Teacher: 1
Classified: 16



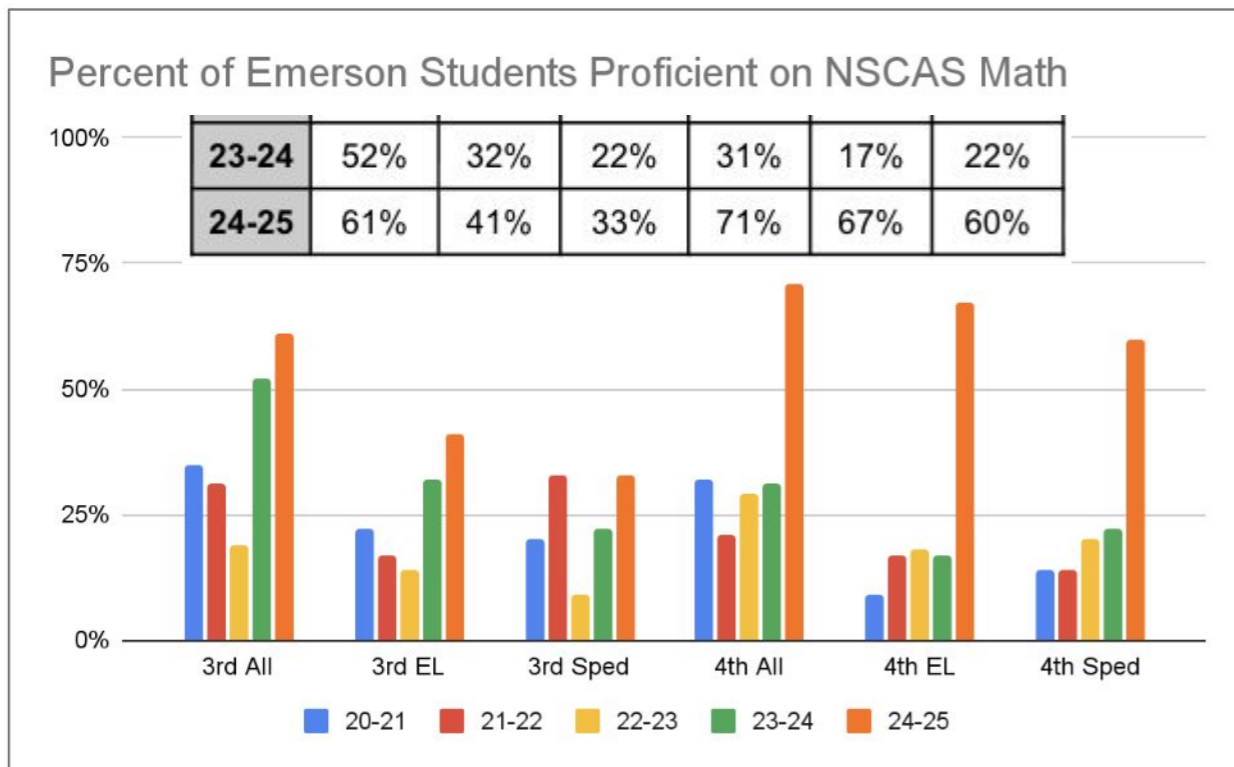
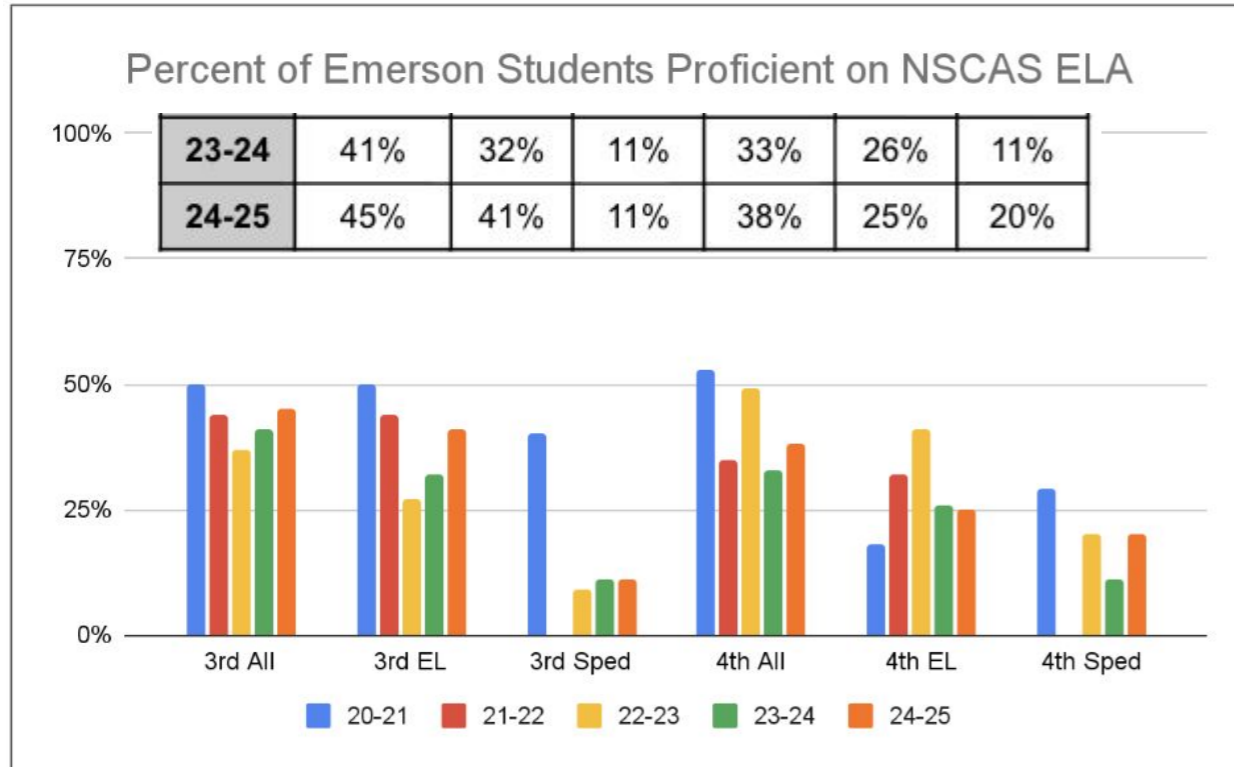
AQUESTT DATA

Emerson Elementary School	
Year	State Classification
2020-2021	Good
2021-2022	Needs Support to Improve
2022-2023	Good
2023-2024	Good
2024-2025	Good



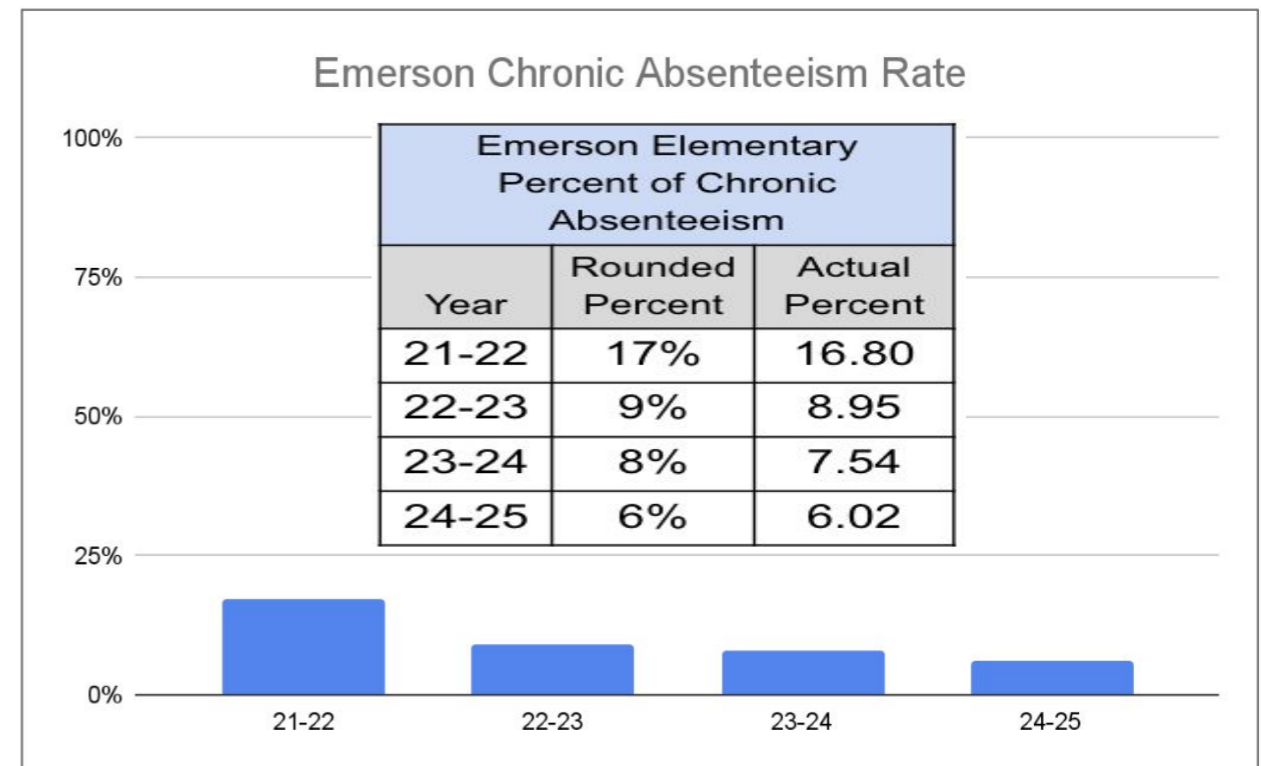
Emerson Elementary School AQuESTT Federal Designation(s)		
Year	Status	Consistently Low-Performing Student Group(s)
2021-2022	N/A due to Classification of Needs Improvement	N/A as on a Classification Plan for All Students
2022-2023 2023-2024 2024-2025 Opportunity to exit this designation in 2026	Additional Targeted Support & Improvement (ATSI)	SPED

AQUESTT DATA



Celebrations...

- 3rd Grade (compared to 24-25)
 - ELA Growth in All Students (EL 9%)
 - Math Growth...WOWZA, Goal Setting & Rigor in Data Points
- 4th Grade (compared to 24-25)
 - ELA Growth in All (SpEd)
 - Math growth-all grade & SPED
- Chronic Absenteeism Rate
 - 3 year decrease



BUILDING GOALS

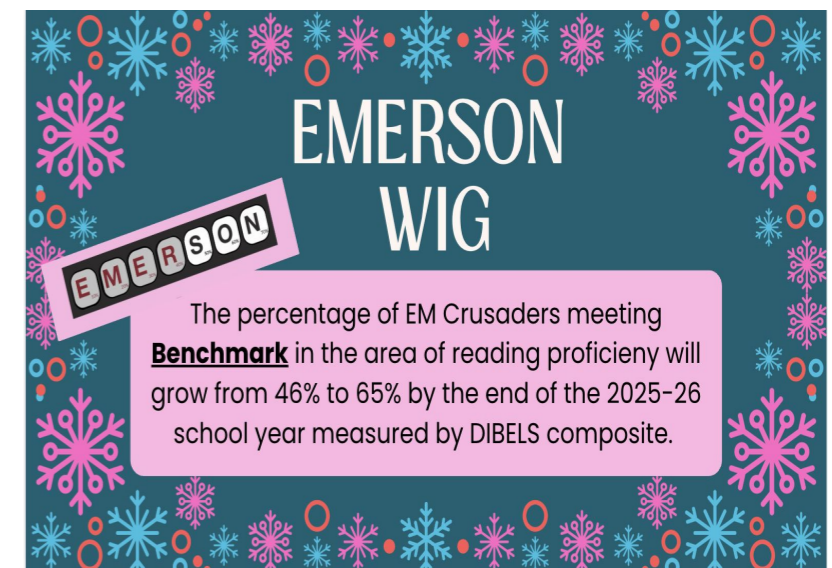
Building Culture

In reviewing the UpBeat Survey data, the staff have been in ongoing building level professional development to discuss the following:

- Purposeful Planning
- Cleanliness

Data! Data! More Data!

- WIG Work
- Data Dive at each grade level
- Synergy MTSS Module
- Continued collaboration between Special Education staff, classroom teachers and paras that support special education students
- Backwards Design (focus in 3rd & 4th)
 - Reading & Math Instructional Coaches



EMERSON WIG

EMERSON

The percentage of EM Crusaders meeting **Benchmark** in the area of reading proficiency will grow from 46% to 65% by the end of the 2025-26 school year measured by DIBELS composite.

Engagement and Connection

Staff Engagement

- Care & Commitment (UpBeat)
- Weekly Staff ParentSquare Newsletter
- Outside of School Gatherings
- School Spirit Days & Activities
 - Rock-Paper-Scissors Day
- Classified & Certified Luncheons
- [Eyewitness Emerson](#)
- Leadership Committee/Opportunities

Family Engagement

- Open House
- Kindergarten Orientation in Spring
- Monthly ParentSquare Newsletter
- Attendance Meetings w/Families
 - LMHP/Counselor/Attendance Monitor
- Family Literacy Program (at Emerson)
 - Principal Presentation, Shared Reading w/students
- PTO
 - Movie Nights, Glow Dance Night, Book Bingo, Holiday Celebrations
 - Family Nights at Restaurants
 - End of the Year Celebration Picnic
- Eyewitness Emerson

Student Engagement

- Positive Behavior Reinforcement
 - GREATER Crusader! Game On!
 - Greater Crusader Cash & Cart
 - Student Contributions
- Staff Trading Cards
- Library (Student Choice Book Reviews)
- Student of the Month
 - Bring in H.S. groups to perform
- Student Council
 - Red Ribbon Week
 - Homecoming Week Activities
 - Student Leaders/Mentor
 - Partnering w/After School Program Grant for new Musical Playground
- H.S. Leadership Program
- LMHP/Counselor
 - Highschool Mentor/Mentee
- Columbus Public Library Engagement visits by each class
- High Five Fridays w/ CHS & CCC



Committee As A Whole
Monday, February 9, 2026 5:30 PM Central

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

Candace Becher: Present
Michael Jeffryes: Present
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Present
Marv Zoucha: Absent
Present: 5, Absent: 1.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

Motion to excuse Marv Zoucha, board member. Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

IV. PLEDGE OF ALLEGIANCE

V. MEETING COMPLIANCE

V.A. DISTRICT MISSION STATEMENT

V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

V.C. PUBLICATION OF MEETING NOTICE

VI. PUBLIC COMMENT

VII. GUEST PRESENTATIONS

VIII. RECOGNITIONS BY BOARD

VIII.A. Meg Weeder-State of Nebraska Microsoft Word Certification 2nd Place
Coach Allie Bastian

VIII.B. Roman Long-District Bowling Champion and State Bowling Qualifier
Coach Bob Jasper

VIII.C. Taley Dittmar, Girls State Bowling Qualifier
Coach Bob Jasper

IX. BUILDING OR DISTRICT PRESENTATION

IX.A. West Park Elementary Presentation

Paula Lawrence, West Park Elementary, shared enrollment information and activities at West Park Elementary. Mrs. Lawrence talked about the data collected from testing showing increased proficiency and improvement. She said that chronic absenteeism is slowly decreasing. The attendance monitor is a huge contribution. Mrs. Lawrence talked about the building WIG. The growth is measured by the DIBELS composite scores. They are using BOOST Minutes, which is helping in their growth. Mrs. Lawrence talked about how the staff is using positive behavior reinforcement for students. She shared some of the family engagement events at West Park, including Family Nights, Grandfriends Days, Book Bingo and the End of Year Picnic. Also, added to the list of student activities is a food drive, donating to Holiday Spirit Co-Op and High Five Fridays.

X. CONSENT AGENDA

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

X.B. Meeting Minutes

X.C. Finance Reports

X.D. Staffing Reports

Jason Schapmann, Director of HR and Fiscal Support, said 4 student teachers are being hired. Also, a CHS Science teacher has been hired. He also said there will be more hires listed in next week's report.

X.E. Professional Travel

The report shows a lot of people going to NPERS Seminars to get information about retirement at this time of year.

XI. FOUNDATION REPORT

Nicole Anderson, Director of Communications and Foundation Director reminded the group that a new fiscal year started January 1 for the Foundation. First month contributions are \$10,499.00.

XII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

XII.A. Director of Teaching and Learning

Teresa Hausmann, Director of Teaching and Learning shared information about the new Chemistry resource. This includes materials for Honors Chemistry as well. She will ask the board to consider formally adopting the resource after it is set out for 30 days. Mrs. Hausmann said the resources will align to the standards.

Updates Mrs. Hausman shared work being done to revamp 5–7 advanced placement tests. Giving some incentives to take the test. Rewriting the 6th grade math assessments.

She also said the Winter Benchmark meetings with elementary and middle principals have shown good growth.

Touchpoints 296.

XII.B. Director of Special Education

Jason Harris, Director of Special Education, said CPS has 931 special education students as of the October 1st counts. This includes any student birth to 21—including parochial students. We have increased 14 students since October. He said 678 of those students are receiving speech services. Dr. Harris shared numbers of students in alternative placements-10 at Boys Town, 8 at the Learning Academy and there is one other.

XII.C. Assistant Director for Student Services

XII.D. Director of Human Resources

Mr. Schapmann talked about staffing and retirements. He shared information regarding the Property Tax Credit bill.

XII.E. Director of Operations

Leonard Kwapnioski, Director of Operations, talked about the furniture bids coming in for the next meeting. He said the interior of the non-traditional building is 96% finished. Mr. Kwapnioski shared information about the fiber network. He also said the non-traditional building will be painted in the spring.

XII.F. Superintendent

XIII. MONTHLY REVIEW OF POLICIES

XIV. DISCUSSION ITEMS

XIV.A. CMS Course Handbook 2026-2027

Amy Haynes, CMS Principal, spoke about the minimal changes in the CMS Course Handbook for next year.

XIV.B. Preschool Schedule and Instructional Enhancement Proposal

Erin Meyer, Kramer Education Preschool Principal, talked about the proposal to change the schedule.

XIV.C. Surplus Request

Mr. Kwapnioski shared some information on the vehicles and warehouse items that he is requesting be declared surplus. He says we have gotten everything out of them that we can. He will post to sell.

XIV.D. Resolution on Superintendent Outside Employment

XV. ACTION ITEMS FOR THIS MEETING

XV.A. Superintendent's Evaluation

XV.B. Fundraising Applications

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

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

XV.C. Second Reading of Policy 303.09 School Administrator Residency

Motion to approve the Second Reading of Policy 303.09 School Administrator Residency, as submitted. Passed with a motion by Douglas Willoughby and a second by Doug Molczyk.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

XV.D. Approval of Contract Offer for the Director of Teaching and Learning

Motion to approve the Contract Offer for the Director of Teaching and Learning. Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

XV.E. Discuss and Take Action to Approve the Certified Negotiated Agreement Between CEA and CPS/Board of Education

Motion to approve the 2026-2027 Certified Negotiated Agreement. Passed with a motion by Doug Molczyk and a second by Candace Becher.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Mr. Schapmann shared the CEA-CPS Negotiated Agreement. It is a 1 year agreement for 26-27. The Board Negotiations Committee is recommending the adoption of the agreement.

XV.F. CPS-Scotus Spring Cooperative Agreement

Girls Tennis and Baseball

Motion to approve the CHS Scotus Spring Cooperative Agreement which includes Girls Tennis and Baseball. Passed with a motion by Douglas Willoughby and a second by Candace Becher.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

XVI. BOARD REQUESTS FOR INFORMATION

XVII. BOARD SHARING

XVIII. EXECUTIVE SESSION

Motion to go into Executive Session to discuss the Superintendent Evaluation at 7:35 pm Passed with a motion by Douglas Willoughby and a second by Doug Molczyk.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea,
Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

XIX. ADJOURN

Motion to adjourn. Passed with a motion by Doug Molczyk and a second by Douglas Willoughby.

Marv Zoucha: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea,
Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Board President exited Closed Session at 8:15 pm

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Columbus, NE 68601

Candace Becher: Present
Michael Jeffryes: Present
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Absent
Marv Zoucha: Absent
Present: 4, Absent: 2.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

Motion to excuse Doug Willoughby and Marv Zoucha. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

IV. PLEDGE OF ALLEGIANCE

V. MEETING COMPLIANCE

V.A. DISTRICT MISSION STATEMENT

V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

V.C. PUBLICATION OF MEETING NOTICE

VI. PUBLIC COMMENT

VII. GUEST PRESENTATIONS

VII.A. ESU 7 Presentation-Marci Ostmeier and Jack Young

Marci Ostmeier, ESU 7 Administrator, and Jack Young, ESU 7 Board Member, presented information about ESU 7. Ms. Ostmeier said the ESU 7 structure is very similar to a school district. She shared the services that are provided and the services CPS utilizes. Ms. Ostmeier said they serve 19 member districts and 20 nonmember districts.

VIII. RECOGNITIONS BY BOARD

IX. BUILDING OR DISTRICT PRESENTATION

X. CONSENT AGENDA

Motion to approve the consent agenda Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

X.A. Items to be removed from the Consent Agenda
There were no items removed from the Consent Agenda.

X.B. Meeting Minutes

X.C. Finance Reports

Jason Schapmann, Director of Human Resources and Fiscal Support, reported on payments listed, including Loup Power and Journeyed.com, Inc.

X.D. Staffing Reports

Mr. Schapmann reported that a science teacher has been hired for CHS, Michelle Oppliger was hired for the CHS Assistant Principal position. He also noted two resignations.

X.E. Professional Travel

XI. FOUNDATION REPORT

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

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

XII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

XII.A. Director of Teaching and Learning

XII.B. Director of Special Education

XII.C. Assistant Director for Student Services

XII.D. Director of Human Resources

XII.E. Director of Operations

XII.F. Superintendent

Chip Kay, Superintendent shared information about LB765, and the third grade reading bill. Dr. Kay also mentioned the process of starting organizations in the district. He reported on the conference he attended, a lot of AI information was shared. Dr. Kay gave a summary of upcoming trainings and events.

XIII. MONTHLY REVIEW OF POLICIES

Dr. Kay along with CHS Principal Dave Hiebner, reviewed the Student Activism Policy. They shared a proposed new regulation to adopt.

XIV. DISCUSSION ITEMS

XV. ACTION ITEMS FOR THIS MEETING

XV.A. Surplus Requests

Motion to approve the Surplus Requests. Passed with a motion by Candace Becher and a second by Doug Molczyk.

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

XV.B. CMS Course Handbook 2026-2027

Motion to approve the CMS Course Handbook for 2026-2027. Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

XV.C. Preschool Schedule and Instructional Enhancement Proposal

Motion to approve the Preschool Schedule and Instructional Enhancement Proposal. Passed with a motion by Candace Becher and a second by Doug Molczyk.

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

Dr. Kay gave updated information on the proposed preschool schedule change.

XV.D. Resolution on Superintendent Outside Employment

Motion to approve Superintendent's outside employment Passed with a motion by Theresa Seipel and a second by Michael Jeffryes.

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

XV.E. Fundraising Applications

Motion to approve the Fundraising Applications. Passed with a motion by Theresa Seipel and a second by Michael Jeffryes.

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

Mr. Schapmann talked about the Runza/Sonic night for preschool. They will use the funds for classroom activities.

XV.F. Participation Request: Non-Public School Student

Motion to approve the Participation Request of a Non-Public School Student. Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

Dr. Kay said that home school or parochial students that live within our district can request to participate in our organizations. High school students are required to take 5 credits, middle school students do not have any requirements.

XV.G. Non-Traditional Learning and Support Center Furniture Bid

Motion to approve the Non-Traditional Learning and Support Center Furniture Bid. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

Leonard Kwapnioski, Director of Operations, shared the bids for the Non-traditional Learning and Support Center furniture. He said this is a decrease from the original budget.

XVI. BOARD REQUESTS FOR INFORMATION

XVII. BOARD SHARING

XVIII. EXECUTIVE SESSION

The board did not go into Executive Session.

XIX. ADJOURN

Motion to adjourn Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

The meeting was adjourned at 6:38pm.

