

## Regular Meeting

**Mission:** "Engaging All Learners to Achieve Success"

The Regular Meeting started at 5:30 PM on Monday, February 21, 2022. The meeting was held at  
ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

Candace Becher: Present

Mark Brown: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Present

Douglas Willoughby: Present

### I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Mission Statement

Doug Molczyk read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Presentations

I.G.1. Licensed Mental Health Practitioner/Social Worker Presentation

CPS Social Emotional Proposal presented by Jessy Hill, School Psychologist and Sarah Papa, Social Worker. Ms. Hill and Ms. Papa shared data regarding caseload and preventative measures for CPS students. They painted a picture of how mental health looks in schools, and shared that school is often the first place where mental health crises and needs of students are recognized and initially addressed. Self injury, suicide, is the number one cause of death for 10-14 year olds, and the second leading cause of death for 15-24 year olds. They said that research shows that students are more likely to seek counseling when these services are offered through school. Ms. Hill and Ms. Papa said when students receive the support, there is great improvement within school climate, classroom behaviors, on-task learning, academics, problem-solving, students' sense of connectedness and well-being, physical and psychological safety. Left unmet, social-emotional problems are linked to costly negative outcomes. They shared the work each mental health professional does to assist students. School Based Therapist would facilitate individual & group sessions, suicidal assessments, crisis management, collaboration meetings, social emotional coaching in classrooms, paperwork and session planning. A School Social Worker deals with a lot of the attendance issues, supports families to get students to school, attends IEP meetings, builds relationships with students to keep them in school to be successful and graduate.

Some data shared from Fall of 2021, there were 88 referrals, 19 elementary, 28 CMS, 41 CHS. Discussion regarding learning who needs to be referred where and how that is done. There were 349 student contacts, 178 PK-6th grade, 171 7th-12th grade. Also noted was the number of referrals and student contacts may have been lower because one of the therapist was on maternity leave, mid-September through early November. They shared the recommended ratios provided by the National Association of Social Workers, a ratio of one school social worker to each building or a ratio of 1:250 students. Currently, there is 1 school interventionist at CHS, 1 social worker at CMS and a .5 social worker for the 5 elementary schools. Ms. Hill and Ms. Papa gave a comparison from Kearney Public Schools who have approximately 6000 students, they have 8 full time Licensed Clinical Social Workers on staff.

They are proposing to add a full time elementary social worker in year 1, a Licensed Mental Health Practitioner in year 2 and a Licensed Clinical Social Worker, along with a full-time social worker in years 3 and 4. They stressed the importance of having this staff in the building at the time that they are needed. Vital for staff to be present and even more important that someone can be present with staff, they drive the referrals. The educator is the first one to see and identify the needs of these students. Help the wrap around support, the continuum of care.

High risk safety concerns vital to get support early. This staff can connect families to the outside resources for help.

Q. How do parents react when told their student needs to have evaluation?

A. Ms. Hill said positive at the high school level. Consent from parents is required. Studies show that school based therapy has less stigma than outside therapies. Students lose less time away from school.

14.3% outside resources, not able to track.

12.2% unknown, means we don't know if they are receiving therapy.

Vouchers come from a program through Community and Family Partnership. Ten per student/family. Social worker works with parents on co-pays with insurance. Sometimes the vouchers are offered in cases of high deductibles.

Ms. Hill said she can't always see all the students if they are full, she will refer them out to the community.

Discussion regarding hiring; applications from outside of the district and Jason Harris's experience last year when looking for a mental health practitioner, he said there were 5 applicants, he said hopefully we will get as many again.

Dr. Loeffelholz said we have all read that there is a higher level of kids coming from the pandemic with social and emotional issues. This would take one more thing off the teachers plates.

Usually school counselors would work with tier 1 situations and social workers with tier 2, as needs arise in both areas, it is better to be able focus on one or the other. There are two full time therapists for CPS buildings which means, they are not necessarily where they may be needed at the time they are needed.

Questions regarding what happens after the school day or when it is an issue at home. Social workers can help and encourage parents to get outside help. Help with resources that can assist families during other hours. They can provide all the information they need. Once we start working with the child we are working with the whole family and make a connection to the community.

## I.G.2. MS Behavioral/Alt. Ed Presentation

Amy Haynes, CMS Principal and Sara Colford, Student Services Facilitator, presented the board with information on a building level alternative education program to be offered at CMS. This program would be for students that are not being successful in the regular classroom or with the current resources. The students have maladaptive behaviors that are impacting the learning of other students. This program is for students that have exhausted all other interventions offered in Tier One and Tier Two. Tier One includes interventions such as one on one reteaching of classroom rules and expectations, incentive programs, processing with the teacher along with many others. Tier Two includes creating a plan, assign contribution to build a bond with an adult, meeting with a counselor to work on coping skills/anger management and many others. Tier Three is creating a new plan with parent communication, team focus, outside resources, including social worker involvement and therapies. Mrs. Haynes shared the mission statement and philosophy. They also shared some solutions to location and space needed for this program. The schedule would separate

grades 5-6 and grades 7-8, with 7-8 graders having classes later in the day. Both groups would still be provided lunch. Arrival and dismissal would be at a different time than the general student body. Before students could be placed in the program, a contract would be reviewed and signed by parents. Parent engagement will be very important.

Discussion regarding the interventions that are already in place and the effectiveness. Mrs. Haynes said the MTSS Committee is working on getting interventions staffed sooner, sometimes they wait too long. They are also in need of a tracking system for these students' interventions.

The space for the proposed program would need some specific spaces, renovations would be needed. They would like two dignity rooms, a sensory room and a storage space. Mrs. Haynes and Mrs. Colford said early intervention is paramount with these students. The proposal includes hiring a full-time teacher, 2 paraeducators and 1 interventionist. They would not take more than 9 students into the program.

Questions regarding the correlation with larger class size versus smaller class size and the need for more intervention in those larger classes. Smaller classes are easier because staff can attend to their needs. How is this program different from the A+ Program at CHS, Mr. Harris said in the A+ Program, the goal is for students to earn credits and graduate, this program at CMS is to get the student back on the right track and back to a regular classroom

I.G.3. North Park Elementary Presentation

Bob Hausmann, North Park Principal, shared events and programs at North Park. He said every year they have a t-shirt contest and highlighted the message from the winning t-shirts. Mr. Hausmann talked about new staff at North Park, two new teachers, one new paraeducator, a new custodian and a new health aide. He talked about the High Reliability Schools Foundational Levels beginning with Level 1, Safe Supportive and Collaborative Culture. He said like the other schools they start the year off with expectation stations. Teachers teach the first few days, how to be safe, respectful and responsible in hallways, bathrooms, and at special events. Mr. Hausmann brings students in for a 5-minute assembly the first day of school to show them the expectations at a school assembly. Mr. Hausmann is sure to teach the expectation that in their building guests will be respected and cheered for regardless of what elementary building they attended. Each year to encourage positive behavior, the staff votes on a theme, this year is "Diving Deep into Good Behavior". Students earn "Diving Deep" tickets by demonstrating that they are safe, respectful and responsible, when they are caught doing good things. Those students are then recognized at an assembly, with a school-wide graph that is updated with the number of tickets placed in the submarine. The students can see how the graph is growing and celebrate the accomplishment. Mr. Hausmann said there is a weekly meeting to look at attendance, students struggling to attend school are contacted by the social worker. Mr. Hausmann said that at the elementary level it usually is not the students issue, but it is affecting the student. The social worker works with the family to help the parent, so the parent can get the student to school, rather than just sending letters.

Mr. Hausmann elaborated on the monthly assemblies, he said positive behavior is recognized, guest speakers come in to share a message. He invites seniors from CHS activities to speak about their activity, how to get involved when they are in high school and how to prepare now. It's a good connection to the high school, and it gives high school students an opportunity to talk to elementary students.

Mr. Hausmann said the Student Council is a supportive group, they are active in spirit week, ringing the bell at Christmas, food collection for the food pantry along with other activities. North Park uses BIST Goals for Life which applies to all of us, it's a great model to students. Mr. Hausmann said North Park is doing more to celebrate cultural diversity; they have had several projects that the students have really enjoyed. During the Big Give, staff used their funds to purchase multicultural books. Mr. Hausmann said in support of staff, they are planning a social activity each month. He also talked about creating trust accelerators with his staff. Students will benefit if the adults are better. The North Park PTO is very supportive, the events have had great success with families coming out to participate. He talked about the Wednesday PLC, he said staff looks at the data, and they are able to use the data more effectively, and it is helping to have more direct strategies. The teachers can create their own goals, find the learning gaps student may have or the teaching gaps. The graph shows growth at every grade level, more than 75%. Mr. Hausmann said they are using the Marzano elements, effective teaching in every classroom, focus on learning goals and proficiency scales, and the PLC questions guide the process. He said at North Park the guaranteed and viable curriculum is solid using learning goals and proficiency scales. He showed several examples of how they are tracking, always visible. The students know all about learning goals and proficiency scales, they know how to use the scale to determine where they are in the learning goals. Students are very engaged in having conversations on how to get to a level 4, setting goals for themselves. They know the importance of what they are learning.