Columbus Public Schools
 Summary of Cash Balances
 February 28, 2026

1	DESCRIPTION	BALANCE	DATE RECEIPTS	DATE	BALANCE	PRIOR YEAR
General Fund	Attachment M4a			\$ 4,210,038.84		
	Attachment M5 (prior Bd Mtg)			\$ 508,234.30		
	Transfer to GP ICS Savings		\$ (2,000,000.00)			
	Transfer from GP ICS Savings		\$ 2,000,000.00			
	Receipts GP checking		\$ 5,506,796.16			
	GENERAL FUND - GREAT PLAINS STATE BANK	\$ 8,654,235.99	\$ 5,506,796.16	\$ 4,718,273.14	\$ 9,442,759.01	\$ 5,584,993.65
	Transfer to GP Checking			\$ 2,000,000.00		
	Transfer from GP Checking		\$ 2,000,000.00			
	Interest		\$ 653.90			
	GEN FUND - GP ICS SAVINGS	\$ 590.96	\$ 2,000,653.90	\$ 2,000,000.00	\$ 1,244.86	\$ 394.53
	General Fund - Cash Balance				\$ 9,444,003.87	
	Amazon Capital Services			\$ 662.74		
	Major Refrigeration			\$ 189.91		
	Menards-Col			\$ 11.94		
	Interest		\$ 7,902.26			
	DEPRECIATION - GREAT PLAINS STATE BANK	\$ 3,312,446.83	\$ 7,902.26	\$ 864.59	\$ 3,319,484.50	\$ 980,664.57
Temporary Funds -GF	PAYROLL - PINNACLE BANK	\$ 377,022.55	\$ 4,164,141.48	\$ 4,126,069.37	\$ 415,094.66	\$ 361,685.61
	HSA/FSA - PINNACLE BANK (Employee Benefit Fund)	\$ 71,723.01	\$ 13,349.14	\$ 9,369.13	\$ 75,703.02	\$ 64,378.64
Activities	Administration	\$ 696,880.33	\$ 14,569.70	\$ 6,196.25	\$ 705,253.78	\$ 701,865.17
	Middle School	\$ 167,118.88	\$ 8,731.83	\$ 11,860.39	\$ 163,990.32	\$ 141,156.26
	High School	\$ 764,476.64	\$ 30,467.17	\$ 49,276.78	\$ 745,667.03	\$ 653,788.04
	ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,628,475.85	\$ 53,768.70	\$ 67,333.42	\$ 1,614,911.13	\$ 1,496,809.47
Nutrition Fund	Attachment M6			\$ 290,315.32		
	Interest Income		\$ 287.48			
	State Reimbursement		\$ 186,326.02			
	Rct to Expenditures		\$ 14,629.70			
	Student/ Staff meals/ alacarte sales		\$ 85,386.30			
	NSF checks		\$ (50.00)			
	NUTRITION FUND - CORNERSTONE BANK	\$ 84,045.47	\$ 286,579.50	\$ 290,315.32	\$ 80,309.65	\$ 255,950.28
Bond Fund	Platte County Treasurer		\$ 103,632.09			
	Butler County Treasurer		\$ 1,126.74			
	Polk County Treasurer		\$ 100.11			
	Investment Gain		\$ 6,247.43			
	BOND FUND - FNB	\$ 2,105,574.83	\$ 111,106.37	\$ -	\$ 2,216,681.20	\$ 1,922,697.49
Building Fund	Magnum Electric, Inc			\$ 2,978.81		
	Receipts		\$ 39,239.70			
	BLDG FUND - BANK OF THE VALLEY	\$ 617,723.57	\$ 39,239.70	\$ 2,978.81	\$ 653,984.46	\$ 323,052.96
12- Student Fees Fund	Receipts		\$0.21			
	CREDIT UNION	\$13,491.69	\$0.21	\$0.00	\$ 13,491.90	

Columbus Public Schools
 General Fund Revenue Detail
 February 28, 2026

Account Number	Description	Budget	Month To Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$26,625,735.00)	(\$563,469.24)	(\$8,414,460.17)	(\$18,211,274.83)	31.60%
01.1.01115.000.000	Carline Taxes	(\$8,000.00)	\$0.00	(\$1,951.65)	(\$6,048.35)	24.40%
01.1.01120.000.000	Public Power District Sales Tax	(\$900,000.00)	\$0.00	\$0.00	(\$900,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,345,000.00)	(\$209,547.02)	(\$1,244,042.88)	(\$1,100,957.12)	53.05%
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 on Investments	(\$105,638.00)	(\$20,237.84)	(\$107,432.80)	\$1,794.80	101.70%
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$17,772.50)	(\$7,227.50)	71.09%
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	(\$161,000.00)	(\$15,447.46)	(\$100,110.99)	(\$60,889.01)	62.18%
01.1.03110.000.000	State Aid	(\$18,156,653.00)	(\$1,803,103.00)	(\$10,944,237.00)	(\$7,212,416.00)	60.28%
01.1.03120.000.000	SpEd Receipts from the State	(\$6,500,000.00)	(\$1,025,509.00)	(\$2,865,136.00)	(\$3,634,864.00)	44.08%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$32,000.00)	(\$15,724.54)	(\$21,561.90)	(\$10,438.10)	67.38%
01.1.03400.000.000	State Apportionment	(\$1,000,000.00)	\$0.00	(\$1,109,548.74)	\$109,548.74	110.95%
01.1.03535.000.000	High Ability Learners Allocation	(\$25,599.00)	\$0.00	(\$20,309.00)	(\$5,290.00)	79.34%
01.1.03540.000.000	State Early Childhood Grant	(\$130,730.00)	\$0.00	(\$194,467.00)	\$63,737.00	148.75%
01.1.03541.000.000	Early Childhood Endowment Grant	(\$174,500.00)	(\$78,104.00)	(\$106,898.00)	(\$67,602.00)	61.26%
01.1.03551.000.000	CTE Grant	\$0.00	\$0.00	(\$17,056.00)	\$17,056.00	#DIV/0!
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$1,423.04)	\$1,423.04	#DIV/0!
01.1.03599.000.000	State Categorical Programs	\$0.00	\$0.00	(\$1,500.00)	\$1,500.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Part A: Improving	(\$700,176.00)	(\$263,311.00)	(\$389,619.00)	(\$310,557.00)	55.65%
01.1.04509.000.000	ESSA Title II Part A Supporting	(\$113,178.00)	(\$51,290.00)	(\$168,399.00)	\$55,221.00	148.79%
01.1.04510.000.000	ESSA Title IV Part A Student	(\$48,269.00)	\$0.00	\$0.00	(\$48,269.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Poverty	(\$25,599.00)	\$0.00	(\$25,237.00)	(\$362.00)	98.59%
01.1.04518.000.000	IDEA Part B (611) Base Enrollment	(\$150,000.00)	(\$1,346,396.00)	(\$1,346,396.00)	\$1,196,396.00	897.60%
01.1.04521.000.000	IDEA Part-B Proportionate Share	(\$164,500.00)	\$0.00	(\$144,379.00)	(\$20,121.00)	87.77%
01.1.04525.000.000	Carl Perkins Grants	(\$41,471.00)	\$0.00	(\$49,309.00)	\$7,838.00	118.90%
01.1.04527.000.000	ESSA Title III Part A English	(\$96,146.00)	(\$44,638.00)	(\$48,355.00)	(\$47,791.00)	50.29%
01.1.04528.000.000	ESSA Title III Immigrant	(\$28,744.00)	(\$8,922.00)	(\$35,112.00)	\$6,368.00	122.15%
01.1.04531.000.000	ESSA Title IV Part B 21st Century	(\$117,000.00)	\$0.00	(\$81,066.00)	(\$35,934.00)	69.29%
01.1.04708.000.000	Medicaid in Public Schools	(\$164,500.00)	(\$27,282.88)	(\$95,490.08)	(\$69,009.92)	58.05%
01.1.04709.000.000	Medicaid Administrative Activity	\$0.00	\$0.00	(\$10,844.65)	\$10,844.65	#DIV/0!
01.1.04969.000.000	ESSA Title IV-A Student Support	\$0.00	(\$18,347.00)	(\$41,853.00)	\$41,853.00	#DIV/0!
01.1.04991.000.000	McKinney-Vento Grant	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.05200.000.000	Transfers from Other Funds	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.06968.000.000	Columbus After School Program	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
		(\$57,862,688.00)	(\$5,491,328.98)	(\$27,603,967.40)	(\$30,258,720.60)	47.71%
	Transfers					
	Reimbursements/Refunds		(\$17,275.91)			
	Interest other accounts		\$1,808.73			
	Total Revenue		\$5,506,796.16			

Check Number	Vendor	Amount
21964	MASCHMANN, BRIAN	\$988.00
21965	FIRST NATIONAL BANK OMAHA	\$70.00
21966	SCHOOL DISTRICT #1-PAYROLL	\$4,003,822.03
21967	AMAZON CAPITAL SERVICES	\$3,759.63
21968	HOBBY LOBBY	\$76.17
21969	HY-VEE FOOD STORES	\$57.51
21970	SUPER SAVER	\$689.06
21971	TREVIPAY-WALMART	\$988.14
21972	ASSOCIATED STAFFING, INC	\$10,949.01
21973	COLE, RAELYNN	\$105.81
21974	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$330.00
21975	DAYLIGHT DONUTS	\$39.45
21976	DONOGHUE, TRACY	\$421.53
21977	FIRST NATIONAL BANK & TRUST	\$52.06
21978	JACKSON SERVICES INC.	\$340.78
21979	JOHNSON, ARIA	\$86.00
21980	KWAPNIOSKI, LEONARD R	\$117.45
21981	OCCUPATIONAL HEALTH SERVICES	\$120.00
21982	PLANK ROAD PUBLISHING, INC.	\$63.40
21983	ZIEMBA, COURTNEY	\$531.82
21984	FIRST NATIONAL BANK OMAHA	\$883.17
21985	FIRST NATIONAL BANK OMAHA	\$83.02
21986	FIRST NATIONAL BANK OMAHA	\$200.08
21987	FIRST NATIONAL BANK OMAHA	\$100.00
21988	FIRST NATIONAL BANK OMAHA	\$27.00
21989	FIRST NATIONAL BANK OMAHA	\$174.45
21990	FIRST NATIONAL BANK OMAHA	\$354.44
21991	FIRST NATIONAL BANK OMAHA	\$292.03
21992	FIRST NATIONAL BANK OMAHA	\$321.00
21993	FIRST NATIONAL BANK OMAHA	\$818.33
21994	FIRST NATIONAL BANK OMAHA	\$21.51
21995	FIRST NATIONAL BANK OMAHA	\$25.00
21996	FIRST NATIONAL BANK OMAHA	\$2,308.91
21997	FIRST NATIONAL BANK OMAHA	\$647.12
21998	FIRST NATIONAL BANK OMAHA	\$1,479.00
21999	LEGACY 23 APARTMENTS	\$1,701.00
22000	ASSOCIATED STAFFING, INC	\$6,108.91
22001	BIG APPLE BAGELS	\$199.96
22002	BLAZERWORKS, LLC	\$13,896.50
22003	BRADY, LANA CHERISE	\$97.26
22004	COLUMN SOFTWARE PBC	\$18.80
22005	ELECTRONIC ENGINEERING	\$2,167.62
22006	ENABLE MY CHILD LTD	\$20,400.00
22007	EPCO LTD., INC	\$2,964.00
22008	ESPINO, ROSARIO	\$126.42
22009	ESU #7 SPECIAL EDUCATION	\$74,236.83

22010	FOLLETT CONTENT SOLUTIONS, LLC	\$701.10
22011	GUADALUPE-ORTIZ, MARIA	\$77.80
22012	LUNDUNGO, MELITZA	\$92.39
22013	MARQUEZ, KATIE	\$31.50
22014	MUNOZ, LUISA	\$145.88
22015	PLUNKETTS PEST CONTROL	\$770.76
22016	WOODRIVER ENERGY LLC	\$36,587.04
22017	ACE HARDWARE-COLUMBUS	\$29.58
22018	ARNOLD MOTOR SUPPLY-COLUMBUS	\$50.98
22019	BOMGAARS	\$51.25
22020	BOOKS BY THE BUSHEL, LLC	\$442.97
22021	BOUNCYBAND LLC	\$28.12
22022	BYRKIT PIANO SERVICE	\$50.00
22023	COLUMBUS CUSTOM EMBROIDERY	\$50.00
22024	EAKES OFFICE SOLUTIONS	\$4.61
22025	ENGEL, SHELBY	\$297.54
22026	FOLLETT CONTENT SOLUTIONS, LLC	\$809.11
22027	HAYS, ALISHA	\$57.42
22028	HD SUPPLY	\$590.52
22029	INTER-STATE STUDIO & PUBLISHING CO	\$134.14
22030	JONSON, AMANDA	\$47.85
22031	KCAV - OMAHA	\$414.00
22032	MAXIM HEALTHCARE SERVICES, INC.	\$5,850.00
22033	MUCHMORE, KELLY	\$297.55
22034	NCS PEARSON INC	\$565.43
22035	NUMOTION & MOBILITY INC	\$281.68
22036	PLATTE VALLEY PRINTING	\$278.86
22037	REARDON LAWN & GARDEN EQUIP.	\$35.98
22038	SCHOOL SPECIALTY, LLC	\$271.89
22039	SHIRTS ARE US, LLC	\$594.00
22040	SWANSON, ZACH	\$297.55
22041	VENTRIS LEARNING LLC	\$752.50
22042	WARD'S SCIENCE	\$132.28
22043	ZANER-BLOSER	\$5,500.00
22044	LEGACY 23 APARTMENTS	\$1,495.00
		<u>\$4,211,077.49</u>
	Voided check # 16951, 17077,18793,19292, 2043	-\$1,038.65
	Total Expenditures	<u>\$4,210,038.84</u>

Check Number	Vendor	Amount
22045	AMAZON CAPITAL SERVICES	\$4,230.16
22046	HOBBY LOBBY	\$34.18
22047	HY-VEE FOOD STORES	\$122.56
22048	SUPER SAVER	\$226.94
22049	TREVIPAY-WALMART	\$88.39
22050	ALLO COMMUNICATIONS	\$197.50
22051	APPLE FINANCIAL SERVICES	\$141,692.38
22052	BAILEY, STEVE	\$102.65
22053	BLAZERWORKS, LLC	\$22,552.50
22054	Braze, Wade W	\$16.80
22055	CENTRAL COMM COLLEGE-HASTINGS	\$15.00
22056	CITY OF COLUMBUS WATER & SANITATION DEPA	\$5,457.34
22057	CITY OF COLUMBUS-TRANSFER STATION	\$511.98
22058	COLUMBUS SCHOOL LUNCH FUND-CHS	\$4,069.55
22059	COLUMN SOFTWARE PBC	\$324.46
22060	CREATIVE SITES	\$9,444.00
22061	CULLIGAN	\$56.00
22062	EDGERTON EXPLORIT CENTER	\$540.00
22063	ESPINO, ROSARIO	\$55.04
22064	GASCON, RAUL	\$99.33
22065	HOMETOWN LEASING	\$6,928.65
22066	HOWARD, AMY	\$13.51
22067	JACKSON SERVICES INC.	\$555.07
22068	LOUP POWER DISTRICT	\$64,230.69
22069	LOUP POWER DISTRICT	\$214.78
22070	LOUP POWER DISTRICT	\$181.64
22071	LOUP POWER DISTRICT	\$178.81
22072	MATHESON TRI-GAS INC	\$42.50
22073	NCSA	\$150.00
22074	NEBRASKA EXT- PLATTE COUNTY	\$44.00
22075	OCCUPATIONAL HEALTH SERVICES	\$150.00
22076	OFFICE OF CAREER DEVELOPMENT	\$175.00
22077	ONE SOURCE	\$343.50
22078	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$3,582.00
22079	PITNEY BOWES - RESERVE ACCOUNT	\$1,000.00
22080	PLUNKETTS PEST CONTROL	\$55.64
22081	SAPP BROS PETROLEUM	\$107.26
22082	SERVICEMASTER BY SHEVLIN	\$52,510.27
22083	SSWAN	\$40.00
22084	SWANTEK, ALEXIS	\$30.00
22085	THRYV	\$27.10
22086	U AND I SANITATION LLC	\$2,235.00
22087	UBT - OMNIFY FSA	\$332.00
22088	URKOSKI, DYLAN	\$93.75
22089	VERIZON WIRELESS	\$357.43

Check Number	Vendor	Amount
22090	WILDFLOWER PASTRIES	\$108.00
22091	ARNOLD MOTOR SUPPLY-COLUMBUS	\$125.15
22092	ASSOCIATED STAFFING, INC	\$11,494.52
22093	AWARDS & ENGRAVING	\$24.00
22094	BATES, LINDSEY	\$297.55
22095	BERTRAND, KATIE	\$32.04
22096	BLAZERWORKS, LLC	\$11,670.00
22097	BLICK ART MATERIALS	\$85.25
22098	BOMBERGER, KYLA	\$108.46
22099	BOMGAARS	\$152.66
22100	BOS, JENNY	\$334.74
22101	CAPITAL SANITARY SUPPLY	\$822.38
22102	CENTRAL NEBRASKA EQUIPMENT	\$1,326.00
22103	CENTRAL PROGRAMS, INC	\$1,722.77
22104	CLINE WILLIAMS	\$5,000.00
22105	COFFEY, ALANNAH	\$185.97
22106	COLE, KEVIN	\$144.53
22107	COLUMBUS MUSIC	\$1,297.43
22108	COLUMBUS SCHOOL LUNCH FUND-CHS	\$90.00
22109	DAVIS, AMANDA	\$166.46
22110	DONOGHUE, TRACY	\$396.73
22111	EAKES OFFICE SOLUTIONS	\$723.75
22112	ELECTRIC COMPANY OF OMAHA (ECO)	\$5,068.75
22113	ELECTRICAL ENGINEERING & EQUIP	\$259.71
22114	FATHER FLANAGAN'S BOYS' HOME	\$44,460.00
22115	FORWARD CPA, LLC	\$6,825.00
22116	FREEMAN, TYLER	\$281.02
22117	GALLEY, SHANNON	\$260.35
22118	GARCIA, YURI	\$261.00
22119	GO PHYSICAL THERAPY, LLC	\$66,317.10
22120	GRAFE, TARA	\$281.02
22121	HAYS, ALISHA	\$57.42
22122	HD SUPPLY	\$209.56
22123	HERLIN, REBECCA	\$11.60
22124	HOESING, KRISTIN	\$975.86
22125	HOMAN, KELLY	\$70.25
22126	J.W. PEPPER & SON, INC	\$90.75
22127	JARESKE, KELSEY	\$260.35
22128	JENSEN, VALERIE	\$340.17
22129	KELLY SUPPLY CO.	\$2.59
22130	KOHL, CHELSEY	\$207.54
22131	KUSH, DENISE	\$334.74
22132	LITERACY RESOURCES, LLC	\$101.00
22133	LOZANO, GABRIELA	\$40.04
22134	MAXIM HEALTHCARE SERVICES, INC.	\$5,200.00

Check Number	Vendor	Amount
22135	MCPHILLIPS, BRIDGET	\$12.33
22136	MENARDS-COL	\$474.31
22137	MHC KENWORTH -LINCOLN	\$367.36
22138	MUCHMORE, KELLY	\$297.55
22139	MUELLER, PAM	\$185.97
22140	NCECBVI	\$150.00
22141	NOYD, BECCA	\$24.36
22142	O'REILLY AUTO PARTS-COL	\$6.49
22143	Olcott, Caitlin L	\$90.92
22144	OMAHA MUSIC THERAPY LLC	\$4,878.75
22145	PEREZ, DOLORES	\$38.28
22146	PITNEY BOWES - RESERVE ACCOUNT	\$1,000.00
22147	PRESENCELEARNING INC	\$124,290.30
22148	PRINTCO GRAPHICS, INC	\$2,200.00
22149	ROSAS, AMANDA	\$264.49
22150	SCHIEFFER SIGNS	\$14.50
22151	SCHOLASTIC INC.	\$609.60
22152	SEIPEL, JORDAN	\$167.04
22153	SETTLES, ERIN	\$297.55
22154	STAROSCIK, KRISTINE	\$231.43
22155	STEMPEK, SHELLEY	\$669.48
22156	STEMPEK, STACI	\$297.55
22157	TELLEZ, GAMALIEL	\$404.64
22158	TRUCK CENTER COMPANIES	\$4,453.52
22159	TWOREK, DANIEL	\$297.55
22160	WEMHOFF, ASHLEY	\$669.48
22161	WORTHINGTON DIRECT	\$1,321.71
22162	WRIGHT, ABBEY	\$297.55
	Total Expenditures	<u>\$635,652.28</u>

Columbus Public Schools
Nutrition Fund Expenditures
February 2026

Check Number	Vendor	Amount
3430	VERIZON WIRELESS	\$ 32.91
3431	SCHOOL DISTRICT #1-PAYROLL	\$ 159,164.62
3432	AMAZON CAPITAL SERVICES	\$ 65.43
3433	HY-VEE FOOD STORES	\$ 3,820.00
3434	JACKSON SERVICES INC.	\$ 199.84
3435	LUNCHTIME SOLUTIONS, INC	\$ 126,983.77
3436	SCHRAER, CHARLEE	\$ 48.75
	Total Fund Expenditures	<u>\$ 290,315.32</u>

Columbus Public Schools
 Summary of Cash Balances--QCPUF
 February 28, 2026

M9	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
	B-D Construction Inc			\$105,567.05		
	CDW Government, Inc			\$30,026.06		
	Clark & Enersen			\$4,988.35		
	Commonwealth Electric Midwest			\$64,982.70		
	First National Bank Omaha			\$1,580.97		
	Nebraska Door & Window LLC			\$4,588.84		
	Transfers					
	Interest		\$ 3,826.98			
	QCPUF OPERATING -- COLUMBUS BANK	\$ 1,401,454.09	\$ 3,826.98	\$ 211,733.97	\$ 1,193,547.10	
	Transfers					
	Receipts		\$ 18,892.28			
	Interest		\$ 221.09			
	QCPUF BOND-- COLUMBUS BANK	\$ 95,206.94	\$ 19,113.37	\$0.00	\$114,320.31	
*Totals are the Operating and ICS Savings combined for each account						



COLUMBUS PUBLIC SCHOOLS

Certified Employee Hiring Recommendation

To: Board of Education, Dr. Kay, and Mr. Schapmann

From: _____

Date: _____

I am recommending _____ as a new certified employee hire for the _____ school year.

The anticipated position is _____.

We received _____ applicants and interviewed _____ for the open position.

Bio:

Highest Degree _____ Credits Beyond _____

College/University: _____ Degree Earned _____

_____ Degree Earned _____

_____ Degree Earned _____

Educational Work Experience:

Total Years of Prior Educational Work Experience: _____

School: _____ Position: _____ Years: _____

School: _____ Position: _____ Years: _____

School: _____ Position: _____ Years: _____

School: _____ Position: _____ Years: _____

Related/Other Background/Hiring Information:

“Engaging All Learners to Achieve Success”

2508 27th Street | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

ColumbusPublicSchools.org

The Administration recommends the School Board approve the following Certified hirings (March 2026):

Name	Position	Building	Replaces
Kudron, Keaton	Math	CHS	Klemmensen, John
Bailey, Justin	5th Math	CMS	Magg, Laura
Hruska, Brennan	7th Math	CMS	Zacarias, Austin (transferred)
Svatora, Elizabeth	5th Math	CMS	Wallin, Taylor
Klopfenstein, Anna	Sped resource	CMS	Contracted provider
Ek, Kimberly	Rule 17	NTLSC	Noonan, Trudi
Brockhaus, Brennan	Secondary Teacher	NTLSC	New position
Choyeski, Carissa	Sped	CN	Sindelar, Rebecca
Sterud, Sawyer	7th ELA	CMS	Jenner, Jaycee
Murray, Amy	Sped resource	CN	Carlson, Sonya
Wemhoff, Mark	Science	CHS	Townsend, Brian

The Administration recommends the School Board approve the following Certified resignations (March 2026):

Name	Position	Building	Type
Hackett, Kristine	K-6 Reading Coach	ADM	Resignation
Wallin, Taylor	5th Math	CMS	Resignation
Hazlett, Rebecca	PE	WP	Resignation
Carlson, Sonya	Sped Resource	CN	Resignation
Sindelar, Rebecca	Sped Resource	CN	Resignation
Schatz, Macy	3rd grade	NP	Resignation
Garrard, Emily	3rd grade	NP	Resignation
McCloud, Hannah	Kindergarten	EM	LOA (yr 1)
Wallin, Heidi	8th Science	CMS	Resignation
Wayman, Fayth	Kindergarten	WP	LOA (yr 2)

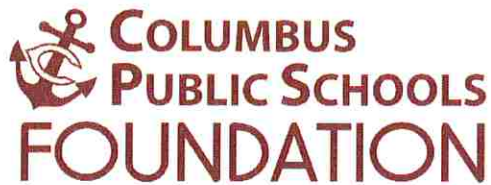
Columbus Public Schools

Professional Leave Report – Board of Education

Reporting Period: September 30, 2025 – February 27, 2026

Employee Name	Start Date	End Date	Conference & Location
Jason Harris	2025-09-30	2026-05-29	NASES Region 3 Meeting – Norfolk, NE
Suzanne Stevenson	2026-02-02	2026-02-02	NPERS Meeting – Lincoln, NE
Nicole Anderson	2026-02-05	2026-02-05	NSPRA President's Summit – Fort Worth, TX
Amy Haynes	2026-02-06	2026-02-06	Wayne State Interview Fair – Wayne, NE
Celeste Ditter	2026-02-06	2026-02-06	Festival Women's Chorus – Wayne State College, Wayne, NE
Craig Williams	2026-02-06	2026-02-06	Football Clinic – Kansas City, MO
David Hiebner	2026-02-06	2026-02-06	Wayne State Teacher Fair – Wayne, NE
Nicole Anderson	2026-02-06	2026-02-06	NSPRA President's Summit – Fort Worth, TX
Chip Kay	2026-02-12	2026-02-13	AASA National Conference – Nashville, TN
Leonard Kwapnioski	2026-02-13	2026-02-13	NATA Meeting – Gretna, NE
Nicole Anderson	2026-02-13	2026-02-13	NebSPRA Monthly Meeting – Elkhorn, NE
Sara Colford	2026-02-16	2026-02-17	ASP/BSB Conference – Lincoln, NE
David Hiebner	2026-02-17	2026-02-17	UNO Teacher Job Fair – Omaha, NE
Chip Kay	2026-02-18	2026-02-18	GNSA & Senator Luncheon – Lincoln, NE
Jason Harris	2026-02-19	2026-02-20	NASES Legislative Conference – Lincoln, NE
Amy Haynes	2026-02-25	2026-02-25	UNL Job Fair – Lincoln, NE
Carly Whitney	2026-02-25	2026-02-27	NASP 2026 Annual Convention – Chicago, IL
Chip Kay	2026-02-25	2026-02-25	ESU 7 Senator Luncheon – Lincoln, NE
Jordon Anderson	2026-02-25	2026-02-25	Conference AD Meeting – Grand Island, NE
Chip Kay	2026-02-26	2026-02-26	STANCE Meeting – Lincoln, NE
Brandi Fleming	2026-02-27	2026-02-27	NACIA Winter/Spring Conference – Lincoln, NE
Elissa Heibel	2026-02-27	2026-02-27	NCECBVI Mid-Winter Conference – Nebraska City, NE
Eric Edzards	2026-02-27	2026-02-27	NICIA Spring Conference – Lincoln, NE
Kathleen Robertson	2026-02-27	2026-02-27	Vision Conference – Nebraska City, NE
Megan Novak	2026-02-27	2026-02-27	NCECBVI Mid-Winter Conference – Nebraska City, NE
Michelle Oppliger	2026-02-27	2026-02-27	NACIA Spring Conference – Lincoln, NE
Teresa Hausmann	2026-02-27	2026-02-27	NACIA Winter/Spring Meeting – Lincoln, NE

Total Professional Leave Entries: 27



2410 16th Street, Suite A, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

March 5, 2026

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 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

\$17,348.98 - Columbus After School Program

\$285.00 - Dual Credit Scholarship

\$360.00 - Anchor Bricks

\$2,548.44 - Para to Teacher Scholarship

Band Boosters

\$57.37 - Ice Cream Sundae Supplies

Centennial PAC

\$701.02 - Parent Teacher Conference Meals

Post Prom

\$59.38 - Envelopes and Labels

Emerson PTO

\$2,174.46 - Sweet Harvest Popcorn Shoppe Fundraiser

\$57.73 - Parent Teacher Conference Meal

Lost Creek PTO

\$12.64 - Printing

\$1,634.96 - Teacher Gift Apparel

North Park PTO

\$105.74 - Staff Appreciation Cart

\$162.57 - Classroom Support

\$123.74 - Parent Teacher Conference Meal

\$45.00 - Family Fun Night

Vocal Music Boosters

\$80.45 - New World Dinner Show Supplies

\$1,700.00 - Nebraska Acappella Championship

West Park PTO

\$121.00 - Valentine Day Popcorn

\$25.00 - Bingo Rental

\$225.91 - Parent Teacher Conference Meals

The total contributions for the month of February was \$27,829.39

The total contributions for the FY 2026 total is **\$38,328.39**

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

Thank you for your consideration.

Sincerely,

Nicole Anderson

Communication & Foundation Director



Columbus Public Schools

K-4 District Literacy Plan

March 16, 2026

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Foundational Information

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 - Timeline of Pre-K-12 ELA Literacy Plan Implementation (Page 3)
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Columbus Public School K-4 Literacy Plan

Purpose Statement

Columbus Public Schools' mission is to engage all learners in achieving success, aligning with the Nebraska Department of Education's mission to prepare all Nebraskans to learn, earn, and live. CPS supports student literacy development from birth, fostering continuous, systematic growth through high school graduation and into postsecondary education, careers, and civic life. By embracing an inclusive approach to literacy, we ensure that all students, regardless of background, ability, or learning style, have the opportunity to reach their full potential.

"Literacy is one of the most important milestones in a learner's life, having a significant impact on their self-esteem, future schooling experiences, and self-efficacy. Given the high correlations of literacy with many social outcomes throughout students' lives, all Nebraska learners must have access to excellent instruction within grade-level, district-approved instructional materials designed to improve students' critical thinking skills across all content areas." Additionally, "students need for their teachers to organize, scaffold, and deliver regular practice within grade-level complex texts and the academic language therein. Learners need and deserve educators who build knowledge through content-rich nonfiction and fiction, and explicit instruction with the writing process and outcomes." (The Nebraska Department of Education Statewide Literacy Plan, 2024)

Timeline of Pre-K-12 ELA Literacy Plan Implementation

In the 2023-24 school year, Columbus Public Schools piloted two high-quality instructional resources in grades K-5 in at least two classrooms per grade level throughout all five elementary buildings and Columbus Middle School. The pilot team selected Amplify CKLA as Columbus Public Schools' new K-5 ELA resource. The Board of Education formally adopted Amplify CKLA, Language Studio, mCLASS Assessment, mCLASS Intervention, and BOOST for grades K-4 and Amplify CKLA and BOOST for grade 5 in the spring of 2024. In the summer of 2024, members from the Teaching and Learning Department, along with K-5 teacher teams, developed ELA proficiency scales, formal district assessments (data points), and scoring guides. Full implementation of all adopted K-5 Amplify ELA resources and materials occurred in the fall of 2024.

In the spring of 2025, the school board formally adopted Frog Street as the comprehensive curriculum resource for preschool students. The implementation will begin in the fall of 2025. The preschool ELA information will be added to the CPS Literacy Plan in the summer of 2026.

The district created the CPS Literacy Plan during the 2025-2026 school year. The plan specifically addresses grades K-4. The district received feedback from parents, teachers, students, and principals. Adjustments were made based on stakeholder feedback. The district will continue to develop a comprehensive PreK-12 literacy plan, incorporating physical resources as they are adopted and as human resources and additional facility needs become available within the district budget.

Literacy Plan Goal Areas

This document outlines six goal areas to consider when planning to teach students to read. The areas include core instruction and language support for English Learners; MTSS supports for students who are not progressing at the grade-level expectation and for those students who are exceeding grade-level expectation; the assessments to use for core instruction, intervention, progress monitoring and benchmark assessments; the types of professional learning to help teachers feel confident to teach ELA using the Amplify CKLA resource; the ways to support parent and caregiver involvement in literacy; and what behaviors should be expected for teachers and students to teach and learn to read, write, speak and listen.

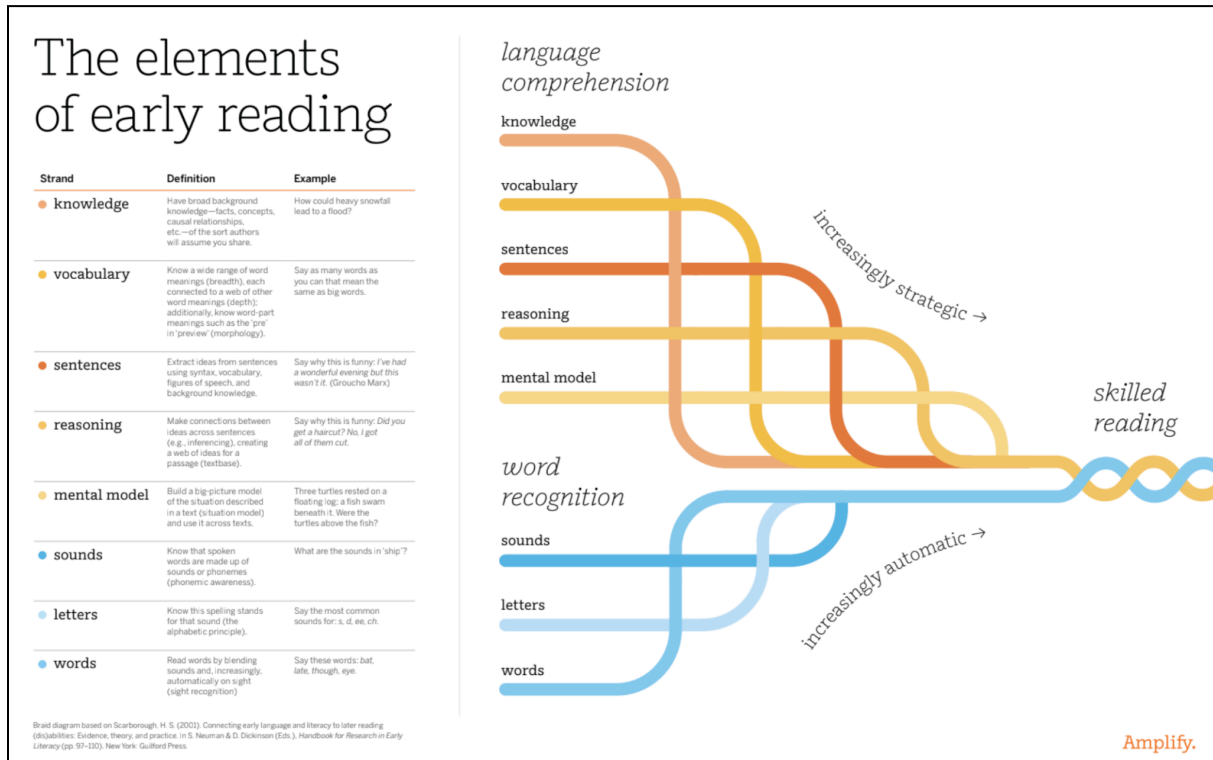
Goal #	Goal Area	Goal Topic
#1	ELA Core Instruction	1.1 Foundational Reading Skills & Fluency 1.2 Knowledge Building, Vocabulary, Writing, & Speaking and Listening
#2	ELA Multi-Tiered Systems of Support (MTSS)	2.1 Tier I Core + Tier 1+ (For ELs) 2.2 Tier II WIN Intervention or Enrichment 2.3 Tier III Alternative Core
#3	ELA Assessment	3.1 Tier I -Core: Screeners, Benchmarks, District Data Points 3.2 Tier II - Diagnostics & Progress Monitoring 3.3 Tier III - Alternative Core Assessments
#4	Professional Learning	4.1 New Staff ELA Professional Learning 4.2 Annual mCLASS Assessment & Professional Learning 4.3 NDE ELA Professional Learning System
#5	Parent Involvement	5.1 Foster a Two-Way (Home & School) Literacy Connection 5.2 Provide Literacy Resources to Families
#6	Student, Teacher & Administrator Expectations	6.1 Student Learning Expectations: Being the Best Literacy Student 6.2 Teacher Expectations: Committed to Daily Preparation & Effective Instruction 6.3 Administrator Expectations: Leading & Sustaining Literacy Excellence

Goal Area #1: Tier I & 1+ ELA Core Instruction

Goal Topic 1.1: Foundational Reading Skills & Fluency

Goal Statement

Amplify CKLA is built upon a literacy model that encompasses both reading and writing ([Appendix A](#)). All students will develop strong foundational literacy skills to become proficient readers and writers. Instruction will align with Scarborough's Reading Rope (2001) and emphasize word recognition and language comprehension.



Responsible Parties

- K–5 teachers
- Special education teachers
- Elementary and CMS principals
- District Instructional Reading Coach

Resources Needed

- Amplify CKLA (2024–2031 adoption)
- CPS ELA Proficiency Scales, Pacing Guides, and Data Point Schedules
- Amplify CKLA Unit Planning & Lesson Internalization Guides
- Fidelity check routines and Look Fors

Details

- Unit & Lesson Planning
 - K–5 teachers will use the Amplify CKLA K-2 Skills unit planning template or 3-5 unit planning templates to design skills units and lessons. ([Appendix B](#) or [Appendix C](#)). Unit plans were completed as a district team in Year 1. Each year after, it is recommended that building teams revisit their unit plans to remind one another of the important standard elements to be addressed in each unit.
 - Lesson internalization K-2 or 3-5 guidelines will support daily preparation ([Appendix D](#) or [Appendix E](#)).
 - Fidelity to Amplify CKLA Purpose for Routines is required ([Appendix F](#)).
- Lesson Routines
 - Implement K–2 Amplify Skills Routines and Look Fors consistently ([Appendix G](#)).
 - Implement 3-5 Amplify Sound-Spelling Routines and Look Fors ([Appendix H](#)).
- Spelling & Morphology
 - Teachers must know and teach Amplify Spelling Rules ([Appendix I](#)).
 - Grades 1–2: Use Gr 1 (starting in Unit 5) or Gr 2 Amplify Spelling Trees to support decoding and encoding ([Appendix J](#) or [Appendix K](#)).
 - Grades 1–3: Use Gr 1, Gr 2, or Gr 3 Amplify Code Charts to support decoding and encoding ([Appendix L](#), [Appendix M](#), [Appendix N](#)).
 - Grades 3–5: Implement 3-5 Amplify Sound-Spelling Routines and Look Fors with fidelity ([Appendix H](#)). If a 4th-grade teacher is struggling to get the spelling lesson taught within the 90-minute lesson block, seek support from the district reading coach to determine which parts of the lesson can be trimmed based on unit assessments and using the Backwards Design Plan.
- Fluency
 - K–5: Provide regular opportunities to read sounds, words, phrases, and passages aligned to student skill levels, referring to the Amplify Elements of Fluency ([Appendix O](#)).

Goal Topic 1.2: Tier 1 Knowledge Building, Vocabulary, Writing, Speaking & Listening, and Tier 1+ Language Studio

Goal Statement

Students will develop background knowledge, vocabulary, writing, speaking, and listening skills through rich read-alouds, engaging discussions, and targeted writing instruction. Emerging and/or prioritized Progressing EL students will receive additional support through Language Studio.

Responsible Parties

- K–5 teachers, EL teachers, special education teachers
- Elementary and CMS principals
- District Instructional Reading Coach & EL Coordinator

Resources Needed

- Amplify CKLA (2024–2031 adoption)
- CPS ELA Proficiency Scales, Pacing Guides, and Data Point Schedules
- CKLA Unit Planning & Lesson Internalization Guides
- K–4 Language Studio pacing guides and materials

Details

- Knowledge Building
 - Use CKLA read-alouds to expose students to complex texts and diverse topics two grade levels above their current grade, as listening comprehension develops sooner than reading comprehension ([Appendix P](#) and [Appendix Q](#)).
 - Use Amplify Knowledge Unit Planning templates and Amplify Lesson Internalization guidelines to design knowledge units for K-2 only ([Appendix R](#) and [Appendix S](#))
 - Use planning templates and lesson internalization guides for grades 3-5 as skills and knowledge are combined ([Appendix C](#) and [Appendix E](#)).
 - Maintain fidelity to K-2 Amplify Knowledge and Look Fors or 3-5 Amplify Routines and Look Fors ([Appendix T](#) or [Appendix U](#)).
- Vocabulary
 - Provide explicit vocabulary instruction utilizing the guidance from the Amplify Vocabulary Guide ([Appendix V](#)). K-2 vocabulary instruction is explicitly taught during the daily Word Work portion of the Knowledge Domain. Vocabulary for Grades 3-5 is explicitly taught during the Morphology and Language portions of the lesson.
 - Reinforce vocabulary through listening, reading, and writing tasks.
- Writing

Transcription skills are explicitly taught in grades K-4. Manuscript handwriting is taught in grades K ([Appendix W](#)) and grade 1 ([Appendix X](#)). Grade 2 will reinforce or reteach manuscript handwriting strokes as needed. Cursive handwriting is taught in grade 3 and reviewed in grade 4 ([Appendix Y](#)). Composition skills are explicitly taught and modeled in grades K-5, using information from the knowledge-building components of Amplify Five Shifts for Science of Writing-Based Instruction ([Appendix Z](#)). Teach explicit writing in five areas:

 - Handwriting and composition skills (with grammar)
 - Handwriting with phonics
 - Composition built on knowledge
 1. In 1st grade, a score of 3.0 on the proficiency scales for Generate a Narrative and Generate an Informational Text explicitly states, “With adult help,” per the Nebraska ELA Standards.

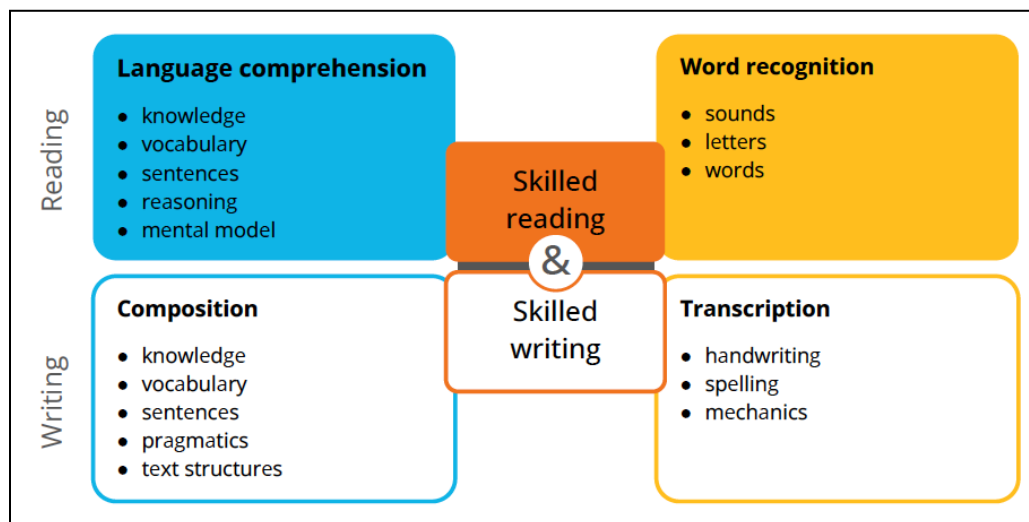
- Sentence to paragraph writing
 1. In 1st grade, a score of 3.0 on the Generate Sentences Proficiency Scale requires students to write a sentence based on teacher feedback, aligned with 1st-grade grammatical expectations.
- Pre-writing, planning, revising
- Connect writing tasks to content from read-alouds.
- Language Studio
 - Provide targeted support for Emerging and prioritized Progressing EL students during CKLA Knowledge Units. The grade-level pacing guides should be followed to know which Language Studio lessons should be taught by the EL teachers. Due to time constraints, EL teachers will prioritize the language-based portions of the Language Studio lessons to determine what to teach. EL teachers will use the district EL Elementary proficiency scales to help guide instructional practice.
 - Student numbers and groupings are determined at the building level with input from the EL Coordinator.

Grading

- Administer the ELA data points found within the yearly ELA scope and sequence and use the scoring guide on each data point. Record the score in the Teacher Gradebook in Synergy.

Evaluation

- Completed unit plans (skills & knowledge sections)
- Principal fidelity checks using Look Fors
- K–2 skills & knowledge data points and 3–5 comprehension and writing data points



Goal Area #2: ELA Multi-Tiered System of Support (MTSS)

Goal Topic: 2.1 Tier I Core + Tier I+ (for ELs)

Goal Statement:

All K–5 students receive core ELA instruction with their peers. Emerging and/or prioritized Progressing ELs receive additional Tier I+ language support.

Responsible Parties:

- All K–5 teachers
- EL teachers
- Special education teachers
- Elementary & CMS principals
- District Instructional Reading Coach

Instructional Approach:

- Core Instruction: Amplify CKLA (K–5).
 - K–2 use Skills + Knowledge domains.
 - 3–5 use combined Skills + Knowledge units.
- Instructional Tools: CPS pacing guides, proficiency scales, data point schedules.
- Tier I+ EL Support: 30 minutes daily, Language Studio for Emerging and prioritized Progressing ELs.

Boost Reading

Boost is a personalized, student-led digital literacy program designed to improve students' reading skills. Students are placed within their grade level at the start of each year. The mCLASS Benchmark Assessment data is used to provide support in enrichment and remediation. Use the Amplify Boost Reading Implementation Plan ([Appendix AA](#)), Amplify Boost Reading Gr K-5 Games by Skill ([Appendix AB](#)) & Amplify Boost Reading Reporting Guidance ([Appendix AC](#)) to support your students in their personalized path.

Recommended Time

- Boost Times are in addition to the Tier I core ELA time. Teachers need to work with building principals to schedule Boost practice times. Some suggestions include when students arrive at school in the morning, flex time, etc. Regardless of whether a student is placed in Core or Alternative Core, the classroom teacher is responsible for ensuring that all students are working on their Boost path. The classroom teacher and special education teacher should collaborate to identify the most appropriate times for the student to work on Boost.
- Grades K–3 = 30–45 min/week in 10-15 min sessions
- Grades 4–5 = 40–60 min/week in 20 min sessions

- Special Considerations:
 - EL students can be reassigned to grade 1 in Boost if data indicates a need for readjustment, once the following steps have been followed:
 1. The student attempts the current grade level in Boost, and data reveals the student is not successful, go to step 2.
 2. The EL teacher turns on the Spanish voiceover if Spanish is the first language. If the student is not having success, go to Step 3. If the student's first language is other than Spanish, go to Step 3.
 3. The Team (EL teacher, classroom teacher, reading teacher, principal) Discuss and decide if an adjustment is needed. Go to Step 4.
 4. The building principal will put in a Helpdesk ticket with the student's name, student ID, current grade & classroom teacher, and request a 1st Grade Boost adjustment.
 - Alternative Core and/or Special Education students should be reassigned to grade 1 in Boost by following this step:
 - i. The building principal will put in a Helpdesk ticket with the student's name, student ID, current grade & classroom teacher, and request a 1st Grade Boost adjustment.

Goal Topic: 2.2 Tier II WIN Intervention or Enrichment

Goal Statement:

All K–4 students will be screened using mCLASS Assessment to determine placement for WIN time (enrichment or intervention) at the beginning of the school year. Students who are significantly below grade level will need additional diagnostic assessments to identify skill gaps. MTSS Teams must refer to the CPS K-4 ELA Decision Rules for details ([Appendix AD](#)). Students will be reassessed midyear and at the end of the year.

Responsible Parties:

- All K–4 teachers
- Reading teachers
- EL teachers
- Special education teachers
- Paraprofessionals
- Elementary principals
- District Instructional Reading Coach
- MTSS Team

Instructional Approach:

Placement: Based on mCLASS benchmark Composite results.

- On (Green)/Beyond (Blue) = Enrichment
- Below (Yellow)/Well Below (Red) = Intervention

- **Kindergarten WIN:**
 - Grade K students will not receive mCLASS Intervention. Rather, Grade K students will receive targeted instruction based on unit data points ([Appendix AE](#)). Kindergarten teachers form groups and develop targeted instruction to meet students' needs.

- **Gr 1- 4 Enrichment WIN:**
 - Novel studies, CKLA Pausing Point activities, projects, research, Reader's Theater, poetry, and teacher choice

- **Gr 1- 4 Intervention WIN:**
 - mCLASS Intervention groups for the majority of intervention students
 - mClass groups will be created after each benchmark period. Some students may need to be moved to a different WIN group before benchmark testing, as indicated in the mCLASS Intervention System.
 - Give the CORE Phonics Survey to students who are Well Below on the Benchmark Composite and/or ORF Accuracy.
 - Create 911 cards for missed skills on the CORE Phonics Survey. Then add students to an mCLASS Intervention Group, or place them in a UFLI Foundations Group, and use the hands-on manipulatives from the Multisensory Dyslexia Toolkit.
 - Students placed in a UFLI Intervention Group will need to be given the UFLI Foundations Intervention Placement Test to determine where to start in the program.
 - If any UFLI Intervention Group students receive Alternative Core, the WIN Intervention will resume at the point the UFLI lesson left off.

- **Intervention Progress Monitoring**
 - Students will be administered the mCLASS Assessment/Intervention Progress Monitoring Measures every two weeks to monitor growth.
 - Students in a UFLI Intervention Group will need to be administered the Spelling Progress Monitoring and Fluency Checks when the assessments appear in the UFLI program pacing. Students will also need to receive the mCLASS Assessment progress-monitoring PSF and NWF probes every fourteen days.

- **Individual Reading Improvement Plans or MTSS Plans**
 - Individual Reading Improvement Plans (IRIPs) will be created in the Synergy MTSS Module for K–3 students who score below the Nebraska Department of Education Amplify mCLASS Assessment (DIBELS 8th Edition) Thresholds ([Appendix AF](#)).
 - 4th-grade students reading below grade level are not placed on an IRIP, but should have a MTSS Plan for reading created in the MTSS Synergy Module, and will still need support with a WIN intervention, as stated above.

- An IRIP letter will be sent to parents no later than 15 working days after the reading deficiency is identified, either in writing or via electronic communication. The IRIP Letter Template is available in the CPS Synergy MTSS Module, under Forms> Communication.
- The MTSS team will create an IRIP in the MTSS Plan Module in Synergy.
- The IRIP will be shared with parents within the 30-day notification window at the CPS Fall Parent-Teacher Conferences.
- Exceptions: These students do not need an IRIP:
 - Special Education students with IEP Reading Goals.
- When a student achieves an on-grade level benchmark in mCLASS Assessment using the Composite Score, the following will occur:
 - the student will exit WIN intervention;
 - the MTSS Team will exit the student from the IRIP in the MTSS Synergy Module; and
 - an Exit IRIP Parent Letter will be sent home to inform the parents that the student is reading on grade-level.

Goal Topic: 2.3 Tier III Alternative ELA Core

Goal Statement:

Provide intensive instruction in foundational reading skills to students in grades 1-4 who have significant skill gaps. Placing a student in an alternative ELA core is a decision that should not be taken lightly, as it will impact the student and teachers beyond elementary school. This decision must be made with the MTSS Team, and consensus must be reached using the ELA Alternative Core Placement Template ([Appendix AG](#)). No one person can make this decision.

**When considering EL students for Alternative Core Placement, the following data sources should be analyzed: ELPA data, two benchmark periods in mCLASS Assessment and MAP, and progress monitoring.

Responsible Parties:

- Building MTSS team members
- District Instructional Reading Coach
- Alternative Core Teacher
- Director of Special Education
- Director of Teaching & Learning

Placement:

- Students who are well below the benchmark will be given the mCLASS Assessment Additional Measures and Dyslexia Measures. The ELA Alternative Core Placement Template ([Appendix AG](#)) will be used to determine placement for students in grades 1-4.