#### I.H. Board Special Functions

##### I.H.1. CMS Course Description Catalog 2022-23

Mrs. Haynes, CMS Principal said there are few changes in the CMS Course Description Catalog. Every year names of counselors and administrators are changed as they move with grade level. The computers classes have changed for 7th and 8th graders and that is reflected.

##### I.H.2. First Reading of Policy 204.10 Agenda

Dr. Loeffelholz, Superintendent, said this policy is a cleanup from the changes in state statute.

##### I.H.3. First Reading of Policy 204.11 Meeting Minutes

A change in state statute includes that meeting minutes must be available on our website for 6 months.

##### I.H.4. The First Reading of Policy 204.13 Virtual Conferencing During an Emergency

Dr. Loeffelholz said this is a new policy regarding allowing virtual meetings if the governor makes an emergency declaration. Additionally, the link must be made available to the public.

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

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

##### I.J. Consent Agenda

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

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

Chip Kay, Director of Finance and Human Relations said that the CPS cash balances are in good fiscal position. He said the building fund will continue to decrease as things get done at the Kramer Education Center. Also, said there is \$3 million from the land requisition that was used but is part of the Kramer Project budget. Mr. Kay said revenue is about where we should be, a little behind in property tax but the big draw will come in April and May. The general fund detail shows a typical month. Mr. Kay did remind the group that when an item is purchased with grant money we still see that in our reports. The anatomage table was purchased with Perkins funds.

### I.J.3. Financial Report M5

The M5 financial report shows the end of month expenditures which include a lot of utilities and SPED payments. Because of the meeting calendar and the payroll cycle end date being on the 18th the report is showing payroll for February.

### I.J.4. Certified Personnel

Mr. Kay said kudos to the administrators, they are hiring fast and furious and making strong hires. Total openings 26, have half filled. The list of resignations includes Caitlin Vering taking a 2nd year of LOA.

### I.J.5. Classified Personnel

The classified report shows the typical in/out.

### I.J.6. Professional Travel

Dr. Loeffelholz shared some of the travel from the last month, music activity, teacher fairs including UNO, UNL, Kearney, our staff is out actively recruiting. Mr. Harris reported that 8 school psychologists attended the fair, he made 3 offers and none accepted. He's not in a panic yet.

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

Total Contributions \$37,779.64. Dr. Loeffelholz said there is a change, the CPS Foundation will now have a fiscal year that runs Jan.1 - Dec. 31 beginning this year.

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

#### I.L.1.Policies

##### I.L.1.1. First Reading of Policy 702.02 Budget Planning, Preparation and Schedules

Mr. Kay said the changes on Policy 702.02 are directed by state statute. This pushes the submission date back.

##### I.L.1.2. First Reading of Policy 702.03 Budget Adoption Process

This policy is new legislation to make sure we are being completely transparent. The district will be required to send a postcard to every stakeholder in the district with the date, time and

location of the budget hearing. This will be a quick turn around based on meeting dates and valuation determinations. The cost of sending the postcards will fall on each district.

#### I.L.2. Administrative Functions

##### I.L.2.1. TERIP Applications

There are a lot of years of experience listed.

##### I.L.2.2. Negotiated Agreement and Wage, Benefit Package Increase Proposal for 2022-2023

Mr. Kay said the Negotiations Committee worked and listed the changes. Classified staff will receive \$1.00 per hour raise to finish the year and then receive \$1.50 per hour beginning next year. This increase for paras, custodians, and food service will put us at the top of the median. None of the cuts or reductions from the loss of state funding will be staff or programs. Mr. Kay said we will be looking at cutting some travel and possibly some district building projects that were planned. He said we have to take care of our staff. We will capture as much of the \$1.05 levy as possible. We will claim some of our ESSER reimbursements.

##### I.L.2.3. Fundraising Applications

This fundraiser is asking for monetary donations, it will run through the Foundation. It funds dual credit classes through CCC.

##### I.L.2.4. Surplus Requests

Mr. Kay said we have a broken table, baseball uniforms, and the Nebraska textbooks to surplus.

##### I.L.2.5. District Action Plan 2022

Mr. Kay shared the District Action Plan, the data was collected from the three surveys from UpBeat. Discussion included target areas and goals for each target area. The goals give buildings and leadership a model. Focus on the things we will do. There will be a spring survey.

Questions regarding the professional autonomy and the understanding that the teachers understand the science of the curriculum but would like more flexibility in the art of teaching. Dr. Loeffelholz added that the Curriculum Department is trying to make it easier and more helpful for teachers to provide a template if they want to use it. Some teachers want the structure and some want to use their own template. Assessment data will take care of itself. Get back to the four questions and the true essence of the PLC. Mr. Kay said he would work with Dr. Loeffelholz to make the language better on target area #2.

#### I.L.3. Updates

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

I.M.1. Policies

I.M.2. Administrative Functions

I.M.2.1. Eakes Office Solutions Lease Agreement

There was no discussion of the Eakes Lease Agreement.

I.M.3. Updates

Mr. Kwapnioski gave an update on the Kramer Project. He said that they met with the school attorney regarding starting bid packages 3a and 3b. This takes care of the daycare center, training center along with demolition of the other areas. He wants to get the demo to minimize dust down the road. Only thing left will be the administrative office. Attorney has recommended working on 3a and 3b. Cut doors, put in some support. Once the training center is done, we will need to work on the parking lot. Continuing to move forward.

I.N. Curriculum and Instruction

I.N.1. Policies

I.N.2. Administrative Functions

I.N.2.1. Approval of Health Science Resource and Curriculum

Amy Romshek, Director of Curriculum and Training, asked the board to approve the Health Science Pathway Resources and Curriculum. Texts for the new course were included and Dr. Romshek said they want to order enough texts for two classes. There are two teachers, there is a possibility that there will be two classes being taught at the same time. The proficiency scales were developed for the course based on state standards for this course.

I.N.3. Updates

I.N.3.1. Food Science Pathway

Dr. Romshek shared some information regarding the Food Science Pathway. She said the board had approved the pathway in November, however, NDE has revised the pathway and requires an additional nutrition course that is not being offered at CHS. CHS may consider some other options. Dr. Romshek said the question whether students would want to take two nutrition courses? So this is on hold at this time.

I.O. Student Services

I.O.1. Policies

I.O.2. Administrative Functions

I.O.3. Updates

Mr. Harris, shared information regarding a survey that will be sent regarding parents input on SPED. The parents will receive a link, all information will go directly to NDE. Once the

data is compiled he will share the information. We will send a message through REMIND to families that do not have access to technology, with information about receiving a paper copy.

#### I.P. Superintendent's Report

Dr. Loeffelholz talked about the Athletic Hall of Fame and the Board's contribution. The district is looking at a Fine Arts Hall of Fame. The committee may come to the board for financial help with this endeavor. A donation has been made for this from Jeanne Raimondo Memorial. There are renderings of these areas being worked on for the spaces at CHS. Two of the bar joists from Kramer will be used in creating the area.

Dr. Loeffelholz is recommending one board meeting in March because of spring break, and one meeting in April because of Easter break. He also mentioned that in June and July we have one meeting for the summer months. Dr. Loeffelholz said we have put out a message to families regarding the wind chill the next couple of days and to dress students appropriately for the weather.

#### I.P.1. Red, White, KaBoom!!

There has been a request to use the CHS property for the Red, White and Kaboom! Event again this year. He said they have done a great job of cleaning up, and it has worked out well.

#### I.P.2. Notice\_Wonder\_Exploratory Question

Dr. Loeffelholz will send out dates and times to meet about Notice and Wonder Statements.

#### I.Q. Board Sharing

### II. Executive Session

### III. Adjourn

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, February 21, 2022.

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President

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Secretary

## **Social Emotional Supports Proposal**

The school based therapists are proposing a 4 year plan to improve and expand our social-emotional supports (therapists and school social workers/interventionists) for students and families within Columbus Public Schools.