- Parents of special education students will need to attend an IEP meeting to be informed of this recommendation. The reading IEP goals will need to be updated to reflect how the ELA Alternative Core placement will help close the reading gaps.
- Parents/guardians of non-special education students must be informed of and provide final approval for placement in the ELA Alternative Core program. This approval is required before the student can begin the program. The necessary Parent Placement Letter Template is located in the CPS Synergy MTSS Module forms section.

- **ELA Alternative Core Instruction**
 - **Gr 1 - 2** will receive UFLI Foundations (60 minutes) using the hands-on manipulatives from the District-provided Multisensory Dyslexia toolkit in place of the CKLA Skills, with an alternative core teacher, and will return to the classroom to receive the CKLA Knowledge (60 minutes) portion with writing support. Students who were in the Tier III ELA Alternative Core will continue to receive the UFLI intervention during their Tier II WIN Intervention time.

 - **Gr 3** will receive UFLI Foundations (60 minutes) using the hands-on manipulatives from the District-provided Multisensory Dyslexia toolkit, grade-level CKLA Knowledge (60 minutes), read-aloud texts, and scaffolded grade-level writing assignments with an alternative core teacher. The read-alouds are at least two-grade levels above the current grade level. This was intentional on Amplify's part because listening comprehension outpaces reading comprehension. The read-alouds are to be read by the teacher to the student so that vocabulary can be acquired and students can build their background knowledge on the topic.
 - Students who were in the Tier III ELA Alternative Core will continue to receive the UFLI intervention during their Tier II WIN Intervention time.

 - **Gr 4** will receive UFLI Foundations (60 minutes) using the hands-on manipulatives from the District-provided Multisensory Dyslexia toolkit, grade-level CKLA Knowledge (30 minutes), read-aloud texts, and scaffolded grade-level writing assignments with an alternative core teacher. The read-alouds are at least two-grade levels above the current grade level. This was intentional on Amplify's part because listening comprehension outpaces reading comprehension. The read-alouds are to be read by the teacher to the student so that vocabulary can be acquired and students can build their background knowledge on the topic.
 - Students who were in the Tier III ELA Alternative Core will continue to receive the UFLI intervention during their Tier II WIN Intervention time.

Planning

- It is important that the alternative core teacher be prepared to teach the UFLI lesson(s) and the on-grade-level Amplify CKLA Knowledge portion, including writing.
 - In addition to classroom teachers, all special education teachers should have digital access to the Amplify CKLA platform. This access is needed to enable the alternative core teacher to plan and prepare to teach the Knowledge portion of the lesson. If a teacher does not have access, they should contact the Director of Teaching & Learning to obtain it.

Grading

- Grades 1 & 2: CPS ELA District Data Points should be attempted by the students if the scope and sequence for skills data points align. Students should attempt all other ELA data points. If given, enter the score the student earned using the scoring guide.
 - For any data point not given, enter a score of X.
 - If a teacher has time, they can go back and enter a missed data point for the student after instruction has been given in UFLI. This is not a requirement, but is an option, as ELA goals are year-long.
 - A statement must be included on the proficiency report card indicating that this student is receiving Alternative ELA Core instruction.
- Grades 3 & 4: The following CPS ELA District Data Points should be attempted by the students:
 - All attempts should be made to administer the Generate Sentences, Generate Informational Text, and Generate Narrative Data Points. If given, enter the score the student earned using the scoring guide. Refer to the [Grade 3 or Grade 4 ELA Proficiency Scales and Pacing](#) document(s) found in the 3rd or 4th-grade Google Team Drive. For any data point not given, enter a score of X.
 - A statement must be included on the proficiency report card indicating that this student is receiving Alternative ELA Core instruction.

Goal Area #3: ELA Assessment

Goal Topic: 3.1 Tier I Core: Screeners, Benchmarks, District Data Points

Goal Statement:

Use assessments to measure student achievement and growth.

Responsible Parties:

- mCLASS assessment team
- Reading teacher
- District instructional reading coach
- Director of teaching & learning

Assessments Given:

- Amplify mCLASS Benchmark Screener
 - Gr K–4 students: Beginning, Middle, and End of Year
 - Refer to the annual CPS Assessment Calendar for specific mCLASS Benchmark Screening test windows
 - Kindergarten students have a delayed fall test window to allow time for students to become familiar with the school.
 - Refer to the Amplify mCLASS DIBELS 8th Edition Threshold Levels ([Appendix AF](#)).
 - Gr K-4 students: Additional mCLASS Assessment Measures
 - Irregular Words, Regular Words, Letter Combinations, and Advanced Phonics subtests should be given to the students whose additional measures appear in dark blue.
 - The Kindergarten extra measure, First Sound Identification (FSI), does not need to be administered, as PSF will have sufficient data.
 - Gr K-3 students: Additional mCLASS Dyslexia Screening Measures at BOY and MOY if newly identified as Well Below, and those students showing consistent achievement progress to exit potentially.
 - Only the Spelling and RAN measures will be administered. This will generate an 'At Risk' or 'Low Risk' indicator, which is used for placement in WIN or Alternative Core. The additional measures, Oral Language & Vocabulary, do not need to be administered.
- MAP Growth Benchmark Assessments
 - Gr K-2 students: Reading K-2 MAP Growth- fall/winter/spring
 - Gr 3 & 4 students: Reading 2-5 MAP Growth fall/winter
- NSCAS Growth Benchmark Assessment
 - Gr 3rd & 4th students: ELA spring summative
- CPS Grade-Level Data Points per pacing guides
 - Teachers must view the data points before teaching each unit
 - Teachers should score and give feedback to students as soon as possible on each data point. It is highly recommended building grade-level teams analyze data point results to identify common student errors and improve instruction.

Data Use: Teams analyze benchmark data, track trends, and set student goals. Student concerns are brought to the attention of the MTSS team.

Goal Topic: 3.2 Tier II Diagnostics & Progress Monitoring

Goal Statement:

Ensure proper placement and growth within the WIN intervention.

Responsible Parties:

- K–4 teachers
- Reading teachers
- Interventionists (paraprofessionals, EL teachers, special education teachers, reading teachers)
- Principals

Diagnostics:

- mCLASS Dyslexia Screener is given by the reading teacher or another member of the mCLASS Assessment Team to students who scored Well Below on the mCLASS Composite Score (Kdg MOY through 3rd grade EOY).
 - Spelling
 - RAN
 - Exemptions: "Newcomers" in the U.S. who have been in the U.S. for less than 2 years will NOT be given extra measures for dyslexia.
- The CORE Phonics Survey is given by the reading teacher to any 1st - 4th-grade students who scored Well Below on the mCLASS Assessment Benchmark Composite and/or ORF-Accuracy. This test will be administered in the fall to any new CPS student and to any student who is newly well-below on the mCLASS Assessment.
 - 911 Cards will be created for students with missing sound-spellings. All sounds missed by a student must be recorded on a card (index, etc.).
 - The cards should be on a portable hook so individual students can practice the sounds with ANY adult during transitions (lining up for recess, lunch, specials, etc.).
 - The student must produce the accurate sound spelling 5 consecutive times before the missed sound can be crossed off the student's 911 card.
 - The additional measures, such as IR (Irregular words), RW (Regular words), LC (Letter combinations), and AP (Advanced phonics), can be administered to students so that the mCLASS system can target their intervention more closely.
 - These measures should not be given during the Middle of Year or End of Year Benchmark testing for students in a UFLI Intervention Group.

Kindergarten Progress Monitoring

- mCLASS Progress Monitoring every 14 days for students receiving a Tier II Intervention.
 - Kindergarten students who are well below should be given the mCLASS Progress Monitoring Phoneme Segmentation Fluency(PSF) and/or Nonsense Word Fluency (NWF) measure(s).

Gr 1 - 4 mClass Intervention Progress Monitoring:

- mCLASS Progress Monitoring every 14 days for students receiving a Tier II Intervention.
- Students in Grades 1-4 who are receiving a Tier II Intervention should be administered the mCLASS Progress Monitoring subtests that appear in the mCLASS Assessment System.

- Each mCLASS Intervention Group works on at least two skills, and the subtests aligned with those skills will be administered by the interventionist.
- Students in grades 1 and 2 should also be administered the Nonsense Word Fluency (NWF) measure
- Students in grades 3 and 4 should also be administered the mCLASS Progress Monitoring Nonsense Word Fluency (NWF) and grade-level Oral Reading Fluency (ORF) measures.
 - NWF is a 3rd-grade measure. 4th-grade students will need to be administered out-of-grade-level NWF.

UFLI Progress Monitoring

- Grades 1-4
 - Students in a UFLI Intervention Group will **NOT** be administered any UFLI Spelling Progress Monitoring or Fluency Checks, so they can receive more instruction on missed skills. Additionally, it is essential that these students have consistent data in the mCLASS Progress Monitoring System that can be pulled to monitor progress.
- Grades 1 & 2
 - Students must be given the mCLASS Assessment Progress Monitoring PSF and/or NWF every 14 days to align with Amplify mCLASS reporting cycles.
 - If one of these measures is At (green) or Above (blue), the measure does not need to be given.
 - Students should also administer ORF if a student is Below (yellow) or Well Below (red) in ORF.
 - First-grade students need to be given ORF Grade 1.
 - Second-grade students should be given off-grade-level 1st-Grade ORF if they are receiving instruction in UFLI during lessons 35 - 75.
- Grades 3 & 4
 - Students must be given the mCLASS Assessment Progress Monitoring every 14 days to align with Amplify mCLASS reporting cycles.
 - The interventionist should administer the off grade-level Nonsense Word Fluency (NWF) and off grade-level Oral Reading Fluency (ORF).
 - Students should be given off-grade-level 1st-Grade NWF & ORF if they are receiving instruction in UFLI during lessons 35 - 75.
 - Students should be given off-grade-level 2nd-Grade NWF & ORF if they are receiving instruction in UFLI during lessons 76 - 128.

Goal Topic: 3.3 Tier III Alternative ELA Core Assessments

Goal Statement:

Utilize multiple data sources to inform placement in the Tier III ELA Alternative Core, and monitor growth.

Progress Monitoring

- All students placed in Alternative ELA Core will be progress monitored during their Tier II WIN intervention. See Section 3.2 for details.

District ELA Data Points & Grading:

- Grades 1 & 2: CPS ELA District Data Points should be attempted by the students if the scope and sequence for skills data points align. Students should attempt all other ELA data points. If given, enter the score the student earned.
 - For any data point not given, enter a score of X.
 - A statement must be included on the proficiency report card indicating that this student is receiving Alternative ELA Core instruction.
- Grades 3 & 4: The following CPS ELA District Data Points should be attempted by the students:
 - Generate Sentences, Generate Informational Text, and Generate Narrative Data Points. If given, enter the score the student earned.
 - For any data point not given, enter a score of X.
 - A statement must be included on the proficiency report card indicating that this student is receiving Alternative ELA Core instruction.

Goal Area #4: Professional Learning

Goal Topic: 4.1 New Staff ELA Professional Learning

Goal Statement:

K-5 teachers new to CPS will receive training on using and planning ELA instruction with the adopted curriculum resource and pacing guides.

Responsible Parties:

- District Instructional Reading Coach
- New K-5 ELA teachers
- New K-5 Resource teachers
- New K-5 EL teachers

Description:

During a designated time on the CPS Teacher Workday & PD Calendar, new K-5 teachers who either directly teach and/or support students in ELA will attend this training. The purpose of the training is to help new teachers become familiar with their ELA print and digital resources and to implement the Backward Design Process to write lesson plans and deliver high-quality ELA instruction. The following areas will also be addressed:

- CPS K-4 Literacy Plan
- Science of Reading Research
- Required ELA minutes per grade and Amplify CKLA Program (Skills, Knowledge & Boost)
- ELA pacing guides, proficiency scales, and district data points
- Sound spelling components
- Listening comprehension versus reading comprehension
- ELA instructional routines
- ELA instructional coaching

Goal Topic: 4.2 Annual mCLASS Assessment & Intervention Professional Learning

Goal Statement:

Elementary principals and reading teachers will provide an introduction and/or review of how to administer the mCLASS Assessment over the DIBELS 8 Screener and mCLASS Intervention Progress Monitoring Tool.

Responsible Parties:

- Elementary principal
- Reading teacher
- All certified teachers and any classified staff members who will be responsible for leading an ELA WIN Tier II intervention

Description:

During a designated time at the beginning of the school year, per the CPS Teacher Workday & PD Calendar, the principal and reading teacher will provide a mCLASS Assessment & mCLASS Progress Monitoring professional learning over the following measures:

- Letter Naming Fluency (LNF)
- Nonsense Word Fluency (NWF)

- Phoneme Segmentation Fluency (PSF)
- Oral Reading Fluency (ORF)
- Word Reading Fluency (WRF)
- Maze Comprehension
- Composite Score

Goal Topic: 4.3 Nebraska Department of Education ELA Professional Learning System

Goal Statement:

Teachers are the single most important in-school factor affecting student learning and reading achievement. A focus on refining and equipping educators to be grounded in the Science of Reading, with the knowledge, skills, mindsets, and tools necessary to address student literacy, including writing instruction and dyslexia characteristics, is paramount. All CPS PreK-4 teachers who either directly teach or support students in ELA will be highly qualified.

Responsible Parties:

- PreK and elementary principals
- All PreK - 4 certified teachers, including specialists

Description:

Based on the Nebraska Literacy Project by the Nebraska Department of Education (NDE), which started July 1, 2024, Tenet 1 Professional Learning System has identified a list of approved professional learning providers that will:

- Ensure that teachers of children from age four through third grade are aware of the professional learning system; and
- These teachers receive adequate training in evidence-based reading instruction, enabling them to teach reading effectively.
- CPS has included 4th-grade teachers in this requirement, as CPS wants all elementary teachers to be highly qualified to teach literacy.

CPS will work directly with ESU 7's Professional Development Director and the ESU 7's PD calendar to inform new staff of which approved training the ESU will provide for the year.

It is possible that a newly hired teacher has already met this requirement during their preservice education. The teacher must provide evidence that they completed one of the NDE-approved literacy professional learning courses. The list of approved providers is updated each year and can be found on the NDE website at the following link:

<https://www.education.ne.gov/clsd-2/#ammenu>

Timeline:

The NDE aims to have all PreK-4 teachers and administrators trained in an approved program by 2030.

Goal Area #5: Parent Involvement

Goal Topic: 5.1 Foster a Two-Way (Home & School) Literacy Connection

Goal Statement

Partner with families to foster two-way communication about what students are learning during ELA and how families can support the same ELA goals at home.

Responsible Parties

- Parents and/or guardians
- Students
- All K-5 classroom teachers
- Reading teachers
- Elementary principals

Resources Needed

- Amplify CKLA Caregiver Letters in parents' home language
- Amplify CKLA Take Home pages
- Amplify CKLA Assessment Reports in English or Spanish
 - mCLASS Assessment Home Connect Report after each benchmark assessment period
 - Progress Monitoring Reports

Communication

- Classroom teachers will share the Amplify CKLA Caregiver Letters in parents' home language when prompted in the scope and sequence
- mCLASS Assessment Home Connect Reports should be printed and sent home after each benchmark testing period.
- It is encouraged that teachers download and send home the Boost Caregiver Reports and mCLASS Progress Monitoring Reports monthly and share them via Parent Square or in paper copy for students who have been identified as Below or Well Below on the mClass Benchmark Assessment.
- School and classroom newsletters that encourage literacy practices and at-home reading
- Quarterly Student Proficiency Reports
- Title 1 Meetings for Parents in the Fall for Title I schools (Centennial, Emerson, North Park, and West Park)
- Fall and spring parent-teacher conferences
 - Share IRIP, Literacy Progress, and ideas for home support
 - Bi-annual bookfair
- Annual Literacy Night at Title I schools
 - Share reading tips for parents, play Book Bingo to build family libraries, play literacy games, and read stories

Goal Topic: 5.2 Provide Literacy Resources to Families

Goal Statement

Columbus Public Schools will strengthen family and community engagement in literacy by providing access to state and local resources, learning opportunities, and activities that help parents support literacy development at home. Through shared experiences and ongoing communication, families will gain a deeper understanding of effective literacy practices and ways to enhance students' foundational skills and overall reading achievement.

Responsible Parties

- Parents and/or guardians
- Students
- All K-5 classroom teachers
- Reading teachers
- Principals

Literacy Opportunities

- Provide parents and/or guardians access to the Nebraska Department of Education (NDE) Read at Home Plan for Student Success in English ([Appendix AH](#)) or Spanish ([Appendix AI](#)).
- Columbus Public Library
 - Library card
 - Story Time
 - StoryART
 - Monthly activity calendar
 - Monthly newsletter
 - Summer Reading Program
- CPS Family Literacy Program
 - Adult English classes for family members looking to enhance their language skills.
 - Parental involvement opportunities to help parents support their children's education through classroom visits, no matter which class their child is in.
 - Guidance on how our school system works so families can feel more confident and connected to the learning process.
 - A focus on building a stronger community where families feel welcomed and equipped to contribute.

Goal Area #6: Student, Teacher, and Administrator Expectations

Goal Topic: 6.1 Student Learning Expectations: Being the Best Literacy Student

Goal Statement

The best literacy students are active, focused, and respectful during all literacy activities. They also understand that showing up and being ready to learn is key to success. The best literacy students also move quickly, quietly, and efficiently during literacy activities to maximize literacy time.

Responsible Parties

- Students
- Teachers
- Paraprofessionals
- Principals

Behavior & Engagement Expectations

- **Be a Focused Listener:** I will listen quietly and attentively when my teacher or a classmate is speaking. I will keep my eyes on the speaker or the text.
- **Participate Actively:** I will raise my hand to share my ideas, ask questions, and contribute thoughtfully to discussions about books and reading/writing tasks.
- **Manage My Body and Materials:** I will keep my hands to myself and keep my learning materials (books, pencils, notebooks) organized so I am always ready to learn without disrupting others.
- **Show Respect:** I will use kind and encouraging words when responding to my classmates' ideas, be a collaborative partner, and treat all classroom materials, especially books, with care.

Attendance & Preparation Expectations

- **Be Present and On Time:** I will be at school and in my class every day unless I am sick, because each literacy lesson builds on the last.
- **Be Ready to Start:** I will come to the reading/writing block prepared with all necessary supplies (e.g., my reading book, a pencil, and my notebook) so learning can begin immediately.
- **Complete My Practice:** I will put my best effort into all homework, reading assignments, and independent practice tasks, as this is how I strengthen my literacy skills.

Transitions & Flow Expectations

- **Move Purposefully:** When the teacher gives a direction to move (e.g., to a rug, a group table, or a writing center), I will transition quickly and quietly so we do not waste valuable learning time.
- **Follow Directions the First Time:** I will listen carefully to instructions on how to move or what to do next, and follow them immediately.

- Stay in My Learning Space: When working independently or with a group, I will remain focused in my designated space until the teacher tells us it is time to transition again.

Goal Topic: 6.2 Teacher Expectations: Committed to Daily Preparation & Effective Instruction

Goal Statement

Our best literacy teachers and reading interventionists are expert practitioners who come prepared daily, ensuring high-quality, focused instruction and a well-managed learning environment.

Responsible Parties

- Teachers
- Paraprofessionals
- District instructional reading coach
- Special education teachers
- EL teachers
- Principals
- Director of Teaching & Learning
- WIN Interventionists

Materials

- Amplify CKLA (2024–2031 adoption)
- Amplify CKLA Language for Learning
- CPS ELA Proficiency Scales, Pacing Guides, and Data Point Schedules
- Amplify CKLA Unit Planning & Lesson Internalization Guides
- Fidelity check routines and Look Fors
- Well-Managed Classroom Social Skills
- Behavior Intervention Support Team (BIST)
- Amplify CKLA Literacy Routines
- Teaching wall
- mCLASS Intervention Lessons and/or UFLI lessons and Multisensory Dyslexia Toolkit

Preparation & Planning Excellence

- Deeply Internalize the Curriculum: I will read and analyze the Amplify CKLA Teacher Edition Unit Overviews and each lesson before core instruction to fully understand the content, student objectives, required materials, and the "why" behind the instructional design. I will do the same for my Tier II WIN enrichment or intervention lessons, Tier III alternative core, and/or Amplify CKLA Language Studio lessons.
- Utilize Planning Tools: I will use the Amplify CKLA Unit Planning & Lesson Internalization Guides to ensure all necessary steps are taken, including gathering resources, preparing the teaching wall, and mapping out differentiation strategies. I will use the Amplify CKLA K-5 Planning for Engagement Guide and Lesson Sample ([Appendix AJ](#)) to increase student engagement throughout the lesson(s). For specific engagement strategies for

the different parts of the Amplify CKLA lesson, refer to the Student Engagement Strategies ([Appendix AK](#)).

- Pace and Align Instruction: I will use the district's CPS ELA Proficiency Scales and Pacing Guides to sequence instruction appropriately, monitor student mastery, and ensure content is delivered on schedule.
- Prepare the Learning Environment: I will ensure my Amplify CKLA Teaching Wall is updated and accurate before each lesson, utilizing the CKLA Literacy Routines to create a consistent, predictable, and print-rich learning space.

Instructional Fidelity & Practice

- Execute with Fidelity: I will teach the Amplify CKLA lessons with fidelity, understanding that the program's systematic design is essential for building strong foundational skills and knowledge.
- Engage in Quality Assurance: I will actively participate in fidelity check routines and Look Fors, using feedback from the principal and/or instructional reading coach to refine my instructional delivery and ensure my teaching aligns with program expectations.
- Monitor and Respond to Data: I will adhere to the Data Point Schedules and use the CPS ELA data point scoring guides to analyze student work, identify areas of strength/need, and adjust instruction to meet the needs of all learners. Additionally, I will ensure my students have been administered the MAP Growth and/or NSCAS Growth Benchmark Assessments, and the mCLASS Benchmark and Progress Monitoring Assessments, as determined by the CPS K-4 ELA Decision Rules and the CPS Assessment Calendar.

Classroom Management & Student Behavior

- Proactive Classroom Management: I will establish and consistently implement the structures outlined in Well Managed Classroom principles and the Amplify CKLA Literacy Routines to create a highly predictable and respectful learning environment that minimizes disruptions.
- Address Off-Task Behavior Systematically: I will use the de-escalation and positive behavioral supports outlined in the BIST framework to address off-task student behavior effectively and respectfully, redirecting students quickly back to the literacy task.
- Model Respect and Expectations: I will consistently model the Student Learning Expectations (behavior, attendance, transition) and clearly communicate how the CKLA Literacy Routines help students become better learners.

Goal Topic: 6.3 Administrator Expectations: Leading & Sustaining Literacy Excellence

Goal Statement:

Our best literacy administrators are instructional leaders who actively ensure the successful implementation and fidelity of the district's K-4 Literacy Plan, including curriculum execution, behavior support, and data-driven intervention.

Responsible Parties:

- Principal
- mCLASS Assessment Team
- MTSS Team
- Tier I, I+, II & III literacy teachers
- Reading Interventionist

MTSS Leadership & Data-Driven Intervention

- **Lead the MTSS Process:** I will lead the school's MTSS Team, ensuring the team meets regularly to adhere to all data review schedules and intervention protocols.
- **Analyze Student Data Rigorously:** I will ensure the MTSS team systematically analyzes student data, including data derived from the data points aligned to the CPS ELA Proficiency Scales, to accurately identify gaps in student literacy.
- **Ensure Appropriate Intervention:** I will be accountable for ensuring that all students identified by the MTSS team are placed in and receiving the appropriate, research-based intervention with fidelity to close identified literacy skill gaps.
- **Monitor Intervention Effectiveness:** I will supervise the collection and review of intervention progress monitoring data to confirm that interventions are having the intended impact and adjust Tier II and Tier III supports as necessary.

Monitoring & Accountability

- **Ensure Instructional Fidelity:** I will conduct regular fidelity checks and Look Fors in K-4 literacy classrooms (Tiers I, I+, II, and III) to monitor the high-quality execution of literacy lessons and provide targeted, constructive feedback to teachers based on program design.
- **Monitor Preparation and Planning:** I will periodically review teacher use of the Amplify CKLA Unit Planning & Lesson Internalization Guides and confirm that the Amplify CKLA Teacher Edition Unit Overviews are being used to drive comprehensive lesson preparation.
- **Observe Student Expectations:** I will actively look for evidence that students consistently meet the Student Learning Expectations (Behavior, Attendance, and Transition) during literacy block observations and provide feedback to teachers on their effective use of management strategies.

Support & Resource Allocation

- **Prioritize Training:** I will ensure that all K-4 literacy teachers receive high-quality, ongoing professional development in Amplify CKLA, mCLASS Assessment, CPS ELA Proficiency Scales, and the effective implementation of the Well-Managed Classroom and BIST framework models.
- **Provide Behavioral Support:** I will actively support teachers in using the Well Managed Classroom and BIST framework models by consistently reinforcing school-wide

behavioral systems and assisting with timely interventions for chronic off-task student behavior.

- Ensure Resource Availability: I will ensure all K-4 classrooms are supplied with the necessary, high-quality Amplify CKLA materials, including up-to-date, yearly pacing guides.

Proposal for 7-Year Contract of Amplify Desmos for Grades K-5 or K- 6 Math Curriculum Resource

Presented to: Columbus Public School's Board of Education

Prepared by: Teresa Hausmann, Director of Teaching & Learning

Date:

Proposal Summary

This proposal recommends the adoption of Amplify Desmos © 2026 as the curriculum resource for grades K-5 or K-6. Amplify Desmos is a curriculum resource that has been aligned to the Nebraska Mathematical Standards and integrates problem-based instruction with the mCLASS Assessment System to deliver valid benchmark testing and continuous progress monitoring.

Rationale for Adoption

1. **Continuity of Service and Standard Compliance:** Our current resource is out of date and the existing contract has expired. To maintain instructional integrity, we need to adopt a resource that is specifically mapped to the Nebraska Math Standards. Amplify Desmos provides an instructional framework that is centered on student engagement and emphasizes conceptual understanding, procedural fluency, and real-world application.
2. **Integrated Assessment and Intervention:** One of the primary gaps in our current resource is the lack of a cohesive “bridge” between testing and teaching. By integrating the mCLASS Math system, this adoption provides Universal Screening with benchmark testing three times a year to identify students needing support. Additionally, targeted Progress Monitoring is provided and guided by 10-15 minute mini lessons and assessments that allow teachers to track the effectiveness of interventions in real time.
3. **Supports Nebraska's Key Instructional Shifts in Mathematics:** Amplify Desmos Math ensures our district transitions to a high-quality instructional platform that fulfills the Nebraska 2022 Key Instructional Shifts by prioritizing a deep focus on foundational, grade-level conceptual understanding, maintaining systemic coherence through the seamless integration of mathematical processes (problem solving, reasoning, representations, connections, and communication) within and across grades, and increases authentic rigor by balancing conceptual understanding with procedural fluency and real-world application.

Resource Overview

The Amplify Desmos program consists of:

- Amplify Desmos Math Teacher Editions - Print and Digital
- Amplify Desmos Classroom Center Kits (K-5 Only)
- Amplify Desmos Math Manipulative Kits
- Amplify Desmos Professional Development:
 - Onsite: Program Overview and Launch for Teachers
 - Virtual:
 - Program Overview for Leaders
 - Enhancing Observation for Leaders
 - mCLASS & Boost - Understanding and using data to plan intervention
 - Strengthening Session - Topic TBD based on feedback from teachers
- Amplify Desmos mCLASS Assessment & Readiness Screener and Boost Reports
- Amplify Desmos Student Edition - Print and Digital
- Amplify Desmos Math Student mCLASS Readiness Screener & Boost Personalized Learning

Alignment and Pilot Implementation

- **Standards Alignment:** Amplify Desmos Math has been aligned to the 2022 Nebraska College and Career Ready Math Standards by narrowing instruction to the 'major work' of each grade , grounding every lesson in the five essential mathematical processes: problem solving, reasoning, representations, connections, and communications.
- **Pilot:** Following a comprehensive Quarter 2 & 3 pilot, our K–5 math pilot teachers reached a consensus to propose Amplify Desmos Math for full district adoption.

Cost Estimate

- **7-Year Cost:** Grades K-5 - \$670,441.40 Grades K-6 - \$772,156.20
- **Annual Cost:** Grades K-5 - \$95,777.34 Grades K-6 - \$110,308.02
- **Per Student Annual Cost:** Grades K-5 - \$51.50 Grades K-6 - \$50.83

Implementation Plan

1. **April 2026**
 - Request CPS BOE to take action and approve Amplify Desmos as K-5 or K-6 Math Curriculum Resource
2. **Spring/Summer 2026**
 - Create pacing guides to align with CPS 2026-27 School Calendar

- Embed district math assessments into pacing guides
- 3. **August, 2026**
 - Full implementation
 - i. Onsite Teacher Program Overview and Launch PD
 - ii. Program Overview for Leaders PD
 - iii. Full implementation of resource to begin for the 2026-27 school year
 - iv. Administer the mCLASS Math Readiness Fall Screener
- 4. **Winter 2026 and/or Spring 2027**
 - Follow-Up Virtual PD Sessions TBD - time based on feedback from teachers and principals

Conclusion & Recommendation

The adoption of Amplify Desmos for grades K–5 and/or K-6 represents a strategic investment in high-quality mathematical education. By implementing this resource, we will provide students with rigorous, coherent, and authentic learning experiences that align with Nebraska’s 2022 standards by balancing conceptual understanding with procedural fluency. This transition directly closes our MTSS gap by integrating a valid universal screener to identify student needs, deliver targeted interventions, and provide continuous progress monitoring to support all students reaching grade-level proficiency.

I recommend board approval to proceed with full implementation of Amplify Desmos beginning for the 2026-27 academic year.

Respectfully Submitted,
Teresa Hausmann
Director of Teaching & Learning
Columbus Public Schools

Department of Teaching & Learning Updates



March 2026

K-5 and/or 6 Math Resource Proposal

"Engaging All Learners to Achieve Success"



Amplify Desmos ©2026 by Amplify

K-4 ELA Literacy Plan

"Engaging All Learners to Achieve Success"



- White Paper
- Ask to take action in April

CHS Chemistry/Honors Chemistry Resource Proposal

"Engaging All Learners to Achieve Success"



Experience Chemistry ©2026 by Savvas

Teaching & Learning Teacher/Principal Support

"Engaging All Learners to Achieve Success"



February 2026
249 Teacher/Principal Touch Points

We track engagement through dialogue, collaboration, and classroom visits.

CPS K-4 Literacy Plan: A Collaborative Path to Reading Excellence

The Columbus Public Schools (CPS) K-4 Literacy Plan represents a comprehensive, systematic approach to literacy development designed to ensure every student reaches their full potential. Grounded in the Science of Reading, this plan aligns district efforts with the Nebraska Department of Education's mission to prepare all learners for success in postsecondary education, careers, and civic life.

A Foundation Built on Collaboration

This literacy plan is not merely a top-down directive; it is the result of a rigorous, inclusive process. During the 2025-2026 school year, the district actively sought and incorporated feedback from parents, teachers, students, and principals to ensure the plan reflects the needs and values of the entire Columbus community. Following a successful pilot in 2023-24, the Board of Education formally adopted high-quality instructional resources, including Amplify CKLA, to serve as the backbone of district instruction.

Tier I Core Instruction: The Gold Standard for All

The heart of the CPS strategy is robust Tier I ELA Core Instruction, which all K-4 students receive alongside their peers.

- **Scientific Alignment:** Instruction is anchored in Scarborough's Reading Rope, focusing on the dual pillars of word recognition (phonics, decoding) and language comprehension (vocabulary, knowledge).
- **Knowledge-Rich Content:** Students engage with complex, diverse texts via read-alouds to build background knowledge, as listening comprehension often precedes reading comprehension.
- **Explicit Writing:** Writing is taught with a focus on both transcription (handwriting and spelling) and composition skills to foster skilled, confident writers.

Identifying Gaps Through Assessment

To ensure no student is left behind, the plan utilizes a sophisticated assessment framework to pinpoint specific instructional gaps.

- **mCLASS Benchmark Screeners:** Administered three times a year (Beginning, Middle, and End of Year), these screeners measure critical milestones like Phoneme Segmentation and Oral Reading Fluency. **Additional Diagnostics :** For students scoring "Well Below" on benchmarks, educators use the CORE Phonics Survey to identify the exact skills, such as specific letter combinations or irregular words, requiring attention and mCLASS Dyslexia Screener to identify students who are at risk for reading failure.

Tier II Intervention: Responding with "WIN"

Once gaps are identified, the district responds through a Multi-Tiered System of Support (MTSS). The primary vehicle for this is WIN (What I Need) Time, which provides targeted Tier II interventions or enrichment.

Targeted Groups: Students are placed in small mCLASS Intervention or UFLI Foundations groups based on their specific needs.

- Progress Monitoring: Intervention effectiveness is reviewed every 14 days, allowing teachers to adjust instruction in real-time to ensure students are closing their individual skill gaps.
- Reading Plans: To ensure a coordinated response between home and school, formal intervention plans are created and shared with parents for students with identified deficiencies: Individual Reading Improvement Plans (IRIPs) are utilized for grades K-3, while MTSS Plans are used for grade 4.

Empowering Our Stakeholders

Success relies on clear expectations across the district:

- Teachers: Committed to daily preparation, instructional fidelity to the Amplify CKLA model, and participating in continuous professional learning.
- Administrators: Lead the MTSS process, analyze data rigorously, and ensure all classrooms have the necessary resources to sustain excellence.
- Parents: Partner with schools through a "two-way connection," utilizing provided resources like Amplify Home Connect and the NDE Read at Home Plan.
- Students: Empowered to be active, focused, and respectful learners who take ownership of their literacy journey.

Through this unified plan, Columbus Public Schools is building a future where every child possesses the literacy skills necessary for a lifetime of success.

Recommended Board Committee Structure

Columbus Public Schools

This governance structure divides board responsibilities into two complementary committees focused on financial strategy, prioritization, and long-term sustainability.

Committee 1: Personnel, Programs & Sustainability (85-90%)

Strategic Focus: This committee manages the human and program assets that drive student achievement and district mission, representing the majority of district expenditures and strategic impact.

Composition

Board Members:

- Designated members: Candy Becher, Teresa Seipel, Doug Willoughby

Executive Members: Dr. Chip Kay, Dr. Jason Harris, Teresa Hausmann, Sara Colford

Primary Responsibilities

- Personnel strategy, compensation planning, and benefits management
- Staffing levels tied to enrollment trends and program needs
- Special education costs, compliance, and program evaluation
- Professional development and instructional support investments
- Labor relations and collective bargaining strategy
- Program evaluation for cost-effectiveness and student outcomes
- Non-academic programs, student support systems, and co-curricular offerings
- Curriculum outcomes and college readiness initiatives

Committee 2: Capital, Infrastructure & Operations (10-15%)

Strategic Focus: This committee addresses the physical plant, technology infrastructure, and operational systems that enable teaching and learning, with particular attention to growth management and long-term facility planning.

Composition

Board Members:

- Designated members: Marv Zoucha, Doug Molczyk, Mike Jeffryes

Executive Members: Dr. Chip Kay, Leonard Kwapniowski, Jason Schapmann, Nicole Anderson

Primary Responsibilities

- Facility utilization, capacity planning, and growth projections
- Bond/capital project prioritization and long-term facility needs
- Maintenance and operational efficiency strategies
- Technology infrastructure investments and modernization
- Debt service management and financial obligations
- Transportation services and operational systems (i.e., safety and security)
- Communications, marketing, and community engagement


Implementation Notes

Coordination: Both committees must coordinate on enrollment forecasts, budget planning, and multi-year financial strategy. The Superintendent will brief both committees to ensure alignment.

Meeting Cadence: Each committee should meet monthly or as needed, with joint sessions during budget development and strategic planning cycles.

Reporting: Committee chairs report findings and recommendations to the full board during regular meetings.

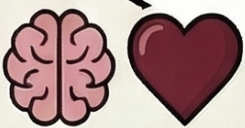
Financial Impact: This structure clarifies decision-making authority while maintaining full board accountability for all financial matters.




Stewardship for Success: Columbus Public Schools Strategic Budget Alignment

**"Engaging All Learners
To Achieve Success."**

The central vision guiding all budgetary and strategic decisions for Columbus Public Schools.



COMMITTEE 1: PERSONNEL & PROGRAMS



85-90%
of Expenditures

Manages staffing levels, instructional support, and student achievement outcomes.


Prioritization Criteria

Non-Negotiables are characterized by:


- Legal mandate or student safety requirement
- Direct impact on core instruction or student achievement
- Essential to district mission and enrollment stability
- Creates liability or safety risk if eliminated
- Cannot be deferred without immediate negative consequences

Reduction Targets are characterized by:

- Discretionary or enhancement in nature
- Can be deferred without legal consequences
- Can be scaled back or eliminated with advance notice
- Impact is manageable over a 1-2 year period
- May be restored when revenue improves



COMMITTEE 2: CAPITAL & INFRASTRUCTURE



10-15%
of Expenditures

Manages facility utilization, technology modernization, and growth planning.

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times.

Applications:

Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application.

Incomplete Applications:

A school district that receives an incomplete application shall notify the applicant within ten (10) business days after receipt of such incomplete application that the application is incomplete and will be automatically rejected if not corrected.

When No Release Approval is Required:

The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

Initial Decision for Acceptance or Rejection:

The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and

accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District:

In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request:

The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

Notwithstanding any capacity limitations, the number of applications made by students with an individualized education program under the Individuals with Disabilities Education Act that are denied by the school district cannot exceed sixteen percent (16%) of the total enrollment option applications denied by the school district in that school year.

The standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as allowed by law.

If a school district accepts applications on a school building by school building basis and receives an application for a school building that is at capacity, the district shall notify the parent or guardian of the other school buildings in the district that are not at capacity and are available to the student for enrollment in the option program.

Option Priorities:

An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. **automatically accept as option students siblings of option students without regard to capacity limitations. Siblings are defined as all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.** The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Acceptance or Rejection Procedures:

The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education:

The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to:

- (a) the number of applications rejected in each public school in such district (**excluding incomplete applications rejected by the school district**)

- (b) an explanation why each application was rejected
- (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01
- (d) whether information regarding sibling automatic acceptance and the option program was provided to the applicant
- (e) the number of applications accepted in each public school for students with an individualized education program under the Individuals with Disabilities Education Act

Special Education Reimbursement – Education Future Fund:

On or before October 15 of each school fiscal year, a school district that accepts an application for an option student with an individualized education program under the Individuals with Disabilities Education Act with expected costs for education and support services of such student that are at least five times greater than the adjusted average per pupil cost of the preceding year may apply to the State Department of Education for a payment from the Education Future Fund. Such application shall include detailed expected costs for providing education and support services to the student. The State Department of Education shall make a payment to each qualifying applicant school district on or before November 15 for the school fiscal year in which the application is submitted. Such payment shall equal the expected amount to provide education and support services for such student minus the adjusted average per pupil cost of the preceding school fiscal year, except that if the sum of all payments for applicant school districts exceed the available balance for such purpose in the Education Future Fund, each payment shall be reduced proportionally so the sum of all payments equals the available balance for such purpose in the fund.

Nonresident Students:

Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current per-pupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

Transportation:

The district may choose to provide transportation to the option student in the same manner as for resident students and may choose whether or not to charge the parents of those option students a fee to recover the district's costs for the transportation. All option students who qualify for free lunches are eligible for either free transportation or the reimbursement of transportation costs from the school district as provided by state statute. Students receiving special education services shall receive transportation services as provided in the student's Individualized Education Plan.

Legal Reference:

Neb. Statute 79-215

79-232 to 79-246

NDE Rule 19.008

Cross Reference:

Policy 503: Student Attendance

Policy 801: Transportation

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Adopted: 09/11/06

Amended: 11/09/09 | Reviewed: 10/21/13

Amended: 10/21/13 | Reviewed: 2/17/14

Revised: 10/16/17 | Reviewed: 2/9/15

Revised: 9/9/24 | Reviewed: 9/20/16

Reviewed: 9/18/17 | Reviewed: 2/12/18

Reviewed: 1/18/21 | Reviewed: 1/10/22

Reviewed: 1/16/23

REDLINE CHANGES (shown in blue): Based on LB653 (109th Legislature, 2025) - Amendments to NRS 79-238, 79-239, 79-246

STRIKETHROUGH = Deleted language | BLUE TEXT = Added language

COLUMBUS PUBLIC SCHOOLS

**ENROLLMENT OPTION: MAXIMUM STUDENT ENROLLMENT LIMITATIONS
REGULAR EDUCATION PROGRAMMING**

According to Policy 502.02, the most recent applicable policy pertaining to option enrollment, the Board of Education by the March meeting will determine the maximum number of option students the Columbus School District No. 71-0001 may receive in any program, class, grade level, or school building.

The following resident student maximums are recommended for the 2026-2027 school year. When a building or grade level reaches the ratios indicated in the table, option enrollment and within-district transfers will be closed to those sections. However, as reasonable, the district may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

GRADE LEVEL	MAXIMUM TOTAL PER CUT OFF NUMBER	STUDENT/TEACHER RATIO	GRADE LEVEL PROJECTED 2026-2027 ENROLLMENT
K	265	19:1	
1	265	19:1	245*
2	265	19:1	265
3	275	23:1	265*
4	275	23:1	285
5	285	23:1	285
6	285	23:1	270*
7	285	23:1	275*
8	285	23:1	305
9	300	25:1	310
10	300	25:1	285*
11	300	25:1	360
12	300	25:1	310

Nebraska Revised Statute §79-234(1)(c) permits a student to option enroll into the school district at grades K, 5, or 9 since those are starting grades for buildings in the district.

SPECIAL SERVICES PROGRAMMING

To meet the diverse needs of resident students, the District operates a number of programs collectively called "student services." This programming includes, but is not limited to, services for students with disabilities, high-ability learners, and students learning English through the English Language Learners Program (ELL). Because all such programming is in addition to programming provided all students, all student services must be limited to the specific staff, facilities, and equipment of the District made necessary by resident students. Given this, each student that applies as an option student requiring and/or qualified for special services programming will be allowed to enroll as an option student only when the services to be provided may be delivered within the existing capacity (staff, facilities, and equipment) of the District to serve resident students. Parents and/or guardians with students requiring and/or qualifying for special services programming and seeking to use option enrollment to place a student in the Columbus Public Schools must supply appropriate District personnel with any and all relevant information, as requested, to determine the needs of the student and to determine whether those needs may be served within the existing capacity of the District. **As provided in Policy 502.02, "The District will not accept students for whom a contracted, out-of-district program required."** **"Contracted, out-of-district" programming includes contracted services. In addition, as provided in Policy 502.02, "Parents or legal guardians of option students are responsible for transportation to and from school."**

Exhibit

Revised: 2/09/15

Revised: 2/15/16

Revised : 2/20/17

Revised: 2/19/18

Revised: 2/11/19

Revised: 2/17/20

Revised: 1/18/21

Revised: 1/16/23

Revised: XX/XX/2026

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
COLUMBUS, NEBRASKA

FINANCIAL STATEMENTS
AND INDEPENDENT AUDITORS' REPORT
FOR THE YEAR ENDED AUGUST 31, 2025



COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
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INDEPENDENT AUDITOR'S REPORT

To the Board of Education
Columbus Public Schools District No. 1
Columbus, Nebraska

Report on the Audit of the Schedule of Expenditures of Federal Awards

Opinion

We have audited the schedule of expenditures of federal awards for Columbus Public Schools District No. 1, Columbus, Nebraska for the year ended August 31, 2025, and the related notes (the schedule).

In our opinion, the accompanying schedule of expenditures of federal awards presents fairly, in all material respects, the expenditures of federal awards for Columbus Public Schools District No. 1, Columbus, Nebraska for the year ended August 31, 2025, in accordance with the modified cash basis of accounting described in Note B.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of the Schedule section of our report.

We are required to be independent of Columbus Public Schools District No. 1, Columbus, Nebraska and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note B of the notes to schedule of expenditures of federal awards, which describes the basis of accounting. The schedule of expenditures of federal awards is prepared on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Schedule

Management is responsible for the preparation and fair presentation of the schedule in accordance with the modified cash basis of accounting described in Note B, and for determining that the modified cash basis of accounting is an acceptable basis for the preparation of the schedule in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the schedule that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibilities for the Audit of the Schedule

Our objectives are to obtain reasonable assurance about whether the schedule as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, internal omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the Schedule.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the schedule.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of

expressing an opinion on the effectiveness of the Columbus Public Schools District No. 1, Columbus, Nebraska's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the Schedule.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 24, 2026, on our consideration of Columbus Public Schools District No. 1, Columbus, Nebraska's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Columbus Public Schools District No. 1, Columbus, Nebraska's internal control over financial reporting and compliance.

Forward CPA, LLC

Omaha, Nebraska
February 24, 2026

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2025

<u>Federal Grantor/Pass-Through Grantor Program or Cluster Title</u>	<u>Assistance Listing Number</u>	<u>Pass Through Grantor Number</u>	<u>Total Expenditures</u>
U.S. DEPARTMENT OF AGRICULTURE			
Passed through State Department of Education:			
Child Nutrition Cluster			
Fresh Fruit and Vegetable Program	10.582	71-0001	92,835
School Breakfast Program (SBP)	10.553	71-0001	188,538
Special Milk Program for Children	10.556	71-0001	1,931
Summer Food Program	10.559	71-0001	93,804
National School Lunch Program (NSLP)	10.555	71-0001	1,415,620
Passed through Nebraska State Health and Human Services			
Food Commodities Received - noncash award	10.555	71-0001	91,043
Total Assistance Listing Number 10.555			<u>1,506,663</u>
Total Child Nutrition Cluster			<u>1,883,771</u>
Total U.S. Department of Agriculture			<u>1,883,771</u>
U.S. DEPARTMENT OF EDUCATION			
Passed through State Department of Education:			
Special Education Cluster (IDEA)			
Special Education (IDEA, Part B)	84.027	71-0001	1,490,775
Special Education (IDEA Preschool)	84.173	71-0001	25,237
Total Special Education Cluster (IDEA)			<u>1,516,012</u>
Title I Grants to Local Educational Agencies	84.010	71-0001	696,033
Career/Technical Education - Basic Grants	84.048	71-0001	49,309
English Language Acquisition State Grants	84.365	71-0001	73,729
Competitive Grants for State Assessments	84.368	71-0001	49,611
Student Support and Academic Enrichment Program	84.424	71-0001	44,973
Title II, Part A ESEA/ESSA Supporting Effective Instruction	84.367	71-0001	211,002
Education for Homeless Children and Youth	84.196	71-0001	44,904
21st Century Community Learning Centers	84.287	71-0001	121,984
COVID-19 Education Stabilization Fund - Elementary and Secondary School Emergency Relief (ESSER)			
ARP Homeless Children & Youth II	84.425W	71-0001	14,053
Total U.S. Department of Education			<u>2,821,610</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed through Nebraska State Health and Human Services			
Medicaid Administrative Activities	93.778	71-0001	47,616
Total Medicaid Cluster			<u>47,616</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>4,752,997</u>

See accompanying notes to the Schedule of Expenditures of Federal Awards.

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2025

NOTE A. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award of activity of Columbus Public Schools District No. 1, Columbus, Nebraska, under programs of the federal government for the year ended August 31, 2025. The information in the Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Columbus Public Schools District No. 1, Columbus, Nebraska, it is not intended to and does not present the financial position, changes in net position, or cash flows of Columbus Public Schools District No. 1, Columbus, Nebraska.

NOTE B. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards is prepared on the basis of modified cash receipts and disbursements. Accordingly, receipts are recognized when cash is received and disbursements are recognized when cash is disbursed. Such expenditures are recognized following the cost principles contained in Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE C. SUBRECIPIENTS

There are no subrecipients to the federal awards of Columbus Public Schools District No. 1, Columbus, Nebraska.

NOTE D. FOOD DISTRIBUTION

Non-monetary assistance is reported in the schedule at fair market value of the commodities received and disbursed.

NOTE E. INDIRECT COST RATE

Columbus Public Schools District No. 1, Columbus, Nebraska did not elect to use the 10% de minimis indirect cost rate allowed when computing the amounts in the schedule of expenditures of federal awards.



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Education
Columbus Public Schools District No. 1
Columbus, Nebraska

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the schedule of expenditures of federal awards for Columbus Public Schools District No. 1, Columbus, Nebraska, as of and for the year ended August 31, 2025, and the related notes (the schedule), and have issued our report thereon dated February 24, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the schedule, we considered Columbus Public Schools District No. 1, Columbus, Nebraska's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the schedule, but not for the purpose of expressing an opinion on the effectiveness of Columbus Public Schools District No. 1, Columbus, Nebraska's internal control. Accordingly, we do not express an opinion on the effectiveness of Columbus Public Schools District No. 1, Columbus, Nebraska's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material

weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2025-004 that we consider to be a significant deficiency.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Columbus Public Schools District No. 1, Columbus, Nebraska's schedule of expenditures of federal awards is free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of amounts reported in the schedule. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Columbus Public Schools District No. 1, Columbus, Nebraska's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on Columbus Public Schools District No. 1, Columbus, Nebraska's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The Columbus Public Schools District No. 1, Columbus, Nebraska's response was not subjected to the other auditing procedures applied in the audit of the schedule and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Forward CPA, LLC

Omaha, Nebraska
February 24, 2026



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Education
Columbus Public Schools District No. 1
Columbus, Nebraska

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Columbus Public Schools District No. 1, Columbus, Nebraska's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Columbus Public Schools District No. 1, Columbus, Nebraska's major federal programs for the year ended August 31, 2025. Columbus Public Schools District No. 1, Columbus, Nebraska's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Columbus Public Schools District No. 1, Columbus, Nebraska complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Columbus Public Schools District No. 1, Columbus, Nebraska and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not

provide a legal determination of Columbus Public Schools District No. 1, Columbus, Nebraska's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Columbus Public Schools District No. 1, Columbus, Nebraska's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Columbus Public Schools District No. 1, Columbus, Nebraska's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgement made by a reasonable user of the report on compliance about Columbus Public Schools District No. 1, Columbus, Nebraska's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Columbus Public Schools District No. 1, Columbus, Nebraska's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Columbus Public Schools District No. 1, Columbus, Nebraska's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Columbus Public Schools District No. 1, Columbus, Nebraska's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Forward CPA, LLC

Omaha, Nebraska
February 24, 2026

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED AUGUST 31, 2025

SECTION I. SUMMARY OF AUDITOR'S RESULTS

Schedule of Expenditures of Federal Awards

Type of auditor's report issued:	Unmodified
Internal control over financial reporting: <ul style="list-style-type: none"> • Material weakness(es) identified • Significant deficiency(ies) identified that are not considered to be material weaknesses? 	No Yes
Noncompliance material to the Schedule of Expenditures of Federal Awards noted?	No

Federal Awards

Internal control over major programs: <ul style="list-style-type: none"> • Material weakness(es) identified • Significant deficiency(ies) identified that are not considered to be material weaknesses? 	No No						
Type of auditor's report issued on compliance for major programs:	Unmodified						
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance?	No						
Identification of major programs:							
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Name of Federal Program or Cluster</th> <th style="text-align: left; border-bottom: 1px solid black;">Assistance Listing Numbers</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">Child Nutrition Cluster</td> <td style="border-bottom: 1px solid black;">10.555, 10.553, 10.582, 10.556, 10.559</td> </tr> <tr> <td>Special Education Cluster</td> <td>84.027, 84.173</td> </tr> </tbody> </table>	Name of Federal Program or Cluster	Assistance Listing Numbers	Child Nutrition Cluster	10.555, 10.553, 10.582, 10.556, 10.559	Special Education Cluster	84.027, 84.173	
Name of Federal Program or Cluster	Assistance Listing Numbers						
Child Nutrition Cluster	10.555, 10.553, 10.582, 10.556, 10.559						
Special Education Cluster	84.027, 84.173						
Dollar threshold used to distinguish between type A and type B programs:	\$750,000						
Auditee qualified as low-risk auditee?	No						

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2025

SECTION II. FINDINGS RELATED TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

2025-004: SEGREGATION OF DUTIES OVER FEDERAL AWARDS

Condition

Due to a limited number of personnel, there is not an adequate segregation of duties to ensure proper internal control over cash receipts, cash disbursements and recording of transactions.