Students' unmet mental health needs can be a significant obstacle to academic, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed (Froeschle & Meyers, 2004). Most students in need do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013). According to the U.S. Department of Health and Human Services, 1 in 5 children and adolescents experience a mental health problem during their school years. Serious mental health problems, such as self-injurious behaviors and suicide, are on the rise, particularly among youth. Unfortunately, estimates of up to 60% of students do not receive the treatment they need due to stigma and lack of access to services. Of those who do get help, nearly two thirds do so only in school.

Preventive school-based mental health and behavioral services are essential. Without planned intervention for students exhibiting early-warning signs, setbacks in educational, social and career development during later school years and adulthood can result.

Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social-emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. Mental health encompasses social, emotional, and behavioral health and the ability to cope with life's challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.

Schools offer an ideal context for prevention, intervention, positive development, and regular communication between school and families. School-employed professionals know the students, parents, and other staff, which contributes to accessibility of services. In fact, research has shown that students are more likely to seek counseling when services are available in schools.

School mental health services are essential to creating and sustaining safe schools. Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. School mental health supports that encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture in which students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies.

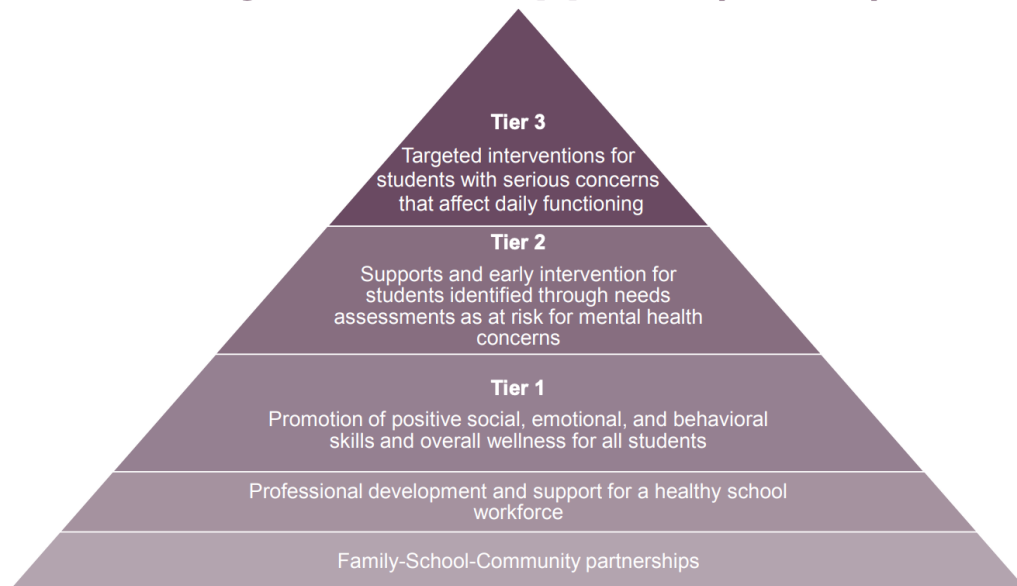
# Mental Health Intervention

**Schools are the primary mental health service provider for children.**

**60-80% of children who receive mental health services do so in schools.**  
(Burns et al., 1995; Green et al., 2013)

**20% of students receive some form of school mental health services annually.**  
(Foster et al., 2005)

# Multitiered System of Supports (MTSS)



## School Based Therapy

CPS has 4,006 enrolled students as of 11/22/21. Of this population, **the therapy program intends to serve 3% (tier 3) of the student population (which is 120.18 students).**

Community-based therapists who see 30 clients a week often use this as a benchmark of "full" because it mimics a 40-hour workweek by the time you account for notes, emails, and other work duties. **It is suggested that school based therapists have 30-35 students on their caseload at a given time. When the 30-35 student threshold has been met, a waitlist or community therapy referrals will be made.** This caseload threshold would equate to 3 - 4 full time therapists to meet the therapeutic student need in the district.

*\*\* For specific CPS therapy data for August - December 2021, refer to pages 7- 9 \*\**

### Who are School Based Therapists?

School based therapists (SBTs) work with grade level assigned students along with alternative education students in a one-on-one setting (group therapy will be offered in the future). SBTs also take part in suicide assessments, threat to others assessments, crisis management in the classroom (or other school setting), MTSS meetings, weekly student team collaboration meetings, parent collaboration meetings, re-entry meetings (OSS, return from placement), classroom observations, MDT/IEP/BIST meetings, suicide awareness staff training, professional development, community partnership meetings, therapy session planning, paperwork, behavior/mental health student consultation with staff, and social-emotional coaching in the classroom. The SBTs would like to implement more opportunities for staff professional development regarding trauma-informed environments, self care, and additional mental health topics.

SBTs have completed 16 *threat to other* assessments to date (typically 7-10 hours per assessment).

### School Social Work

Passage of the 2002 No Child Left Behind Act addresses school social work services and was written to create a stronger, more accountable education system with an emphasis on parental involvement, evidence-informed educational strategies, and data-informed decision making (NASW Standards for School Social Work Services). The Individuals with Disabilities Education Act of 2004 (IDEA), also addresses school social work services. This reauthorization promotes the adoption of effective interventions and places a premium on prevention by allowing school districts to alter substantially the screening and identification procedures for children with disabilities.

The National Association of Social Workers (NASW) advocates for school social work services to be provided at a ratio of one school social worker to each school building serving up to 250 general education students, or a ratio of 1:250 students. When a social worker is providing services to students with intensive needs, a lower ratio, such as 1:50, is suggested (NASW, 2012).

**Columbus Public Schools has approximately 1,600 elementary, 1,145 middle school, and 1,289 high school students (August 2021).** Currently, there is **one full time school interventionist at CHS, one full time social worker at CMS, and a part time social worker at the elementary level.** Therefore, CPS is exponentially out of range for the suggested staff to student ratio in accordance with national standards. The following information about school social workers/interventionists will explain the need for more staff in this role to better support the social-emotional needs of students and families in this district.

In comparison, Kearney Public Schools (a similarly sized district) has about 6,000 enrolled students. There are **8 full time LCSWs on staff** (5 staff serving Kindergarten through 5th grade, 2 staff serving 6th-8th grade, 1 high school staff, and 1 staff at the alternative education program).

*\*\* Please note, an LCSW is a Licensed Clinical Social Worker a person who has a LMHP (Licensed Mental Health Practitioner) AND is a Certified Master Social Worker (CMSW)*

### **Who are School Social Workers/Interventionists?**

Social Workers/Interventionists are trained professionals who provide services to all students for social and emotional adjustment to school, family, and community. They are the liaison between the home, school and community providing direct and indirect services to students, families and school personnel to support students' academic and social successes.

Daily position examples include:

- Promote regular attendance,
- Aid families in crisis or transition,
- Address basic needs of students,
- Help identify medical, financial, social emotional resources for families,
- Assist with mental health issues with student or family,
- Help individuals cope with behavioral issues related to students,
- Promote parent education,
- Working collaboratively with staff,
- Participating in MDT/IEP/Re-entry/Suspension/Attendance meetings,
- Identifying factors in a child's living situation which affect his/her education,
- Facilitating collaborative programs with social and mental health agencies,

- Assisting the utilization of community resources to strengthen the family and the student,
- Helping parents/families to enhance their student's school experience,
- Securing access to programs available to students with special needs,
- Obtaining and coordinating community resources to meet students' needs,
- Advocating for new and improved community/school services to meet the needs of students and families.

### **Social Emotional Proposal**

Based on current data and projection rates of a population increase in Columbus, we believe there needs to be an increase in social-emotional team members to serve our students to the most optimal capacity. We also believe having a focus on prevention strategies (adding more social work and mental health support) we will be better equipped to be responsive to the needs identified with our students and families. More specifically - with the addition of social workers and therapists to the Columbus Public Schools staff.

It is also vital that staff be present in the buildings they serve, so more social-emotional support would create more opportunities to build relationships and trust with students and co-workers to create the most optimal wraparound services.

#### **CPS Snapshot:**

4,006 enrolled students (November 2021)

Elementary Schools: 5 (approx. 1,600 students) - 1 social worker (*part time*)

Middle School: 1 (approx. 1,145 students) - 1 social worker

High School: 1 (approx. 1,289 students) - 1 school interventionist

\*Two therapists (*part time*) serve PK- 12th grade

### **Proposed Staff Additions**

**Year 1 (2022-2023):** add a full time elementary social worker (CSW, CMSW, LCSW, or school interventionist)

- By having a full time social worker/interventionist for the elementary level, this would allow the current school-based therapist to function at a full-time level for the current grade levels served.