Criteria

According to AU-C Section 315, the District should assign different people the responsibilities of authorizing and recording transactions and controlling assets to reduce the opportunity of any person to be in a position to perpetrate and conceal errors or fraud in the normal course of his or her duties.

Cause

The District has a limited number of personnel involved in the accounting functions.

Potential Effect

Inadequate segregation of duties could lead to the misappropriation of assets or improper reporting.

Recommendation

We recommend that the District continue to monitor and evaluate its internal controls with the use of limited personnel and to provide as much segregation of duties as determined to be feasible within its operations. We also recommend that the board review and approve of claims paid in all funds.

District's Response

The District, within the constraints of existing time and cost considerations, will continue to review the situation and make improvements as deemed appropriate.

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2025

SECTION III. FINDINGS AND QUESTIONED COSTS RELATED TO FEDERAL AWARDS

N/A - None

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2025

FINDINGS RELATED TO THE FINANCIAL STATEMENT REPORTING PACKAGE

FINDING 2024-001 FINANCIAL STATEMENT PREPARATION AND REVIEW

A significant deficiency was reported in the prior audit because management requested the financial statement auditor to prepare a draft of the financial statements, including the related note disclosures.

CURRENT STATUS: A weakness in financial statement preparation and review exists for the 2024-25 fiscal year.

FINDING 2024-002 INFORMATION AND COMMUNICATION

A significant deficiency was reported in the prior audit because of several coding errors.

CURRENT STATUS: This finding was repeated in 2024-25.

FINDING 2024-003 BUILDING PROJECT NOTE PAID OUT OF THE WRONG ACCOUNT

A compliance finding was reported in the prior audit because the district did not have enough funds to make the Special Building Fund's note payment in full, and therefore a portion of the payment was made out of the Activities Fund.

CURRENT STATUS: A finding for the building project note paid out of the wrong account was not included in the audit of the financial statements for 2024-25.

FINDING 2024-004 UNALLOWABLE TRANSFER FROM SCHOOL NUTRITION FUND

A compliance finding was reported in the prior audit because the district transferred \$300,000 out of the School Nutrition Fund to the Depreciation Fund.

CURRENT STATUS: A finding for an unallowable transfer from school nutrition fund was not included in the audit of the financial statements for 2024-25.

FINDING 2024-005 UNALLOWABLE TRANSFER FROM DEPRECIATION FUND

A compliance finding was reported in the prior audit because the district transferred \$1,000,000 out of the Depreciation Fund to the Special Building Fund.

CURRENT STATUS: A finding for an unallowable transfer from the Depreciation Fund was not included in the audit of the financial statements for 2024-25.

COLUMBUS PUBLIC SCHOOLS DISTRICT NO. 1
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2025

FINDING RELATED TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FINDING 2024-006 SEGREGATION OF DUTIES OVER FEDERAL AWARDS

A material weakness was reported in the prior audit because of a lack of segregation of duties over federal awards.

CURRENT STATUS: A lack of segregation of duties over federal awards exists for the 2024-25 fiscal year.

Columbus Public Schools Elementary School Supply List 2026-27

PRESCHOOL

The following items need to have names on them:

- 1 - Change of clothes (season appropriate--does not need to be new)
- 1 - Bookbag -- large enough to hold a folder, no rollers and can be opened and closed by child without help
- 1 - Folder that will fit in bookbag

The following items will be shared and do not need names:

- 1 - 24 count box of **Crayola** crayons
- 1 - Hinged lid plastic pencil box
- 1 - 10-count Crayola Washable markers
- 1 - Roll of paper towels
- 1 - Large box of Kleenex
- 1 - Crayola Watercolor paints
- 1 - 10-pack purple Glue sticks
- 1 - Playdough (3 oz. or larger)
- 1 - Expo dry-erase markers - black fine-tip

Boys -

- 1 - Disinfecting wipes (Clorox, Lysol, etc.)
- 1 - Kleenex

Girls -

- 1 - Hand sanitizer
- 1 - Gallon size ziploc bags

KINDERGARTEN

The following items need to have names on them:

- 1 - Pencil box with hinged lid (plastic only)
- 1 - Bookbag -- large enough to hold a folder, no rollers and can be opened and closed by child without help
- 1 - Change of clothes (season appropriate--does not need to be new)
- 1 - Headphones (**No Earbuds**) to use with ipads - Wired, not wireless/bluetooth
- 8 - Glue sticks
- 2 - 24 count box of **Crayola** crayons (regular size, No Rose Art please)
- 1 - **Crayola** Washable Watercolor Paint
- 4 - Fine point **EXPO** dry erase markers (black only)
- 1 - 1-Subject spiral bound notebook (wide ruled)
- 1 - Package of 12, #2 yellow pencils
- 1 - Box of **Crayola** markers
- 1 - Fiskar scissors
- 2 - Large boxes of Kleenex
- 2 - Roll of paper towels
- 1 - Container Clorox wipes
- 1 - 12 oz. bottle of hand sanitizer
- 1 - Box of Ziploc Bags -- Boys bring Gallon or Quart
-- Girls bring Snack Size

1ST GRADE

The following items need to have names on them:

- 1 - Book Bag
- 1 - Fiskar scissors-Child Size
- 1 - 6" x 8" Pencil box
- 1 - 3-Hole pencil pouch w/ zipper
- 2 - 3-Hole punched folders w/ bottom pockets (No metal clasps)
- 1 - 3-ring **clear-view** binder (1 inch)
- 1 - Headphones to use with ipads - Wired, not wireless/bluetooth

The following items will be shared and do not need names:

- 2 - 24 count box of **Crayola** crayons (No Rose Art please)
- 4 - Glue sticks
- 1 - Package of 12, #2 yellow pencils (sharpened)
- 2 - Large erasers
- 4 - Expo dry erase markers (black only)
- 1 - Clorox Wipes
- 1 - 10-12 oz. hand sanitizer
- 2 - Large boxes of Kleenex to share
- 1 - Box of Gallon Ziplock Bags-- Girls
- 1 - Box of Quart OR Sandwich Ziplock Bags-- Boys

2ND GRADE

- 1 - Book Bag
- 2 - 24 count box of **Crayola** crayons
- 1 - Fiskar scissors
- 6 - Glue sticks
- 2 - Large erasers
- 2 - Packages of 12, #2 yellow pencils (sharpened, no sparkles)
- 1 - Hinged lid plastic pencil box
- 2 - Pocket folders with two bottom pockets, **3-hole punched**
- 1 - Wide Ruled Spiral Notebook
- 1 - Box of Ziploc bags -- Boys bring Gallon size
-- Girls bring Quart
- 2 - Large boxes of Kleenex to share
- 1 - Container Clorox wipes (boys)
- 1 - Hand Sanitizer (girls)
- 1 - 3-ring clear cover binder with inside pockets (1 inch)
- 8 - Expo dry erase markers (**BLACK** only)
- 1 - Headphones to use with ipads - (Wired, not wireless/bluetooth, no earbuds)
- 1 - Box of **Crayola** markers

3RD GRADE

- 1 - Book bag
- 1 - 3-ring binder with pockets (1 inch)
- 4 - Glue sticks
- 8 - Expo dry erase markers (black only)
- 2 - Packages of 12, #2 yellow pencils (sharpened)
- 1 - Red pens (for checking)
- 2 - Large erasers
- 1 - 24 count box of **Crayola** crayons
- 1 - **Crayola** markers
- 1 - 3 ring pencil pouch
- 1 - Fiskar scissors
- 3 - Folders w/ two bottom pockets (3 hole punched, **No PRONGS**)
- 1 - Clorox Wipes
- 1 - hand sanitizer
- 2 - Large boxes of Kleenex to share
- 1 - Snack Baggies- Girls
- 1 - Quart Baggies - Boys
- 1 - Headphones to use with iPads - Wired

4TH GRADE

- 1 - Headphones to use with ipads - Wired, not wireless/bluetooth
- 1 - Book bag
- 1 - Fiskar scissors
- 4 - Glue sticks
- 2 - Pink Erasers
- 2 - Packages of 12, #2 yellow pencils (sharpened)
- 8 - Expo dry erase markers (**Black**)
- 1 - Box **Crayola** markers
- 1 - 24 or 48 count box of **Crayola** crayons
- 1 - Zipper pencil pouch
- 3 - Plastic folders with bottom pockets & 3 hole punch (No Prongs)
- 1 - 1-Subject spiral bound notebook (wide ruled)
- 1 - package of wide ruled loose leaf paper to share
- 1 - 3-ring binder (1 1/2 inch)
- 3 - Large boxes of Kleenex to share
- 1 - 10-12 oz. hand sanitizer
- 1 - Container Clorox wipes - Boys
- 1 - Gallon or Quart Size Ziplock Bags - Girls (no snack or sandwich size)

School supplies should be replaced periodically.
Classroom teachers may determine to collect items for classroom community use.


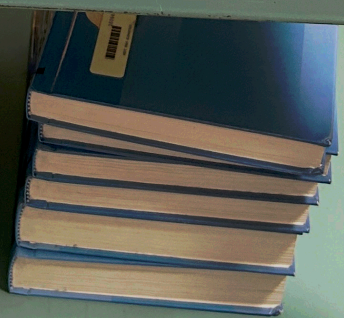
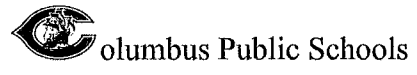
DATE	1/23/2026
BUILDING	Highschool
PROGRAM	Boys Soccer
PRINCIPAL/DIRECTOR SIGNATURE	
Description of materials to surplus: <ul style="list-style-type: none"> • White Junior Varsity shorts - 5 items • Maroon Junior Varsity shorts - 1 item • Practice Pinnies - 4 items • White Junior Varsity tops - 2 items • Maroon Junior Varsity top - 1 item • Ball bag - 1 	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE 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 CPS locations should not be declared surplus property.</small>
White Junior Varsity shorts	Dirty, yellow, no waist string	Trash
Maroon Junior Varsity shorts	Ripped, no waist string	Trash
Practice Pinnies	Ripped	Trash
White Junior Varsity tops	Dirty, yellow,	Trash
Maroon Junior Varsity top	Only top, dirty, ripped	Trash
Ball bag	Ripped	Trash



WP Media





Date:

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: CHS Girls Tennis Name: Lisa Emerigh
402-432-7264

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?

Bus/clean tables/plates at Pizza Ranch

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

10% of earning profits from 5-8 pm

How will this money be used?

uniforms/balls/court dry tennis rollers/

What are the proposed dates?

April 13 (April 15) if possible

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.)

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

CHS Tennis

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?

Has your school/group devised a budget plan to expend earnings?

Yes No

products for team

Does the building principal give full approval for this plan?

Yes No

Principal's Signature [Signature] Date 3/10/26

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska
Board of Education

RESOLUTION NO. 2025-26-__

A RESOLUTION TO

CLOSE OPTION ENROLLMENT INTO SPECIAL EDUCATION PROGRAMS

DUE TO PROGRAM CAPACITY FOR THE 2026-2027 SCHOOL YEAR

PURSUANT TO NEBRASKA STATE STATUTE § 79-234

WHEREAS, Columbus Public Schools (hereinafter "District") is a public school district organized and operating under the laws of the State of Nebraska; and

WHEREAS, Nebraska Revised Statute § 79-234 and related provisions of Nebraska law govern the option enrollment of students into school districts other than the district of residence, including the enrollment of students requiring special education services; and

WHEREAS, Nebraska law permits a school district to close option enrollment to nonresident students when the district's programs or facilities have insufficient capacity to accommodate additional option students; and

WHEREAS, the District currently provides a comprehensive continuum of special education programs and services to students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Nebraska Special Education Act (Neb. Rev. Stat. §§ 79-1110 through 79-1158.05), and applicable regulations; and

WHEREAS, the District's special education programs have reached or are approaching maximum capacity, including limitations related to staffing ratios, physical space, instructional resources, and the specialized nature of programming required to appropriately serve students with disabilities in accordance with their Individualized Education Programs (IEPs); and

WHEREAS, the acceptance of additional nonresident option students into the District's special education programs for the 2026-2027 school year would compromise the District's ability to appropriately serve currently enrolled students with disabilities and would exceed available program capacity; and

WHEREAS, the Board of Education has reviewed and considered information regarding current special education program enrollment, staffing, facility capacity, and projected enrollment for the 2026-2027 school year; and

WHEREAS, it is in the best interest of the District and the students currently enrolled in the District's special education programs to close option enrollment into those programs for the 2026-2027 school year.

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Board of Education

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Columbus Public Schools, Columbus, Nebraska, as follows:

Section 1. Closing of Option Enrollment into Special Education Programs. Pursuant to Nebraska Revised Statute § 79-234 and other applicable provisions of Nebraska law, option enrollment of nonresident students into Columbus Public Schools' Special Education programs is hereby **CLOSED** for the 2026-2027 school year due to insufficient program capacity.

Section 2. Scope of Closure. This closure applies to all option enrollment applications from nonresident students seeking to enroll in the District's Special Education programs for the 2026-2027 school year. Currently enrolled option students with disabilities who are lawfully enrolled in the District's special education programs shall not be affected by this Resolution, subject to applicable state and federal law.

Section 3. Notification. The Superintendent or designee is hereby authorized and directed to provide notification of this closure in accordance with the requirements of Nebraska Revised Statute § 79-234 and any other applicable state law, including timely publication of notice and notification to the Nebraska Department of Education as required.

Section 4. Annual Review. The Board of Education shall review special education program capacity on an annual basis and shall determine whether option enrollment into Special Education programs may be reopened in future school years as capacity permits.

Section 5. Compliance with Federal Law. Nothing in this Resolution shall be construed to limit or restrict the District's obligations under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 with respect to students who reside within the District's boundaries or who are otherwise entitled to special education and related services from this District under applicable federal or state law.

Section 6. Effective Date. This Resolution shall be effective immediately upon its adoption by the Board of Education.

BE IT FURTHER RESOLVED that this Resolution was duly adopted at a regular meeting of the Board of Education of Columbus Public Schools held on March 16, 2026, with the following vote:

IN WITNESS WHEREOF, the undersigned have hereunto set their hands as of March 16, 2026.

President, Board of Education

Superintendent

Secretary, Board of Education

Date

AGREEMENT

CONTRACTED LEVEL I, II, AND III SPECIAL EDUCATION SERVICES

THIS AGREEMENT, made and entered into this **27th** day of **February** 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 2026-2027 commencing no earlier than August 1, 2026 and ending no later than July 31, 2027 .
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, 2026**. 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 26-27 school year. Districts please return to Susan Olmer at ESU7 on or before March 31, 2026. If you have questions please contact Tami Clay.

Building	School Psychology /BA	LMHP	Speech Lang. Pathologist	Deaf Education	Vision I	Vision II	Homebound Early Childhood	Transition	Resource Coach	LEVEL III Para	Con7ter Student(s)	Bridges	Learning Academy Student(s)	Total Hours
Building	1002	4071	4001	4024	4030	4050	4003	2012	2002	8001	4012	4056	4021	
0-2 Home														
Preschool Home														
3-5 Preschool Kramer									74.00					74.00
									7117.32					7117.32
Centennial Elem									296.00				4440.00	4736.00
									28469.28				133200.00	161669.28
Emerson Elem														
Lost Creek Elem														
North Park Elem														
West Park Elem														
5-8 MS Sec			592.00						74.00				1480.00	2146.00
			49402.40						7117.32				44400.00	100919.72
9-12 HS Sec	1332.00							29.60	148.00				2960.00	4469.60
	127192.68							3088.76	14234.64				88800.00	233316.08
Preschool Non-Pub														
Elem Non-Pub						1258.00								1258.00
						58459.26								58459.26
Sec Non-Pub														
Regular Ed														
Total Hours	1332.00	0.00	592.00	0.00	0.00	1258.00	0.00	29.60	592.00	0.00	0.00	0.00	8880.00	561481.66
FTE	0.90	0.00	0.40	0.00	0.00	0.85	0.00	0.02	0.40	0.00	0.00	0.00	6.00	8.5700
Rate	95.49	84.13	83.45	110.00	116.00	46.47	100.00	104.35	96.18	20.40	30.00	30.00	30.00	
Per ServiceTotal	127,192.68	0.00	49,402.40	0.00	0.00	58,459.26	0.00	3,088.76	56,938.56	0.00	0.00	0.00	266,400.00	\$561,481.66
hours can be throughout all grades	New ESU 7 hire that will be full time at CPS 26-27 4.5 days week		2 days week						2 day week	2 students on Bridges waitlist		2 students on Bridges waitlist	6 students	

**EMPLOYEE OBLIGATION TO REPORT
CRIMINAL CHARGES AND CONVICTIONS
POLICY APPLICABLE TO ALL PERSONNEL**

Board Policy 405.02

Purpose

Columbus Public Schools is committed to maintaining a safe and appropriate environment for students, staff, and the community. The District has a responsibility to ensure that all employees meet the standards of conduct expected of individuals working in a public school setting. This policy establishes the obligation of all employees to report certain criminal charges, arrests, and convictions to the District in a timely manner so that the District may take appropriate action to protect students, staff, and the integrity of the educational program.

This policy applies to all employees of Columbus Public Schools, including but not limited to certificated staff, classified staff, administrators, substitute employees, and any other individuals employed by the District in any capacity.

Reporting Requirement

Any employee of the District who is arrested, cited (other than a minor traffic infraction), charged with, or convicted of any of the following shall report such event within 24 hours to the employee's direct supervisor, building principal, or the Human Resources office:

1. Any felony offense.
2. Any misdemeanor offense (other than a minor traffic infraction as defined in this policy).
3. Any offense involving violence, domestic abuse, assault, or threat of harm to another person.
4. Any offense involving the abuse, neglect, or endangerment of a child or vulnerable adult.
5. Any sex offense or offense requiring registration on any sex offender registry.
6. Any offense involving illegal drugs or controlled substances, including manufacture, distribution, dispensing, possession, or use.
7. Any offense involving alcohol, including but not limited to driving under the influence (DUI), driving while intoxicated (DWI), minor in possession (MIP), or public intoxication.
8. Any offense involving theft, fraud, embezzlement, forgery, or dishonesty.
9. Any offense involving weapons, firearms, or explosives.
10. The issuance of any protection order, restraining order, domestic abuse restraining order or harassment protection order against the employee, whether temporary or permanent, that involves a student, parent or guardian of a student,

District employee, or any other individual associated with the District, or that could otherwise impact the employee's ability to perform assigned duties or be present at District facilities, school-sponsored events, or locations where students are present.

11. Any other offense that could reasonably be considered to impair the employee's ability to perform assigned duties or to pose a risk to the health, safety, or welfare of students, staff, or the school community.

Definition of Minor Traffic Infraction

For purposes of this policy, a "minor traffic infraction" means a traffic violation that is classified as an infraction under Nebraska law, such as speeding (excluding excessive speed or reckless driving), failure to signal, expired registration, parking violations, or similar non-criminal traffic offenses. A minor traffic infraction does not include driving under the influence (DUI), driving while intoxicated (DWI), reckless driving, driving under suspension, hit-and-run, vehicular assault, or any traffic offense classified as a misdemeanor or felony.

Manner of Reporting

The employee shall provide a written report to the employee's direct supervisor, building principal, or the Human Resources department within 24 hours of the arrest, citation, charge, or conviction. The report shall include:

- a. The date and location of the arrest, citation, charge, or conviction.
- b. The nature of the offense(s) charged or for which convicted.
- c. The court or jurisdiction involved, if known.
- d. The current status or disposition of the matter.

The employee shall also notify the District of the final disposition of any pending charge within 24 hours of the disposition.

Duty to Update

The obligation to report is ongoing. If an employee has reported an arrest or charge under this policy, the employee shall also report any subsequent developments, including the filing of additional charges, amendments to charges, plea agreements, convictions, acquittals, dismissals, or sentencing, within 24 hours of such event.

District Action

A report made under this policy does not automatically result in disciplinary action. The District will review the matter and determine what action, if any, is appropriate. The District may consider factors including the nature of the offense, its relationship to the employee's duties, the employee's position and level of contact with students, the potential risk to students and staff, and any other relevant circumstances. Possible actions may include, but are not limited to, no action, reassignment of duties, placement

on administrative leave, or disciplinary action up to and including termination of employment, depending on the circumstances.

Failure to Report

Failure to report as required by this policy, or making a false or misleading statement in connection with such a report, shall itself be grounds for disciplinary action, up to and including termination of employment, regardless of the nature or outcome of the underlying criminal matter.

Confidentiality

Reports made under this policy will be treated as confidential to the extent permitted by law. Information will be shared only with those individuals who have a legitimate need to know in order to assess the situation and take appropriate action.

Relationship to Other Policies and Law

This policy is in addition to, and does not replace, any other reporting obligations under District policy or state and federal law, including but not limited to the District's Drug-Free Workplace policy, mandatory child abuse reporting requirements, and reporting obligations for certificated employees under the Nebraska Professional Practices Commission rules.

Condition of Employment

Compliance with this policy is a condition of employment with Columbus Public Schools. All current employees shall be notified of this policy, and all new employees shall be informed of this policy as part of the onboarding process.

Legal Reference:

- Neb. Rev. Stat. §79-866 (Certificated Employee Qualifications)
- Neb. Rev. Stat. §79-267 (Employment of Personnel)
- 92 NAC 27 (Nebraska Professional Practices Commission)
- 41 U.S.C. §8101 et seq. (Drug-Free Workplace Act)

Cross Reference:

- 403.07 Drug-Free Workplace
- 403.02 Child Abuse Reporting
- 402.05 Employee Conduct and Appearance

Policy Adopted: _____

Policy Revised: _____

STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurricular-related groups and student curriculum-related groups, upon receiving permission from the principal or designee, may use Columbus Public Schools facilities for group meetings during non-instructional time. **All teams, clubs, or organizations that are extensions of the school's curriculum must be formally approved as either curriculum-related (sponsored) or noncurricular-related organizations according to the procedures outlined below.** [Clarification: Curriculum-related teams and clubs require formal approval and categorization]

Non-Instructional Time: Non-instructional time shall mean any time before the first period of the day and after the last period of the day in which any student attends class. **For secondary schools, this includes times from 7:00 a.m. to 8:00 a.m. and from 3:30 p.m. to 5:00 p.m. on days when school is in session.** [Suggestion: Align times with the Equal Access policy for consistency]

Meetings shall not interfere with the orderly conduct of the education program or other Columbus Public Schools operations. **'Orderly conduct' means conduct that does not materially or substantially disrupt teaching, learning, or school operations.** [Suggestion: Define key term to prevent subjective interpretation]

It shall be within the discretion of the principal or designee to determine whether the meetings will interfere with the orderly conduct of the education program or other Columbus Public Schools operations. **Such determinations must be applied equally to all student organizations regardless of the content of the club's viewpoint or message.** [Suggestion: Add non-discrimination language]

Activities relating to and part of the education program shall have priority over the activities of another organization. The principal or designee shall provide written notification to student organization leaders of approval or denial within **five (5) business days** of the request, including specific reasons for any denial. [Suggestion: Add timeline and notification requirements]

Curriculum Related or CPS Sponsored Organizations

It shall be the responsibility of the principal or designee to determine whether a student group is curriculum-related. **The determination shall be made by applying the criteria listed below in a consistent, non-discriminatory manner.** [Suggestion: Ensure consistent application]

One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the Columbus Public Schools facilities for meetings and other purposes before and after the instructional school day.

Facilities may also be used for fundraising and other related activities approved by the principal. [Suggestion: Clarify resource availability for curriculum organizations]

Employees shall be assigned to **oversee** approved meetings and may interact with curriculum-related organizations. [Suggestion: Change 'monitor' to 'oversee' to clarify supervisory role versus surveillance]

Curriculum-related organizations (also referred to as 'sponsored clubs' or 'teams') that receive staff sponsorship or district should be: (1) reflected on the Columbus Public Schools extra-duty schedule and approved annually by the Board of Education, and (2) supervised by an assigned faculty sponsor who shall be compensated according to the Columbus Public Schools extra-duty compensation schedule. This ensures proper oversight, accountability, and equitable resource allocation for all sponsored student organizations. All curriculum-related teams and clubs must follow this approval process to maintain official district status. [Suggestion: Require board approval and extra-duty assignment for accountability and resource management. Clarify that curriculum-related teams must follow this process.]

Non-Curriculum Related or Non-Sponsored Organizations

Student-initiated, noncurriculum-related organizations shall be provided equal access to meeting space and Columbus Public Schools facilities, regardless of the viewpoint, content, or message of the organization. [Suggestion: Add explicit equal access language]

Registration and Approval Process: All student-initiated, noncurriculum-related organizations seeking school facility access must submit a comprehensive list for approval by the principal or designee. This list shall be compiled and approved each August prior to the start of the school year. Organizations formed during the school year may request approval within five (5) business days of formation, but shall not be guaranteed facility access until the next scheduled approval cycle unless approved by the principal for exceptional circumstances. [Suggestion: Require annual approval list to ensure organization legitimacy and facility planning]

Once approved, noncurriculum organizations shall be granted access to available school facilities during non-instructional time, provided such access does not conflict with curricular activities or other approved uses of facilities.

Attendance and Participation: Only students currently enrolled in Columbus Public Schools may attend and participate in meetings of noncurriculum-related groups. Such attendance shall be strictly voluntary and student-initiated.

As a means of determining whether a student's attendance is voluntary, the principal may require **a parental notification (not consent) form** for students to attend the meetings, **particularly for organizations that address sensitive or controversial topics.** [Suggestion: Clarify parental role as notification rather than consent to preserve First Amendment rights and prevent gatekeeping]

Monitoring and Oversight: The principal or designee may assign a school employee to attend noncurriculum-related organization meetings in a non-participatory, objective capacity to ensure that attendance is voluntary, meetings do not materially and substantially interfere with school operations, and that school policies are followed. [Suggestion: Clarify monitoring procedures for noncurriculum organizations]

Facilities and Funding: Columbus Public Schools shall not be identified or associated with the goals, objectives, activities, or viewpoints of noncurriculum-related organizations. School

facilities may not be used by noncurriculum-related organizations to raise funds. Columbus Public Schools will assume no financial responsibility for noncurriculum-related organizations.

[Suggestion: Align with Equal Access policy language]

Grievance Procedures: Any student or student organization whose request to organize is denied or whose organization is terminated may file a formal grievance with the superintendent's office within ten (10) calendar days of written notification. The superintendent or designee shall conduct a review and provide written response within ten (10) calendar days.

[Suggestion: Add clear appeals process for students]

Legal Reference

Westside Community Board of Education v. Mergens, 496 U.S. 226 (1990)

Neb. Stat. § 79-297 et seq.

Equal Access Act, 20 U.S.C. § 4071 et seq.

Cross Reference

504 Student Rights and Responsibilities

506 Student Activities

506.02R1 Student Clubs: Equal Access

Policy

Adopted: 9/11/06

Amended: [Insert Current Date]

Columbus, Nebraska

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

STUDENT CLUBS: EQUAL ACCESS

The following general guidelines shall be observed in approving, establishing, and operating clubs at Columbus Public Schools.

General Guidelines

1. Each new club must complete and submit a request form to the building principal or designee stating the name, specific purpose of the club, the membership requirements, the activities of the club, and the meeting dates and times. The principal or designee will respond to the request within **five (5) business days**, accept or reject the application, and designate the club as either a sponsored club or a non-sponsored club. **[Suggestion: Add specific timeline for decisions to prevent delays]**
2. Student participation in club activities and attendance at club meetings shall be voluntary and shall be limited to those individuals who are then currently enrolled as students at Columbus Public Schools.
3. Clubs shall be allowed to meet on school premises from 7:00 a.m. to 8:00 a.m. and from 3:30 p.m. to 5:00 p.m. on days when school is in session. The time and place of all club meetings shall be subject to available space, conflicting activities and programs, and the availability of the faculty sponsor or the monitor assigned to the club. Clubs will be allowed to meet on school premises during other times of the day only in extraordinary or exceptional circumstances, as may be determined by the principal or designee in his or her sole discretion.
4. All clubs may publish their meetings in the building daily announcements and on the school website. **[Suggestion: Include digital communication options]**
5. No hazing of students shall be permitted. All hazing violations will be subject to student conduct code disciplinary procedures.
6. The principal or designee may deny the opportunity of any club to meet on school premises and may deny permission of any non-school person to meet with or speak to a club on school premises, when there exists a substantial likelihood of material and substantial interference with the orderly conduct of educational activities within the school or if the meeting or any expected activities of the club at the meeting are or will be in violation of any law or ordinance. The principal shall provide written notice to the club organizers of the denial and specific reasons for the denial, and **provide an opportunity for the organizers to request a review by the superintendent or designee.** **[Suggestion: Add appeals process]**
7. The principal or designee may temporarily or permanently terminate the opportunity of any club to meet on school premises in the future if the club has materially and substantially interfered with the orderly conduct of educational activities within the school, if the activities of the club have violated any law or ordinance, if the club or any of its members have abused school property, or if the club has violated any provision of this policy. Notice of termination and the opportunity for appeal **to the superintendent shall be provided.** **[Suggestion: Ensure due process]**

Non-Discrimination: Columbus Public Schools shall not discriminate in the approval, operation, or termination of student clubs based on the content of the club speech or viewpoint, except as permitted by law. Clubs shall not be discriminated against on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, disability, or other protected characteristics. **[Suggestion: Add explicit non-discrimination language protecting clubs including LGBTQ+ and religious clubs]**

Guidelines for Sponsored Clubs

1. Each sponsored club will have a faculty member appointed as the sponsor. The sponsorship shall be approved by the principal or designee. Faculty members shall not be required to sponsor clubs whose purposes or viewpoints conflict with their personal beliefs.
2. All activities of the club must have prior approval of the sponsor.
3. Club funds shall be subject to deposit, audit, and disbursement in accordance with the regulations of the administration and the school activity fund.
4. A list of sponsored clubs will be published in the Columbus Public Schools student handbook and on the district website. [Suggestion: Include web presence for better visibility]
5. The content and placement of posters shall be approved by the club sponsor.

Guidelines for Non-Sponsored Clubs

1. The formation of non-sponsored clubs shall be student initiated.
2. The principal or designee may appoint a monitor for the club who is an employee of Columbus Public Schools. The monitor shall be responsible for monitoring the meetings to assure that attendance at the meetings is voluntary, to assure that the meetings do not materially and substantially interfere with the orderly conduct of educational activities within the school, and to assure that order and discipline is maintained. Monitors shall attend the meetings of non-sponsored clubs only in a **non-participatory, objective** capacity. [Suggestion: Clarify monitor role to prevent perceived bias]
3. The principal or designee shall not compel any school employee to be a monitor for a non-sponsored club if the content of the speech at any meeting of the club is contrary to the beliefs of the employee.
4. Posters need to have a disclaimer and the content and placement of posters need to be approved by the principal or designee.
5. Non-school persons may not direct, conduct, control, or regularly attend meetings and activities of any non-sponsored club. Non-school persons may be permitted to meet with or speak to a club on school premises, up to twice a semester, subject to prior approval by the principal or designee. **All guest speakers must complete a visitor form and provide identification.** [Suggestion: Add safety/vetting requirements for outside speakers]
6. Columbus Public Schools and the School District shall not be identified or associated with goals, objectives, activities, or opinions of any non-sponsored clubs or its members. School facilities may not be used by non-sponsored clubs to raise money. The school will assume no responsibility for the financial support of non-sponsored clubs.

Grievance Procedures: Any student or student organization whose club request is denied or whose club is terminated may file a formal grievance with the superintendent office within ten (10) calendar days of notification. The superintendent or designee shall conduct a review and provide written response within ten (10) calendar days. [Suggestion: Add clear grievance process for students]

Guidelines for Outside Teams, Organizations, or Clubs

Definition: Outside teams, organizations, or clubs are groups that are not student-led, school-sponsored, or curriculum-related, and may or may not be attached to Columbus Public Schools students or the community. These groups may be for-profit or non-profit

entities seeking to use Columbus Public Schools facilities. [Clarification: Defines third group for outside facility rental]

1. Facility Rental Required: All outside teams, organizations, or clubs requesting use of Columbus Public Schools facilities must enter into a facility rental agreement with the district. Such requests shall be submitted to the director of facilities or designee. The rental terms, including fees, insurance requirements, time of use, and responsibilities, shall be established in accordance with Columbus Public Schools facility rental policies and procedures. [Clarification: Establish facility rental process for outside groups]

2. Schedule Coordination: Outside groups may not use school facilities during times that interfere with instructional activities, school-sponsored events, school athletic activities, student club meetings, or other Columbus Public Schools scheduled events and activities. The director of facilities or designee shall determine facility availability and coordinate scheduling to ensure no conflict with school operations. [Clarification: Protect school operations and activities]

3. Facility Use Restrictions: Outside groups shall comply with all Columbus Public Schools facility use policies, safety regulations, and building rules. The district retains the right to deny facility rental or terminate a rental agreement if the group activities violate district policies, applicable laws, endanger student safety, or materially interfere with the educational mission of Columbus Public Schools. [Clarification: Maintain district control over facility usage]

4. District Non-Association: Columbus Public Schools shall not be identified with, associated with, or responsible for the actions, statements, or operations of outside teams, organizations, or clubs. Outside groups may not represent themselves as affiliated with Columbus Public Schools without express written permission. [Clarification: Limit district liability]

5. Insurance and Liability: Outside organizations shall maintain appropriate liability insurance as required by the district. The organization shall indemnify and hold harmless Columbus Public Schools, the Board of Education, and all district employees from any claims, damages, or liabilities arising from the organization use of school facilities. [Clarification: Protect district from liability]

6. Approval and Denial: The principal or designee shall have authority to approve or deny facility rental requests from outside groups. Written notification of approval or denial shall be provided to the requesting organization within five (5) business days of submission. Denial must include specific reasons. Organizations may request reconsideration by the superintendent or designee within ten (10) calendar days of denial. [Clarification: Establish clear process with timelines and appeal option]

Regulation

Approved: 11/11/91

Amended: 9/11/06

Amended: [Insert Current Date]

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Proposal for Experience Chemistry by Savvas for Columbus High School Chemistry and Honors Chemistry

Presented to: Columbus Public School's Board of Education
Prepared by: Teresa Hausmann, Director of Teaching & Learning
Date: February 9, 2026

Proposal Summary

This proposal recommends the adoption of Experience Chemistry © 2026 by Savvas as the curriculum resource for Columbus High School Chemistry and Honors Chemistry courses. Experience Chemistry by Savvas is a modern, inquiry-based high school chemistry resource. This resource aligns with the Nebraska Science Chemistry Standards. It utilizes a phenomena-driven approach that encourages students to investigate real-world mysteries through the lens of chemistry.

Rationale for Adoption

1. The Experience Chemistry resource is explicitly engineered to meet the rigor of the Nebraska Science Standards. Unlike traditional textbooks, this resource utilizes a three-dimensional learning framework, seamlessly integrating Disciplinary Core Ideas (DCI), Science and Engineering Practices (SEP), and Cross-Cutting Concepts (CCC). By adopting this resource, we ensure that our students are not just learning scientific facts but are engaging in the actual practices of modern scientists and engineers, as mandated by the state.
 2. Our current chemistry resource is approximately twenty years old and is no longer in circulation, meaning it lacks support for modern digital tools and misses two decades of scientific advancement. Transitioning to Experience Chemistry addresses this critical gap, replacing an obsolete text with a contemporary, supported platform. This move ensures our students have access to current data, safe and modern lab protocols, and instructional technology that prepares them for post-secondary academic success.
 3. One of the most significant advantages of this resource is its ability to serve both General and Honors Chemistry through a single, unified platform. The curriculum includes advanced versions of laboratory investigations and more rigorous mathematical applications specifically designed for honors students. The Savvas Realize® digital interface empowers teachers to toggle effortlessly between general and honors-level resources, providing a streamlined experience that simplifies lesson planning while ensuring high-achieving students are appropriately challenged.
-

Resource Overview

The Experience Chemistry © 2026 by Savvas resource adoption includes the following:

- 3 sets of Experience Chemistry Printed Teacher Guides - Volume 1 & 2
- 3 teacher digital licenses (7 years)
- 3 teacher classroom lab kits
- 3 classroom sets of student books - 31 per class for a total of 93 student books
- 300 digital student licenses (7 years)

Cost Estimate

- Annual Cost: Approximately \$8302.29 per year (includes virtual teacher professional development, digital and print instructional materials, lab kit materials)
 - **Total 7-Year Adoption Cost: \$58,116.06**
-

Implementation Plan

1. **Semester 1 of the 2025-26 School Year**
 - Ryan Schroeder, Keegan McGill and Kelsey Plance evaluated three chemistry resources under the leadership of Brandi Fleming: OpenSciEd Chemistry, HMH Science Dimensions, and Experience Chemistry by Savvas
 2. **Jan 30, 2026**
 - The high school chemistry teachers selected Experience Chemistry by Savvas
 3. **Feb 9, 2026**
 - Make formal proposal to CPS Board of Education to adopt Experience Chemistry by Savvas
 4. **Feb 9 - Mar 15, 2026**
 - Display Experience Chemistry by Savvas in the CPS Administration front office for public viewing for at least 30 days per policy
 5. **Mar 16, 2026**
 - Request the CPS Board of Education formally adopt Experience Chemistry by Savvas as the curriculum resource for CHS Chemistry and Honors Chemistry courses.
 6. **Mar 17, 2026**
 - If CPS BOE approved, place the Experience Chemistry Saavas order
 7. **Fall, 2026**
 - Provide teachers support with the online professional development, unit planning and full implementation of Experience Chemistry by Savvas
-

Conclusion & Recommendation

The adoption of Experience Chemistry © 2026 by Saavas for Columbus High School Chemistry and Honors Chemistry represents a strategic investment in high-quality science education. By implementing this resource, we will provide students with real-world, inquiry-based learning experiences that align with Nebraska State Science Standards.

I recommend board approval to proceed with full implementation of Experience Chemistry © 2026 by Saavas for the 2026-27 academic year.

Respectfully Submitted,

Teresa Hausmann
Director of Teaching & Learning
Columbus Public Schools

To: Board of Education
From: Leonard Kwapnioski
CC: Dr. Kay Jason A Schapmann
Date: March 13, 2026
Re: Facility Flooring Upgrades

It is my recommendation that the Board of Education consider approving the MS hallway carpet project as submitted. An RFP was posted for a base bid and alternate. CPS received only 1 bid. We did require a prebid meeting so possible vendors could visit the location and perform final measurements. Bid is attached.

The plan is to discuss this upgrade at the Monday meeting. Let me know if you have questions before that.

Thanks.

Leonard

Floors Inc.

Base Bid:	\$81,922.49
Alternate Bid:	\$57981.77
Total Bid:	\$139,904.26

Appendix: Bid Tabulation Form

Contractor Name: Floors, Inc. Date: 3/13/26

Item Description: Main Bid (13,320 SQ FT)	Qty	Unit Price	Total
Main Corridor Carpet	11,920	\$ 3.21 sf	\$ 38,263.20
Vestibule Flooring	896	\$ 3.21 sf	\$ 2,876.16
Wall Base	1900	\$ 1.57 lf	\$ 2,355.00
Transitions	48	\$ 2.32 lf	\$ 111.36
Installation (hr, sq ft, lf)	13,774	\$.73	\$ 10,111.34
Demolition & Disposal: (sy, sf, lf)	13,860	\$.99	\$ 13,764.16
Misc (Prep, Freight, Travel, Adhesive, Etc.)		\$	\$ 14,441.27
TOTAL PROJECT COST MAIN BID			\$ 81,922.49

Item Description: Alternate Bid (8,856 SQ FT)	Qty	Unit Price	Total
Main Corridor Carpet	8928	\$ 3.21 sf	\$ 28,658.88
Vestibule Flooring	NA	\$ NA	\$ NA
Wall Base	1800	\$ 1.57	\$ 2,826.00
Transitions	24	\$ 4.06	\$ 97.44
Installation (hr, sq ft, lf)	10,008	\$.63	\$ 6,338.40
Demolition & Disposal: (sy, sf, lf)	10,466	\$.82	\$ 8,639.68
Misc (Prep, Freight, travel, Adhesive, Etc.)		\$	\$ 11,421.37
TOTAL PROJECT COST ALTERNATE BID			\$ 57,981.77



Estimate Date: 3/11/2026
Expired Date: 4/9/2026

Floors, Inc.

Lincoln Office:
5201 S. 19th St.
Lincoln, NE 68512

Omaha Office:
10820 Mockingbird Dr.
Omaha, NE 68137

#1573 - COLUMBUS MIDDLE SCHOOL KINETEX BID: BASE BID WITH 6 ALTERNATES

Prepared For:

Contact:
Leonard Kwapnioski
(402) 910-3282
kwannioskil@discoverers.org

Jobsite:
2200 26th St, Columbus, NE 68601

Prepared by:

Brent Stone
Sales Manager
402-968-5439
bstone@floorsinc.net

Scope of work

DEMO EXISTING BROADLOOM AND REMOVE EXISTING ADHESIVE
PREP ALL FLOORING AREAS
REMOVE EXISTING CARPET AND VINYL BASE
INSTALL KINETEX TILE IN SCOPE AREAS FOR BASE BID AND ALL ALTERNATE AREAS
INSTALL 6IN BASE (MOST TO BE CUT DOWN TO 5IN) IN ALL SCOPE AREAS
INSTALL TRANSITIONS AND STAIR NOSING WHERE NEEDED

Inclusions(+)

1. **Floor prep:** Minor surface preparation (minor floor prep) is included based on man hours and dollar value.
2. **Plans & Specifications:** Proposal is based on plans and specifications per project documents.
3. **Jobsite Conditions:** Work areas must be clear of other trades. Concrete must be swept clean of debris prior to installation crew arrival or will be completed on a time and material basis.
4. **Work Hours:** This proposal includes work to be performed during regular hours, M-F 8am-5pm.
5. **Dumpster :** Dumpster Rental is included in this proposal.
6. **Travel Expenses:** Travel Expenses are included in this proposal.

Exclusions(-)

1. **Floor Protection:** Protection of finished flooring is excluded.
2. **Surface Correction:** Surface correction to include floor full skim coating, grinding, leveling, and repairs to the surface are excluded.
3. **Initial Maintenance:** Initial maintenance of finished flooring is excluded.
4. **Dust Protection:** Dust protection and any protection of existing furniture, equipment, or electronics is excluded.
5. **Blocking:** Blocking & Bracing material and labor to install is excluded.
6. **Moving of Misc. Items and Debris:** Removal of any Misc. items or debris from other trades is excluded. Work areas to be cleared of items and debris and broom swept prior to our arrival.
7. **Discovery Testing:** Floor's Inc. is not responsible for discovery, testing, abatement, and / or remediation of any hazardous materials.
8. **Ceramic Tile Backer Board:** Ceramic Tile Backer Board materials and Labor to install is excluded.

Project Notes

SKU/Item No.	Qty	Sales Price	Amount
Base Bid			\$81,922.49
Alternate #1			\$2,020.39
Alternate #2			\$18,291.64
Alternate #3			\$15,656.45
Alternate #4			\$13,028.08
Alternate #5			\$6,876.53
Alternate #6			\$2,108.68
Subtotal			\$139,904.26

Summary

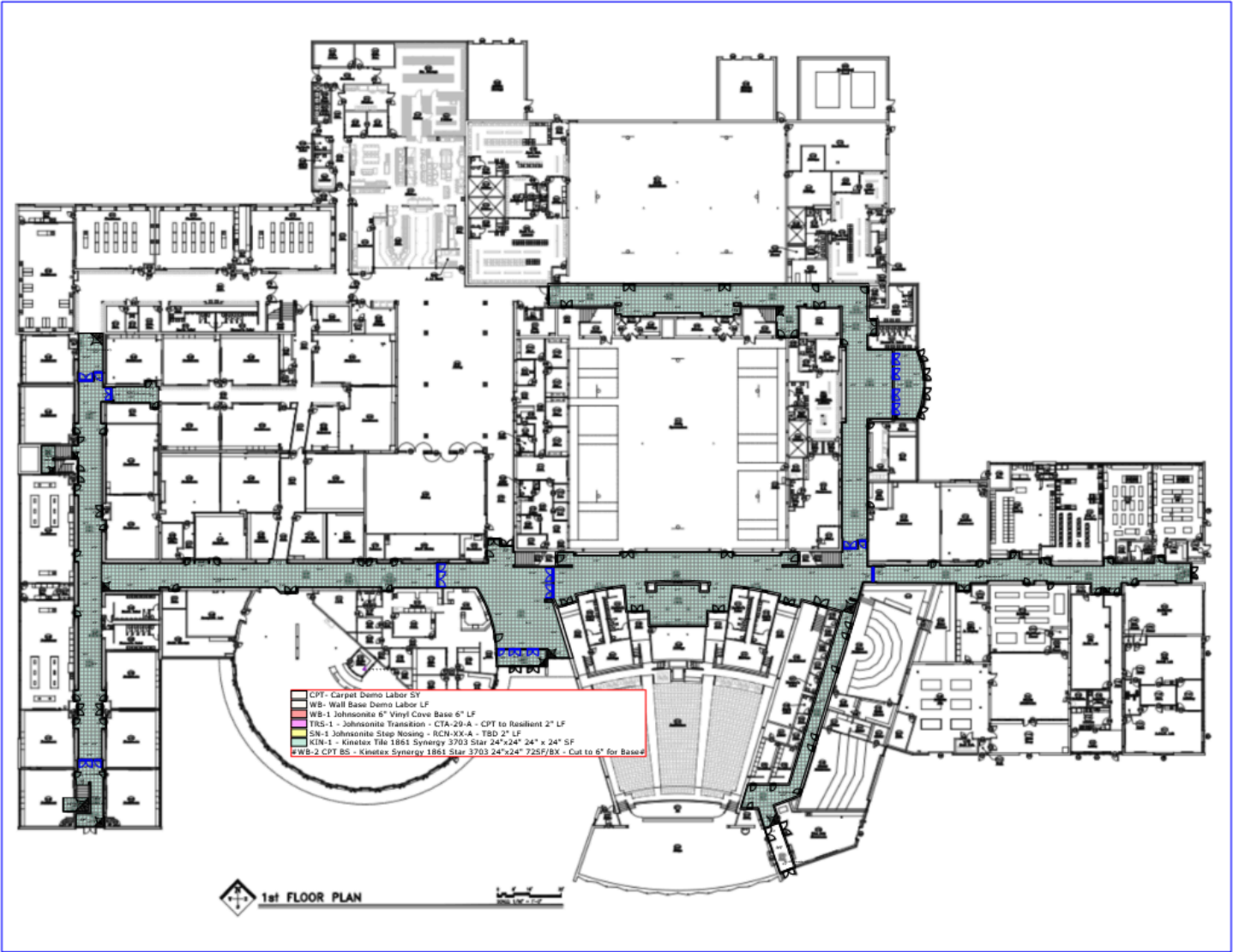
Price	
Materials	\$93,657.98
Labor	\$46,246.28
Subtotal	\$139,904.26