**Year 2 (2023-2024):** add LMHP (school-age) and LCSW (proposed for Kramer Education Center)

- By adding a third LMHP to the district, this would allow a school-based therapist to provide school-based therapy at each level. By having a school-based therapist at each level, this allows for more time to build relationships and collaborate with school teams.
- By adding a LCSW (would have the ability to provide school-based therapy and social work services) within the early childhood education center.

**Year 3/4 (2024-2025/2025-2026):** add LCSW (proposed for CPS Alternative Education Center) and a second full-time social worker to the elementary level

- By adding an LCSW (the staff would have the ability to provide school-based therapy and social work services) within the Alternative Education Center
- By adding another full-time social worker to the elementary level, this would help to connect with families earlier and create more of a prevention system within the district and could assist in serving other social work gaps within other levels of the district.

**In summation, by 2026 the following is proposed...**

- 4 full time social workers/interventionists for grades K-12 (elementary, CMS, and CHS)
- 3 full time therapists (elementary, CMS, and CHS)
- 2 LCSWs (Kramer Education Center and Alternative Education Center)

By adding more staffing, CPS offers an ideal context for prevention, intervention, positive development, and regular communication between school and families. School-employed professionals know the students, parents, and other staff, which contributes to accessibility of services. It is vital that staff be present in the buildings they serve, so more social-emotional support would create more opportunities to build relationships and trust with students and co-workers to create optimal wraparound services.

With planned intervention for students exhibiting early-warning signs, setbacks in educational, social and career development can lessen the student risk factors during later school years and adulthood. Students who receive social-emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. Left unmet, social-emotional problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency. Increased access to social-emotional support in CPS is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills.

## School Based Therapy Data (August - December 2021)

- 88 referrals (19 elementary, 28 CMS, 41 CHS)
- 349 student contacts
  - 178 contacts (PK – 6<sup>th</sup> grade)
  - 171 contacts (7<sup>th</sup> – 12<sup>th</sup> grade)

*\*\*Please note, the number of referrals and student contacts may have been impacted (lower) by one therapist being on maternity leave (mid-September through early November) and both therapists having a dual role within the district.*

### Elementary Data:

19 students

- 68.4% male
- 31.6% female
- 68.4% Caucasian
- 31.6% Hispanic

School Building & Grade:

- 31.6% Emerson
- 15.8% Lost Creek
- 21.1% North Park
- 15.8% West Park
- 15.8% Centennial
- 42.1% 4<sup>th</sup> grade
- 10.5% 3<sup>rd</sup> grade
- 31.6% 2<sup>nd</sup> grade
- 5.3% 1<sup>st</sup> grade
- 10.5% KDG

Top 5 Reasons for Referral:

- 68.4% behavior concerns
- 63.2% difficulties coping
- 47.4% peer relationship concerns
- 42.1% anger/irritability
- 36.8% difficulty with attention/family relationships concerns

History of receiving MH Services in the past:

- 26.3% unknown
- 31.6% yes
- 42.1% no

Currently receiving community MH services:

- 15.8%

**CMS Data:**

28 students

- 64.3% male
- 32.1% female
- 3.6% other
- 78.6% Caucasian
- 21.4% Hispanic
- 3.6% Native American
- 7.1% Other

School Grade:

- 21.4% - 5<sup>th</sup> grade
- 25% - 6<sup>th</sup> grade
- 14.3% - 7<sup>th</sup> grade
- 39.3% - 8<sup>th</sup> grade

Top 5 Reasons for Referral:

- 60.7% behavior concerns
- 57.1% difficulties coping
- 39.3% anger/irritability and anxiety
- 35.7% depression and family relationship concerns
- 32.1% difficulty with attention

History of receiving MH Services in the past:

- 21.4% unknown
- 57.1% yes
- 21.4% no

Currently receiving community MH services:

- 25% yes
- 14.3% unknown

## 2021 CHS Data:

41 students

- 39% male
- 61% female
- 53.7% Caucasian
- 41.5% Hispanic
- 4.9% Other

School Grade:

- 34.1% - 9<sup>th</sup> grade
- 26.8% - 10<sup>th</sup> grade
- 19.5% - 11<sup>th</sup> grade
- 19.5% - 12<sup>th</sup> grade

Top 5 Reasons for Referral:

- 75.6% difficulties coping
- 63.4% family relationship concerns
- 61% depression
- 48.8% peer relationship concerns
- 41.5% excessive tardiness or absences

History of receiving MH Services in the past:

- 43.9% unknown
- 36.6% yes
- 19.5% no

Currently receiving community MH services:

- 17.1% yes
- 12.2% unknown

# CPS Social Emotional Proposal

---

Presented by

Jessy Hill, Ed.S, NCSP, LMHP

Sarah Papa, PLMHP, PCMSW

# School Mental Health Overview

- Schools are often one of the **first places where mental health crises and needs of students are recognized** and **initially addressed** (Froeschle & Meyers, 2004).
- According to the U.S. Department of Health and Human Services, **1 in 5 children and adolescents** experience a **mental health problem during their school years.**
- Serious mental health problems, such as **self-injurious behaviors and suicide**, are **on the rise**, particularly **among youth** (Suicide is the leading cause of death in 10-14 year olds and second leading cause for 15-24 year olds in Nebraska)
- Estimates of up to **60% of students do not receive the treatment they need** due to stigma and lack of access to services. Of **those who do get help, nearly two thirds do so only in school.**
- Research has shown that **students are more likely to seek counseling** when services are **available in schools.**

# School Mental Health Overview Contin.

When students receive social-emotional and mental health support there are improvements within...

- school climate
- classroom behavior
- on-task learning and academics
- problem solving
- students' sense of connectedness and well-being
- physical and psychological safety

Left unmet, social-emotional problems are linked to costly negative outcomes such as...

- academic and behavior problems
- dropping out
- delinquency

# School Based Therapist

- School based therapy (individual and/or group sessions)
  - Risk assessments as needed (suicidal or homicidal)
  - Crisis management in the classroom (or other school setting)
  - Collaboration meetings (individual student, whole team, parent, BIST, MTSS, MDT, IEP's, community agency, etc)
  - Social emotional coaching in the classroom
    - Paperwork and session planning
    - Professional development training
-

# School Social Worker

- Promote regular attendance,
  - Aid families in crisis or transition,
  - Help identify medical, financial, social emotional resources for families,
  - Promote parent education,
  - Working collaboratively with staff,
  - Identifying factors in a child's living situation which affect his/her education,
  - Helping parents/families to enhance their student's school experience,
  - Securing access to programs available to students with special needs,
  - Advocating and coordinating for improved community/school services to meet the needs of students and families.
  - Participating in MDT/IEP/Re-entry/Suspension/Attendance meetings.
-

# Diving into the Data



# CPS Snapshot

4,006 enrolled students (November 2021)

- Elementary Schools: 5 (approx. 1,600 students)
- Middle School: 1 (approx. 1,145 students)
- High School: 1 (approx. 1,289 students)

# School Based Therapy Data (Fall 2021)

- **88 referrals** (19 elementary, 28 CMS, 41 CHS)
- **349 student contacts**
  - 178 contacts (PK – 6<sup>th</sup> grade)
  - 171 contacts (7<sup>th</sup> – 12<sup>th</sup> grade)

*\*\*Please note, the number of referrals and student contacts may have been impacted (lower) by one therapist being on maternity leave (mid-September through early November) and both therapists having a dual role within the district.*

# School Based Therapy Recommended Ratios

The therapy program intends to serve 3% (tier 3) of the student population (**approx. 120 students**).

It is **suggested that school based therapists have 30-35 students on their caseload** at a given time.

When the 30-35 student threshold has been met, a waitlist or community therapy referrals will be made.

*Community-based therapists who see 30 clients a week often use this as a benchmark of "full" because it mimics a 40-hour workweek by the time you account for notes, emails, and other work duties.*

**Currently, there is:**

- **0.5 FTE - LMHP for 7-12th grade**
- **0.5 FTE - PLMHP for PK-6th grade**

**The recommended caseload threshold would equate to 3 - 4 full time therapists to meet the therapeutic need in the district.**

# Social Work Recommended Ratios

The National Association of Social Workers (NASW) advocates for school social work services to be provided at a **ratio of one school social worker to each school building serving up to 250 general education students**, or a ratio of 1:250 students. When a social worker is providing services to **students with intensive needs**, a lower ratio, **such as 1:50**, is suggested (NASW, 2012).

Currently, there is...

- **1.0 FTE - school interventionist (CHS)**
- **1.0 FTE - social worker (CMS)**
- **0.5 FTE - social worker (elementary)**

**CPS is exponentially out of range for the suggested staff to student ratio in accordance with national standards.** In comparison, Kearney Public Schools has about 6,000 enrolled students. There are **8 full time LCSWs on staff** (5 staff serving Kindergarten through 5th grade, 2 staff serving 6th-8th grade, 1 high school staff, and 1 staff at the alternative education program).