Taxes	
Materials Tax	\$0.00
Labor Tax	\$0.00
Total Taxes	\$0.00

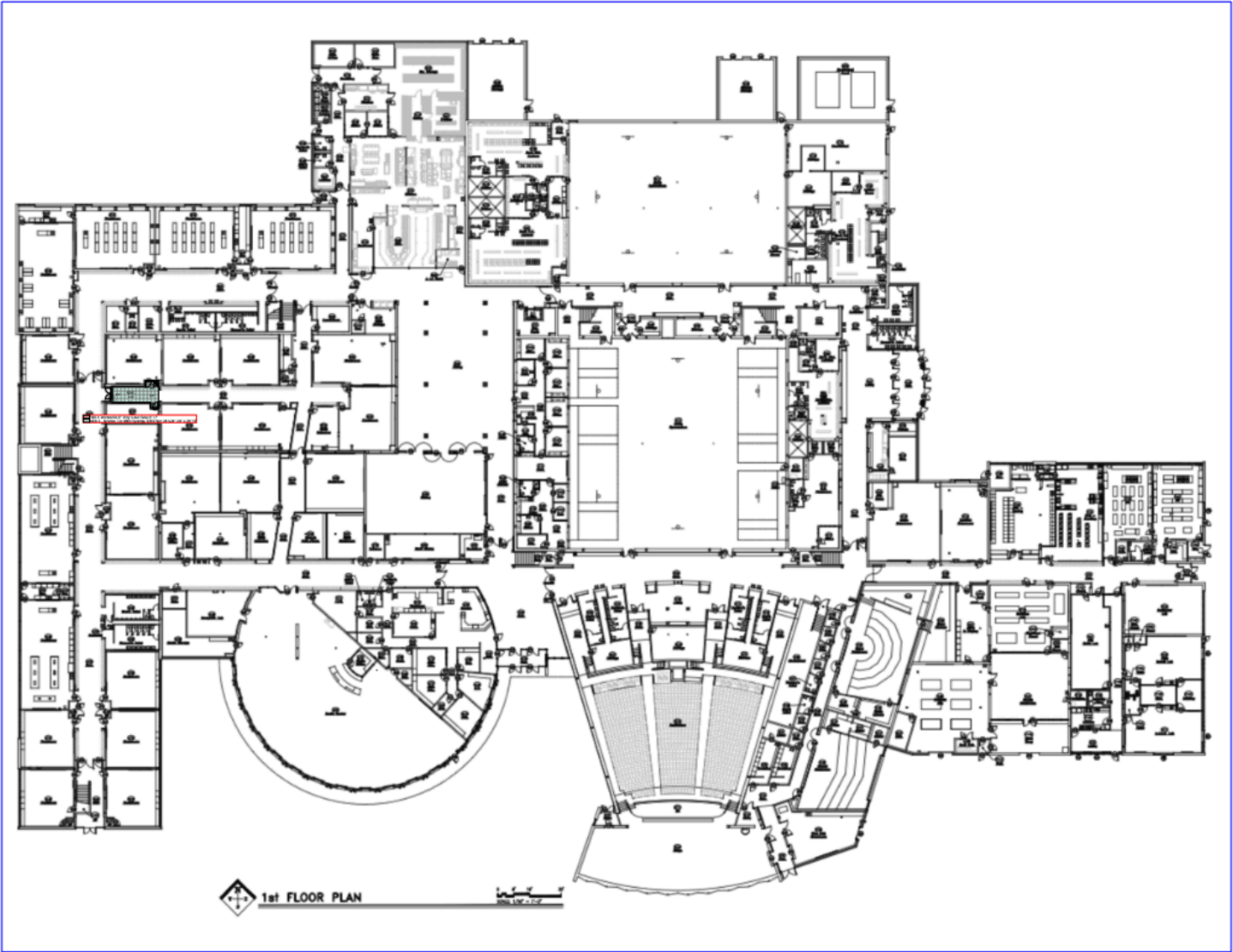
US\$139,904.26

Accepted By _____ Date _____

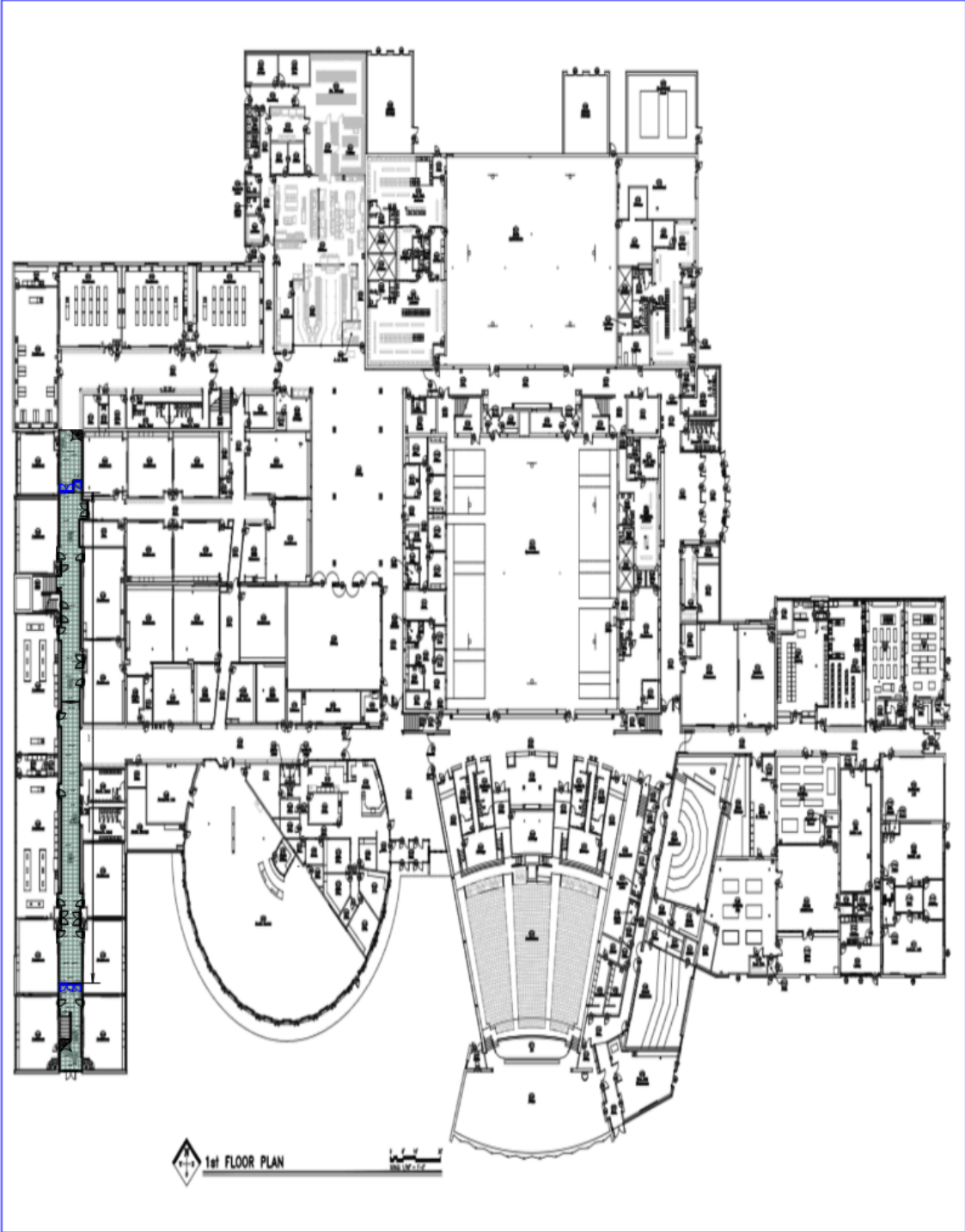
MS - 1stFloorPlan



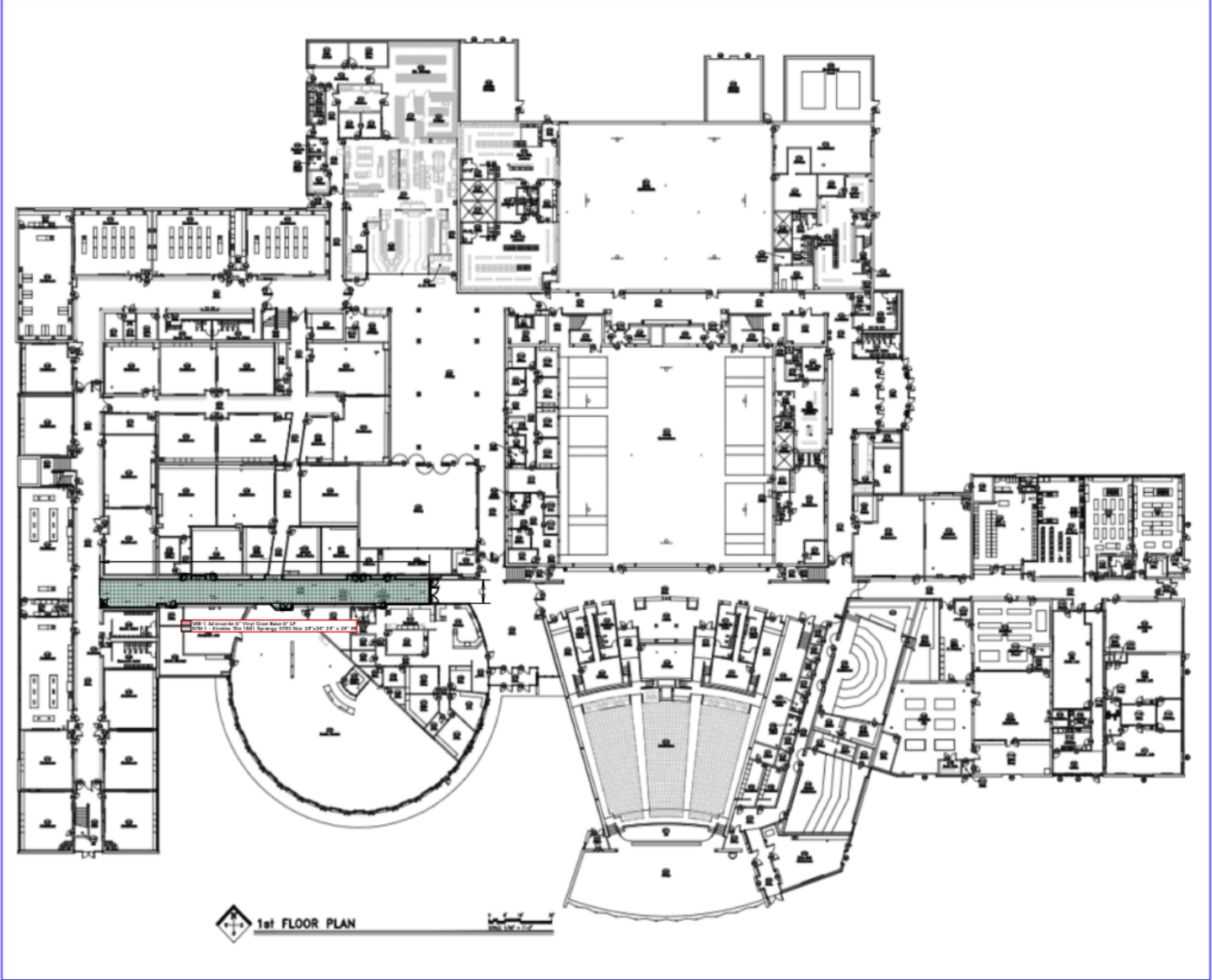
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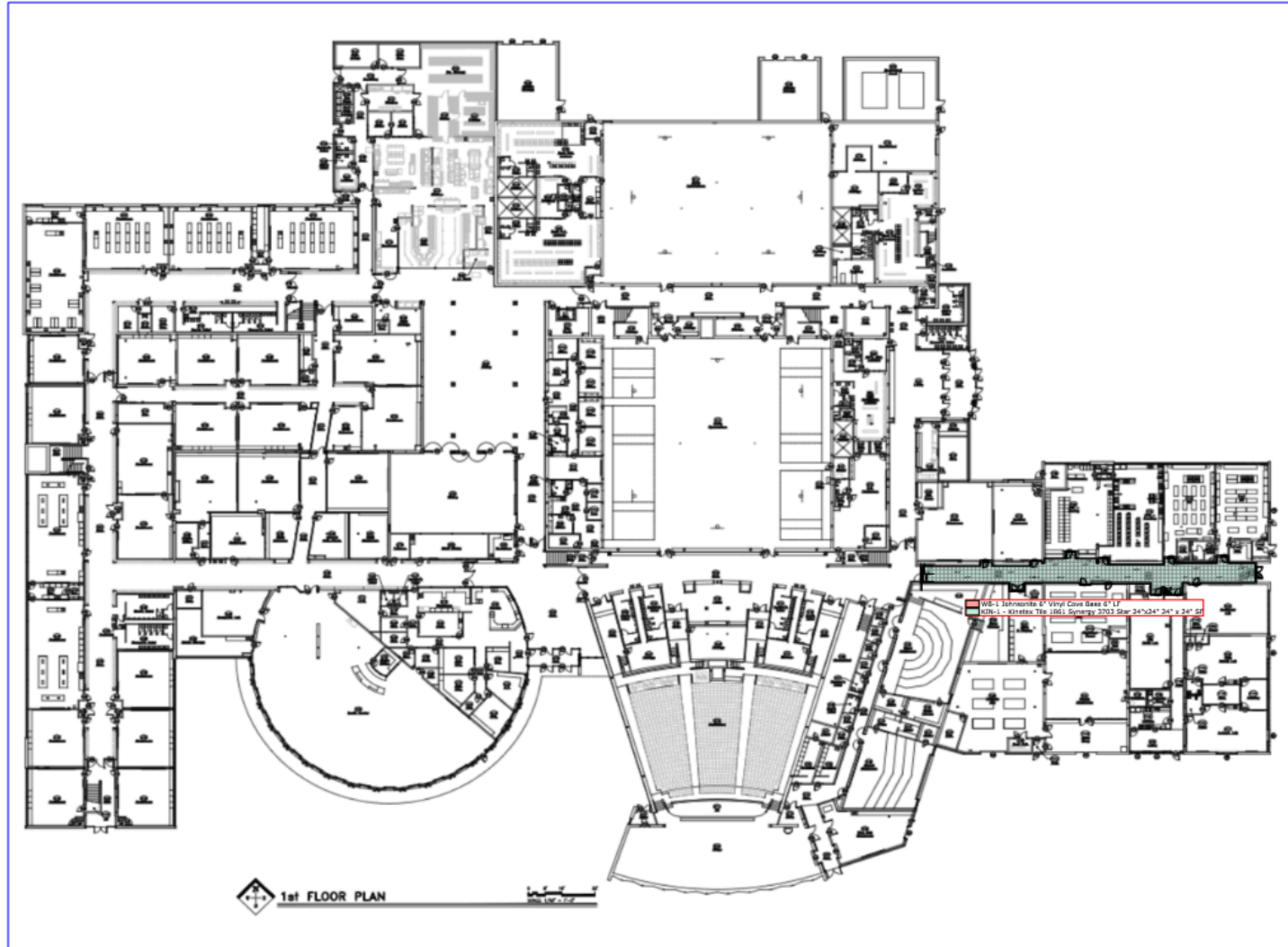
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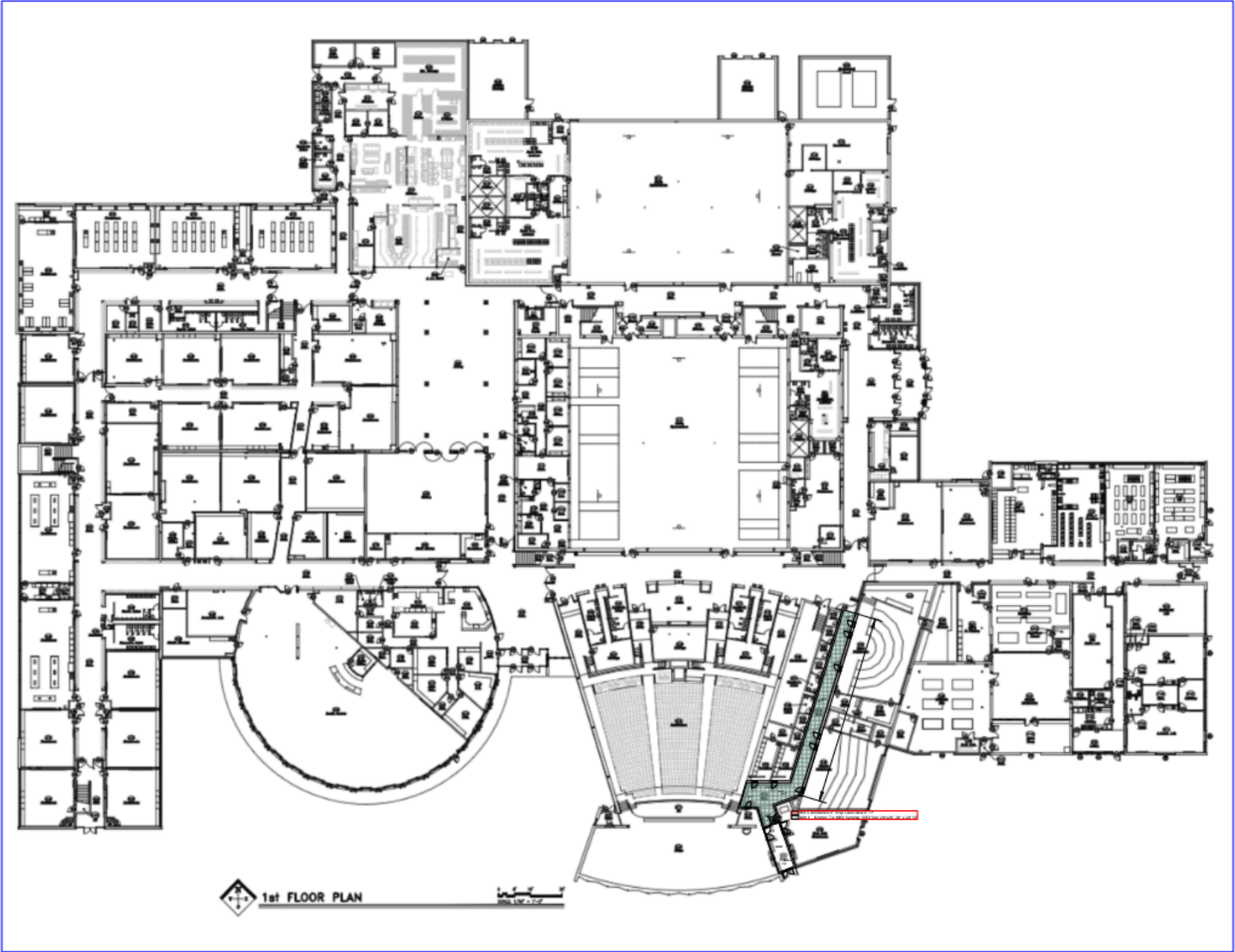
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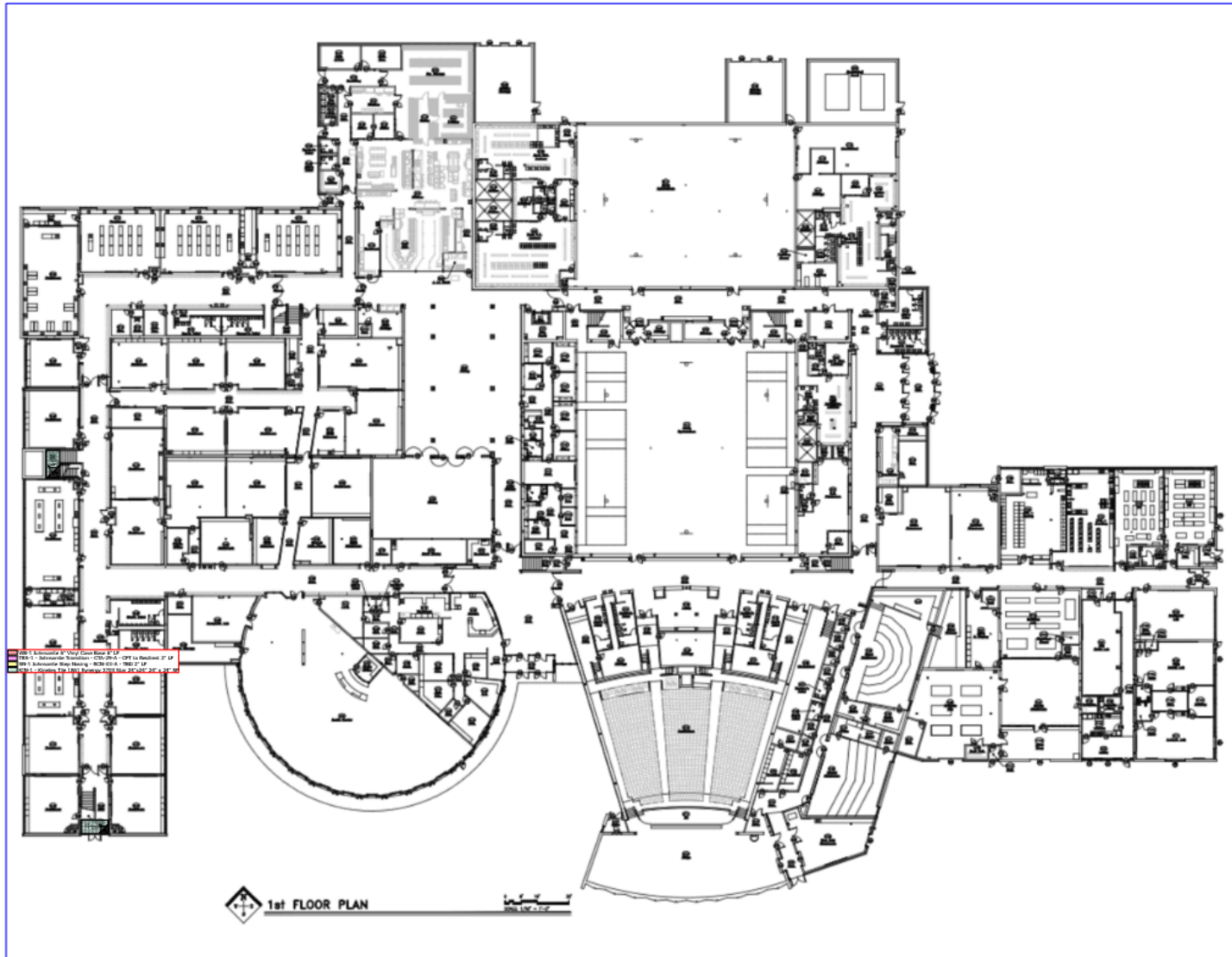
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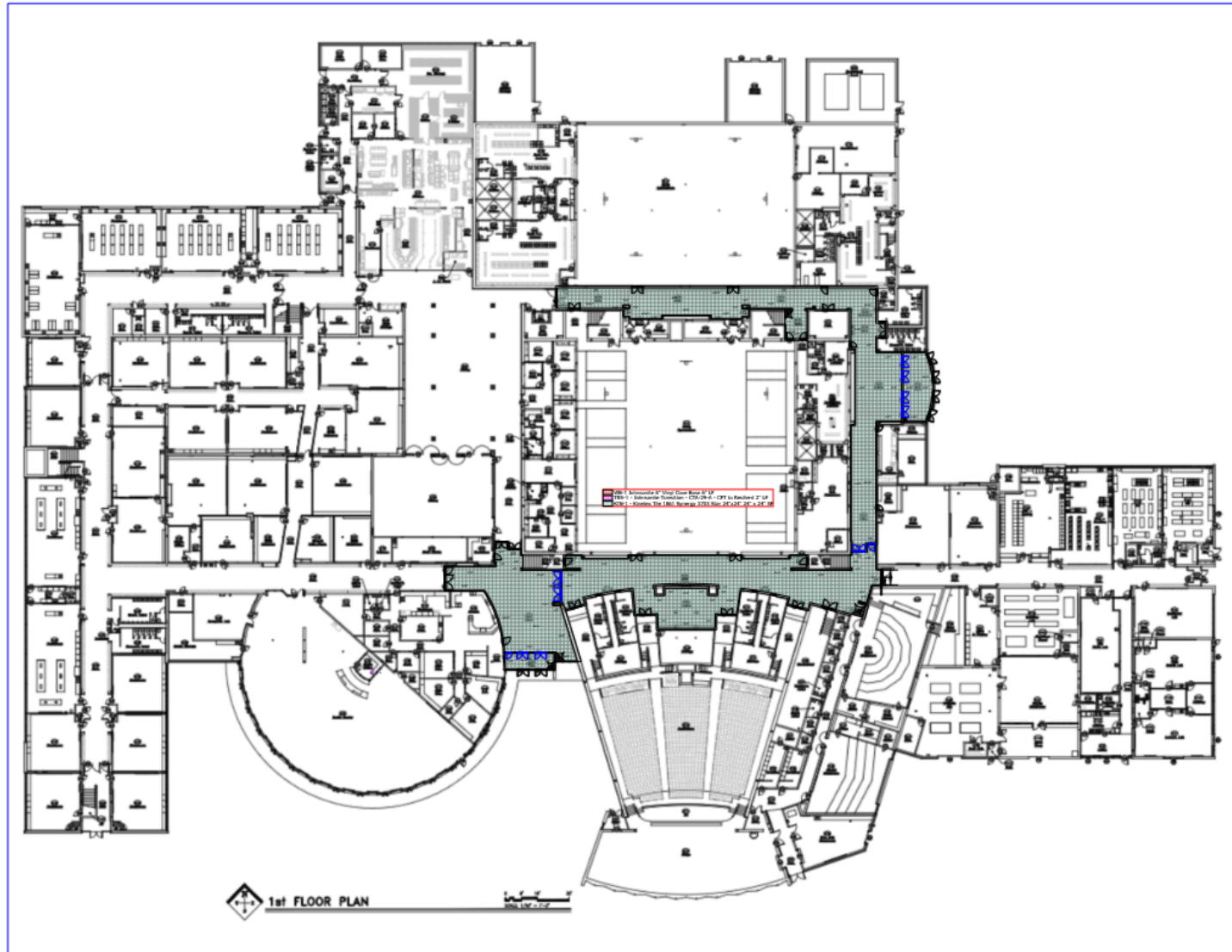
Alternate #5



Alternate #6



Base Bid



Customer Notes

Terms & Conditions

Floors Incorporated Terms & Conditions

-This Proposal is valid for 30 Days and is subject to credit review and approval by Floors, Inc.

_ Due to Economic Conditions such as Tariffs and Natural Disaster, our economy is seeing price fluctuations. Due to this, we are enforcing a strict 30 Day acceptance policy. If a Bid or Proposal is not accepted within 30 Days, Floors, Inc. reserves the right to adjust out price on Bid or Proposal.

-All agreements are contingent upon strikes, accidents, or delays beyond the control of Floors, Inc.

-Owner agrees to carry all necessary property insurance covering losses from fire, floods, storm, thefts, vandalism, and other eventualities.

-A.I.A. contract projects, due dates of certificates for payments, prevailing wage requirements, and lists of all other required forms should be provided upon acceptance of this proposal.

-Due to the extreme fluctuation in freight costs, Floors, Inc. reserves the right to adjust the freight portion of this proposal at any time prior to acceptance. If after the acceptance of this proposal we are asked to delay the ordering of materials, we reserve the right to adjust the freight portion of this proposal through a written and executed change order.

-Material warranties are upheld through the floor covering manufacturer. Floors, Inc. warrants all labor for One Year from the date of installation.