# Staff Expansion Proposal

**Year 1 (2022-2023):** add a full time elementary social worker (CSW, CMSW, LCSW, or school interventionist)

**Year 2 (2023-2024):** add LMHP (school-age) and LCSW (proposed for Kramer Education Center)

**Year 3/4 (2024-2025/2025-2026):** add LCSW (proposed for CPS Alternative Education Center) and a second full-time social worker to the elementary level

*\*\* Please note, an LCSW is a Licensed Clinical Social Worker a person who has a LMHP (Licensed Mental Health Practitioner) AND is a Certified Master Social Worker (CMSW)*

# Proposal Summary

CPS offers an ideal context for **prevention, intervention, positive development, and regular communication** between school and families. **School-employed professionals know the students, parents, and other staff, which contributes to accessibility of services.**

It is vital **staff be present in the buildings they serve.** This would create more opportunities to build positive relationships and trust with students and co-workers for **optimal wraparound services.**

# “We are...North Park!”





**Amanda  
Luedders  
2nd Grade**



**Jailene Ramirez  
4th Grade**



**Ashley Miller  
Para**



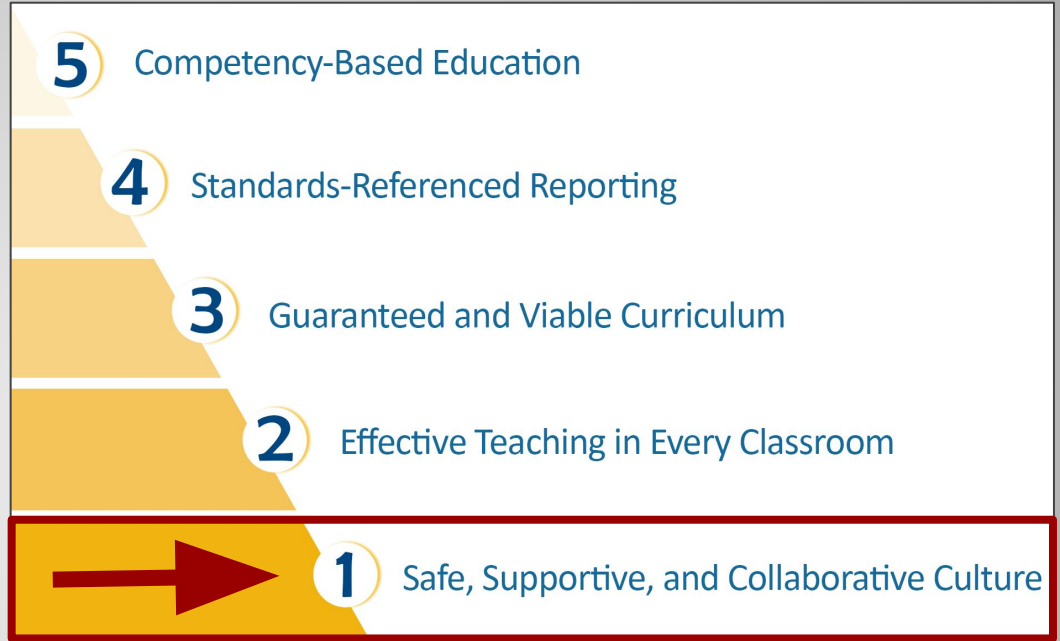
**Cody O'berg  
Custodian**



**Gladys Corvera  
Health Aide**

***New Staff at North Park***

Levels 1, 2 & 3  
are  
foundational



*High Reliability Schools*

To be Safe at  
North Park...

Safe, Supportive and Collaborative Culture

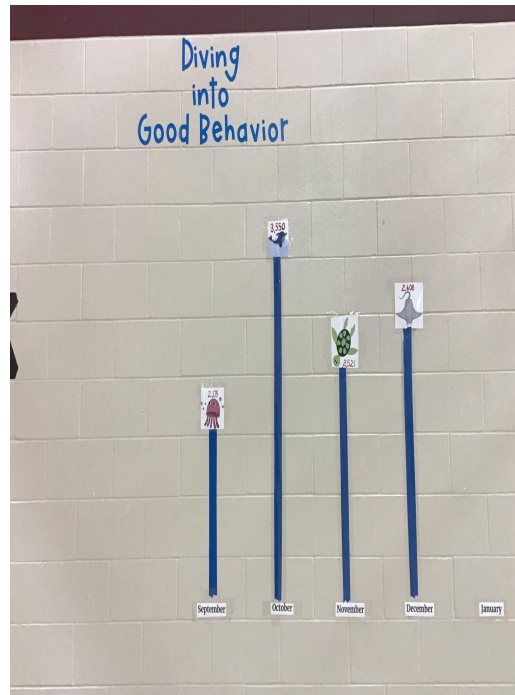
## North Park Expectations

Area	Safe	Respectful	Responsible
<b>Classrooms, Media Center, and Computer Lab</b>	<ul style="list-style-type: none"> <li>•Walk facing forward.</li> <li>•Keep hands, feet and objects to self.</li> <li>•Get adult help for accidents.</li> <li>•Use all equipment and materials appropriately.</li> <li>•Get permission to leave the room.</li> </ul>	<ul style="list-style-type: none"> <li>•Use kind words and actions.</li> <li>•Wait your turn.</li> <li>•Follow adult directions promptly.</li> <li>•Use an inside voice.</li> </ul>	<ul style="list-style-type: none"> <li>•Be honest.</li> <li>•Be prepared for class.</li> <li>•Follow school rules.</li> <li>•Speak kindly to others.</li> <li>•Take proper care of all personal belongings and school equipment.</li> <li>•Sit in your chair at your desk.</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>•Walk facing forward.</li> <li>•Keep hands, feet and objects to self.</li> <li>•Keep all food to self.</li> <li>•Sit with feet on floor, bottom on bench and face the table.</li> <li>•Get adult help for spills.</li> </ul>	<ul style="list-style-type: none"> <li>•Allow anyone to sit next to you.</li> <li>•Use an inside voice.</li> <li>•Use table manners.</li> <li>•Clean up after yourself.</li> <li>•Raise your hand to get an adult's attention.</li> <li>•Use kind words and actions.</li> <li>•Wait to be dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>•Get all utensils, milk, etc. when first going through the line.</li> <li>•Speak kindly to others.</li> <li>•Keep the lunchroom clean.</li> <li>•Empty trays carefully.</li> </ul>
<b>Playground/ Recess</b>	<ul style="list-style-type: none"> <li>•Walk to and from the playground.</li> <li>•Stay within the boundaries.</li> <li>•Be aware of activities and games around you.</li> <li>•Play safely – No play fighting.</li> <li>•Keep sticks, rocks, and snow on the ground.</li> <li>•Tell an adult if a ball goes into the street or neighbor's yard.</li> </ul>	<ul style="list-style-type: none"> <li>•Play fairly.</li> <li>•Follow game rules.</li> <li>•Include everyone.</li> <li>•Be a good sport.</li> <li>•Get permission to go inside to use the restroom.</li> <li>•When the whistle blows line up promptly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>•Use equipment properly.</li> <li>•Return equipment to its proper place.</li> <li>•Follow game rules.</li> <li>•Follow adult directions promptly.</li> <li>•Speak kindly to others.</li> <li>•Get adult help for injuries immediately.</li> </ul>
<b>Halls</b>	<ul style="list-style-type: none"> <li>•Walk on the second tile on the right side.</li> <li>•Keep hands, feet, and objects to self.</li> <li>•Walk in a single file line without talking.</li> </ul>	<ul style="list-style-type: none"> <li>•Hold the door open for others.</li> <li>•Use an inside voice.</li> </ul>	<ul style="list-style-type: none"> <li>•Follow adult directions promptly.</li> <li>•Be aware of others around you.</li> <li>•Speak kindly to others.</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>•Keep feet on the floor.</li> <li>•Keep water in the sink.</li> <li>•Wash hands with soap.</li> <li>•Put toilet paper in toilet and paper towels in trash.</li> </ul>	<ul style="list-style-type: none"> <li>•Keep walls and stalls clean.</li> <li>•Give others privacy.</li> <li>•Use an inside voice.</li> <li>•Flush toilet after use.</li> <li>•Use the water fountain appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>•Keep the bathroom clean.</li> <li>•Return to the room or line promptly.</li> <li>•Speak kindly to others.</li> </ul>
<b>Arrival and Dismissal Areas</b>	<ul style="list-style-type: none"> <li>•Use sidewalks and crosswalks.</li> <li>•Wait in designated areas.</li> <li>•Carry skateboards and scooters.</li> <li>•Walk bikes.</li> <li>•Park bikes in bike rack.</li> <li>•Carry bookbags appropriately.</li> <li>•Wait for your ride to park in a parking space before getting into or out of the vehicle.</li> </ul>	<ul style="list-style-type: none"> <li>•Use an inside voice.</li> <li>•Wait patiently.</li> <li>•Follow adult directions promptly.</li> <li>•Use kind words and actions with everyone.</li> </ul>	<ul style="list-style-type: none"> <li>•Arrive on time.</li> <li>•Exit the building as soon as you are dismissed.</li> <li>•Get adult permission to use the phone.</li> <li>•Report to the After School Program as soon as you are dismissed.</li> <li>•Speak kindly to others.</li> </ul>
<b>Special Events and Assemblies</b>	<ul style="list-style-type: none"> <li>•Enter with your class in a single file line without talking.</li> </ul>	<ul style="list-style-type: none"> <li>•Use audience manners.</li> <li>•Sit in designated area.</li> <li>•Clap for all guest speakers.</li> </ul>	<ul style="list-style-type: none"> <li>•Follow adult directions promptly.</li> <li>•Wait for instructions.</li> <li>•Keep hands and feet to self.</li> </ul>

8/6/14

We start each year with “Expectations” we want all students to know and do in common areas around North Park. Each teacher takes their students through a rotation of learning what each expectation looks like and has students practice the expectation in each area for being “Safe, Responsible and Respectful”.

# Expectation Stations



Students earn "Diving Deep" tickets by demonstrating that they are safe, respectful and responsible.

Students bring their tickets to our "submarine" by the office.

At Assemblies a school wide graph is updated in the gym and a drawing for prizes is held.

# *Diving Deep Into Good Behavior*

To be Supported at  
North Park...

Safe, Supportive and Collaborative Culture



**Bob  
Hausmann  
Principal**



**Trina Gentile NP  
Counselor**



**Cathy Cole  
Elementary  
Attendance  
Monitor**



**Sarah Papa  
Social Worker  
LMHP**

*Weekly Meetings with Attendance Montitor, Counselor and  
Social Worker, Supporting Families...Supporting Students*



*Monthly Assemblies*  
*Student of the Month, Guest Speakers*



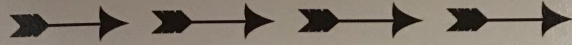
SPRIT  
WEEK



*North Park Student Council*



# *North Park Student Council*



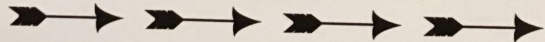
# GOALS FOR LIFE!



**\*I can make good choices even if I am mad.**

**\*I can be okay even if others are not okay.**

**\*I can do something even if I don't want to (or if it is hard).**



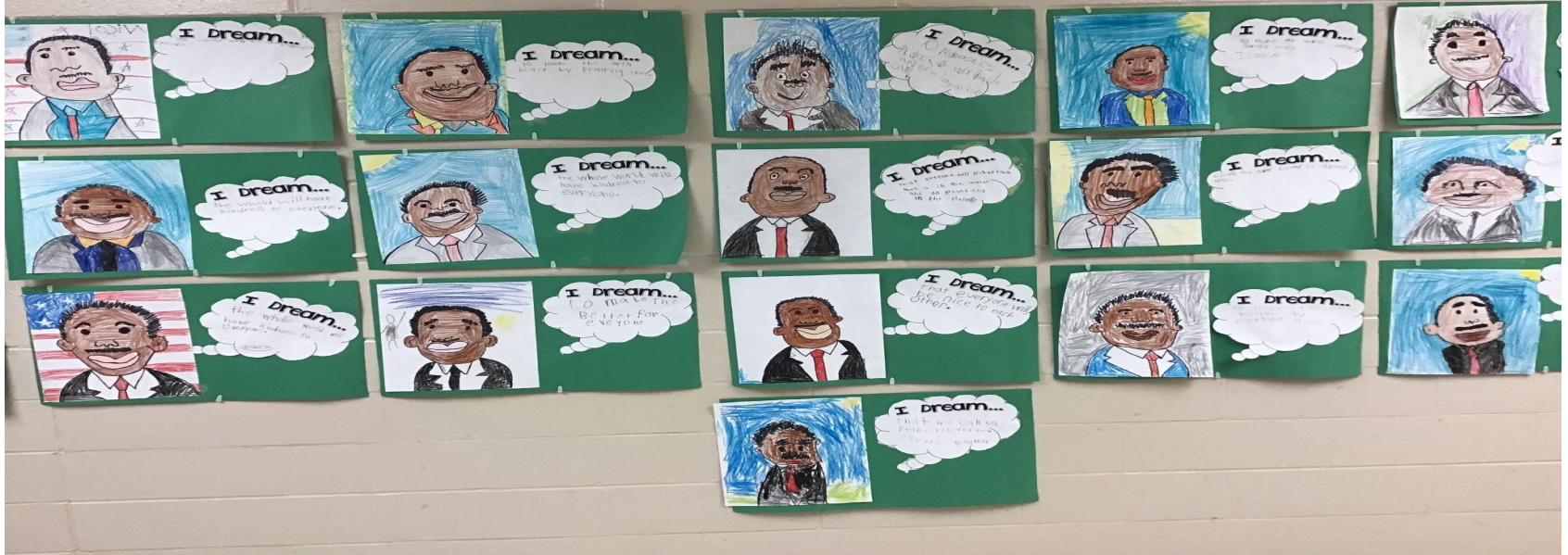
*BIST Goals for Life*



2ND

GRADE

ROCKS!



*Celebrating Cultural Diversity*



*BIG GIVE- Purchase Multicultural Books*



Each month we plan a social activity, all staff are invited to attend. It gives us a chance to enjoy each other's company, get to know each other as people, and have some fun together!



# Staff Monthly Social Activity

## Toxic people...

Default to being defensive quickly. (This stops growth)

(When we get defensive it is usually a sign of something we are insecure about ourselves. Toxic people don't want to admit negative things about themselves.)

Point out problems, not solutions. (complaining keeps negative cycle going)

Point out the faults of others. (blaming kills trust)

Excuse our own rude dialogue, but choose to be offended from others.

Avoid conflict (problem never goes away)



*Staff Support Focus*  
*Emotional Intelligence*

1. Operate with positive intent
2. What can I do to help this situation (How can I get better?)
3. Deliver the mail to the right address
4. Have honest communication with others, respectfully (don't avoid conflict)
5. Solution focused discussions
6. Avoid defensiveness
7. Own the decision of the group
8. Be responsible for how **you** deliver the message, kind and respectful
9. Be an encourager of all (we are in the business of filling others buckets)

**Focus on the person in the mirror.**



*What if we all committed to these  
“Trust Accelerators?”*

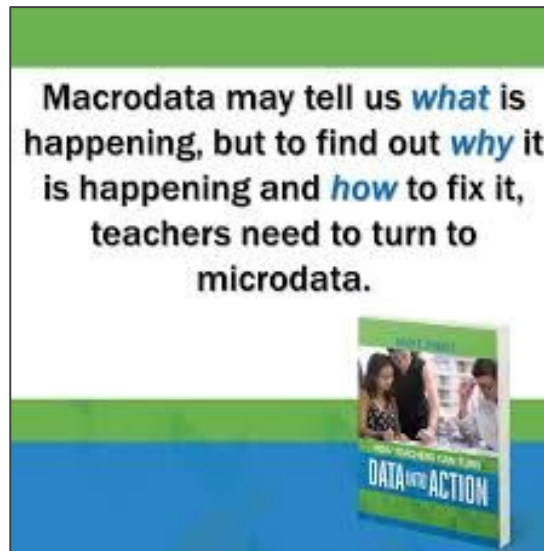
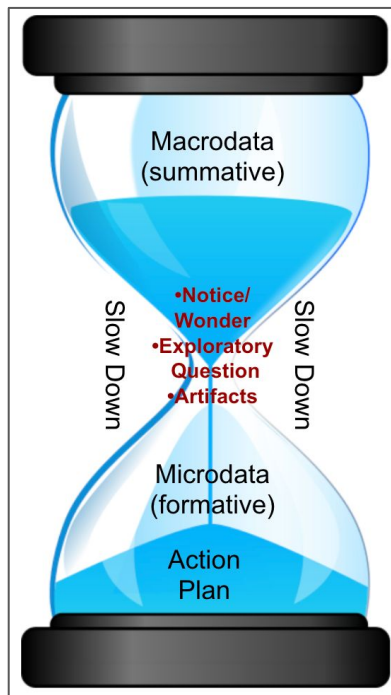
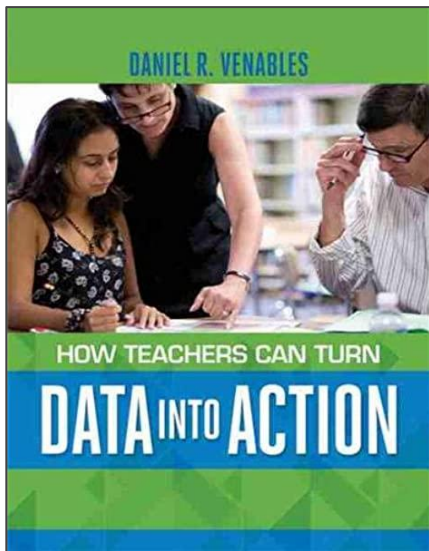


*PTO  
Supporting  
Teachers,  
Students and  
Families*

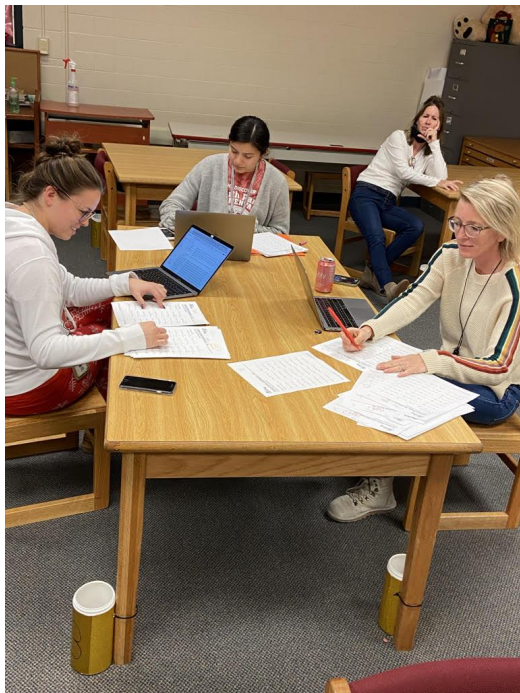


# Collaboration at North Park...

Safe, Supportive and Collaborative Culture



*Data Into Action*

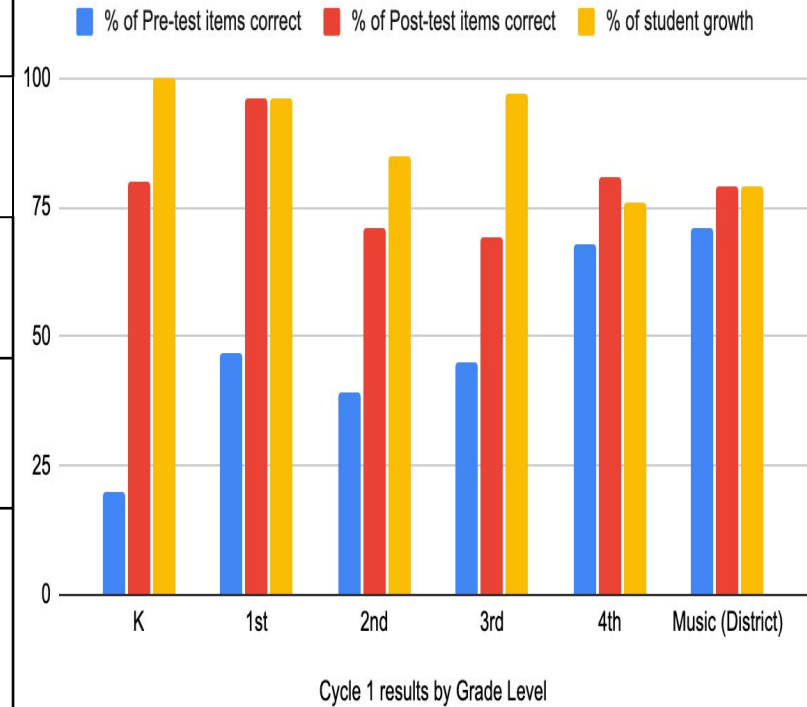


North Park Teachers meet every early dismissal Wednesdays in building PLC groups. Each grade level & Specialists group review data, determine the instructional gap and learning gap, set goals and implement strategies to improve student achievement for all students.

*Data Into Action*

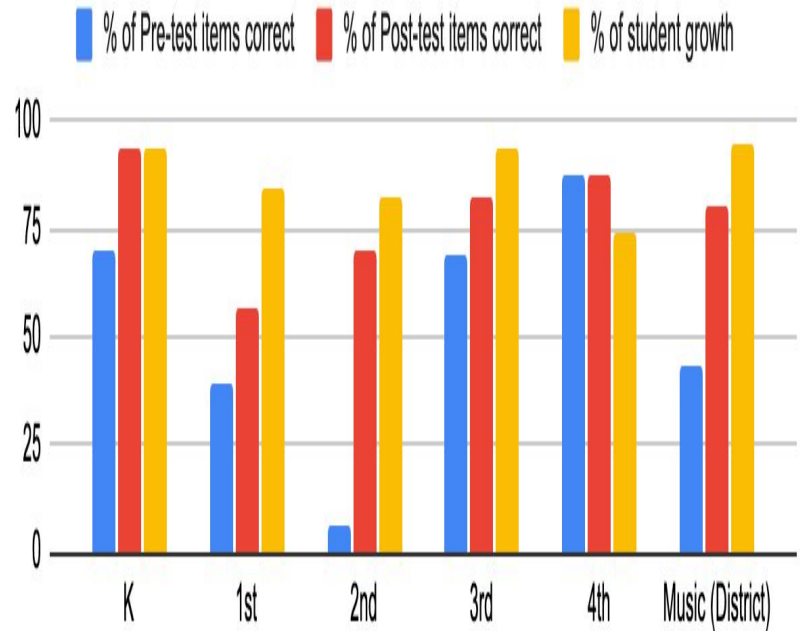
Grade Level/ Subject	Cycle 1 Goal	Proficiency Scale/LG and Standard connected to
Kindergarten	All Kindergarten students will show improvement in letter names, letter sounds and blending.	LA 0.1.3.c- The Student will read grade level phonic words in text.
1st Grade	All students will show growth in their ability to solve a variety of word problems.	MA1.2.3a I can solve addition and subtraction story problems.
2nd Grade	All students will show growth in the ability to skip count when given a pattern.	MA 2.1.1a I can count using patterns.
3rd Grade	All 3rd grade students will show growth in addition and subtraction fact fluency.	MA 2.2.2 Students will apply the operational properties when adding and subtracting.
4th Grade	All 4th graders will show growth by correctly applying strategies and solving for an unknown value in equations and word problems	MA 4.2.2.a- Students will solve one and two step equations... and use a letter to represent unknown quantity.
ELEM. Music (5 schools)	All 2nd Grade students will show improvement in reading and performing ta-ah rhythms.	2nd grade Rhythm: I can clap/play/notate using ta, ti-ti, ta-ah, sh, sh-h ♪ d ƒ

% correct Week 1, % correct Post Test and % grew



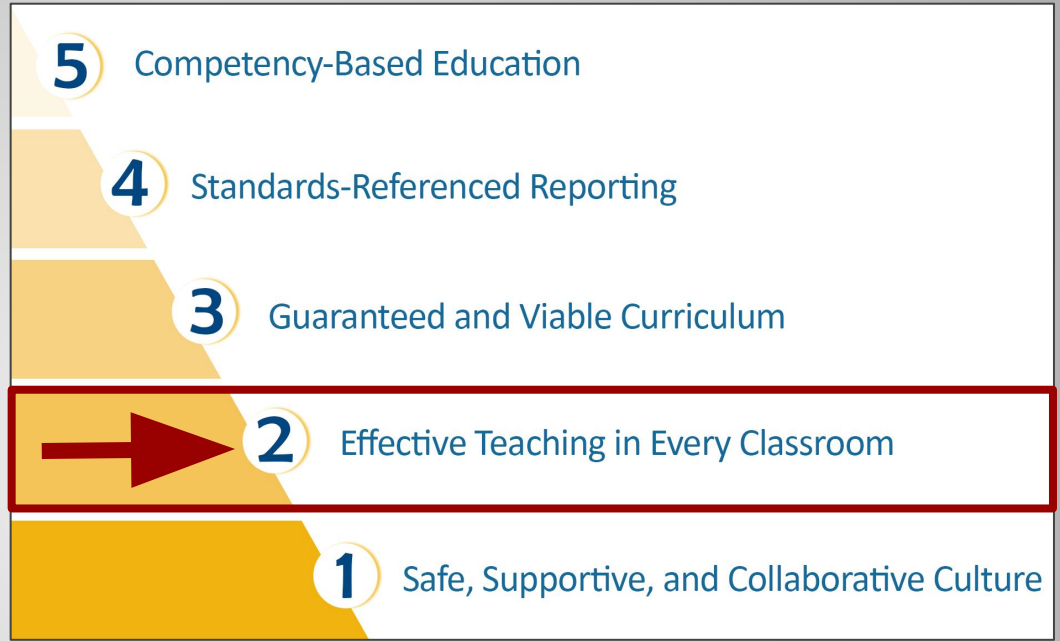
Grade Level/ Subject	Cycle 2 Goal	Proficiency Scale/LG and Standard connected to
Kindergarten	All Kindergarten students will show improvement in letter names, letter sounds and blending.	LA 0.1.3.c- The Student will read grade level phonic words in text.
1st Grade	All first grade students will show growth in addition fact fluency.	MA 1.1.1 Partners of 10 The student can compose and decompose numbers to 10. Add within 10. Subtract within 10.
2nd Grade	All second grade students will show growth in counting mixed collections of coins.	MA 2.3.3a-I can solve money word problems.
3rd Grade	All 3rd grade students will show growth in addition fact fluency.	MA 2.2.2 Students will apply the operational properties when adding and subtracting.
4th Grade	All 4th grade Students will show growth in being able to answer division math facts quickly and correctly.	MA 4.1.2d-I can divide up to a four-digit whole number by a one-digit divisor with and without a remainder.
ELEM. Music (5 schools)	All 4th grade Music students Implement will show growth in treble clef note names (prep for learning to play recorders)	FA 5.4.1- Students will compose, arrange, improvise, read and perform music.

## % of Pre-test items correct, % of Post-test items correct and %...



Cycle 2 results by Grade Level

Levels 1, 2 & 3  
are  
foundational



*High Reliability Schools*

Learning Goals and Proficiency Scales  
Develop Classroom Routines  
Identifying Critical Content  
Chunking Information  
Students Practicing Skills Taught  
Managing Response Rates  
Teacher Withitness

*Effective Teaching in every classroom  
Focusing on Marzano Elements "Super 7"*

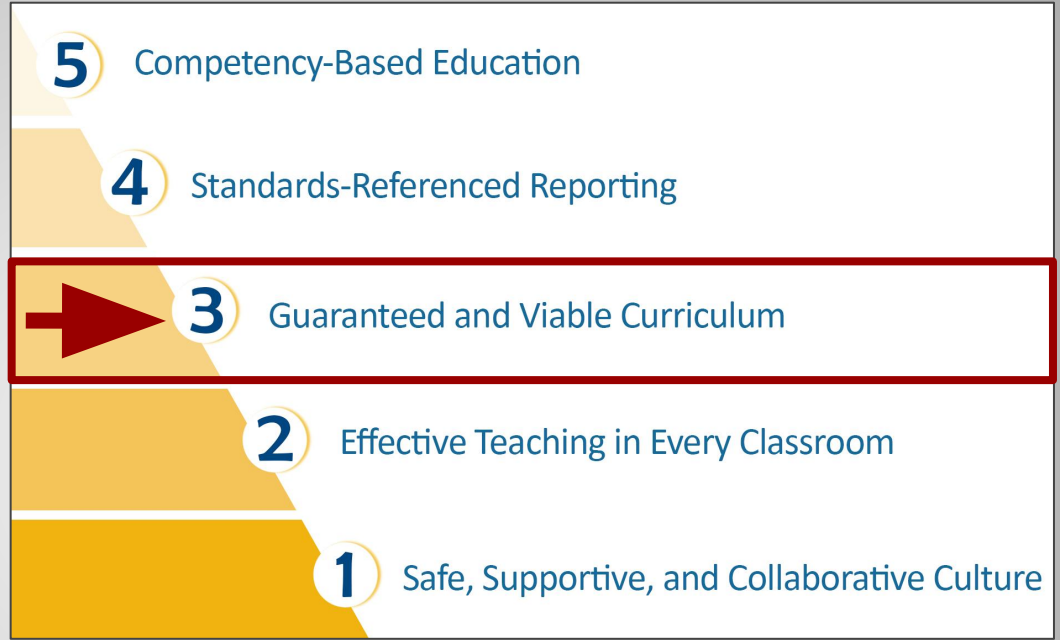
# What are the 4 Questions of PLC's?

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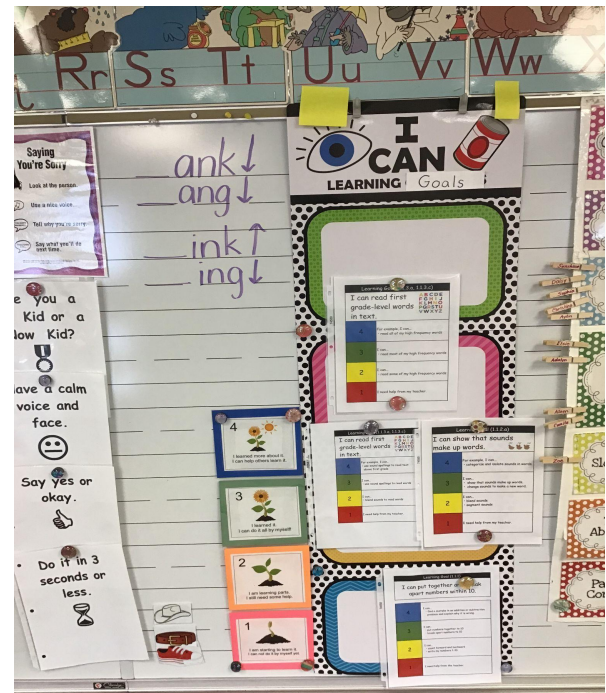
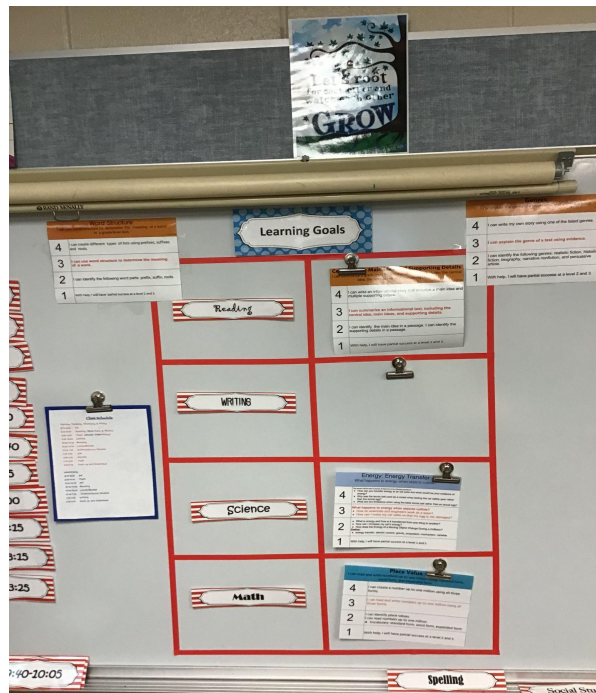
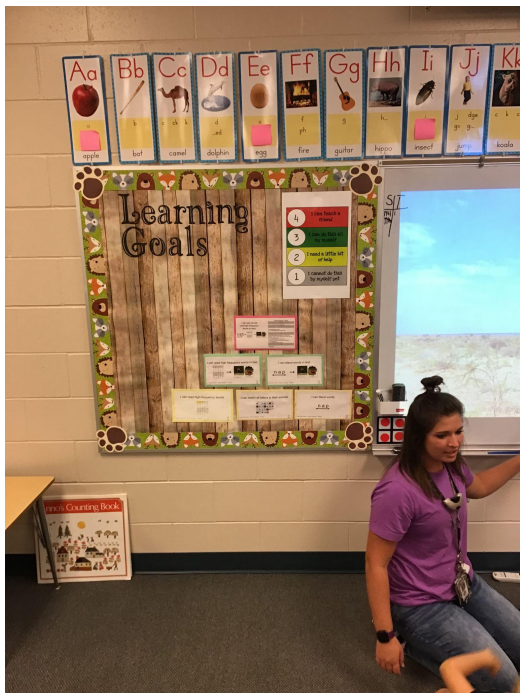
1. What do we want students to learn?
2. How do we know students have learned it?
3. What do we do when students don't learn it?
4. What do we do when students learned it/already know it?

*Focus on PLC Questions*

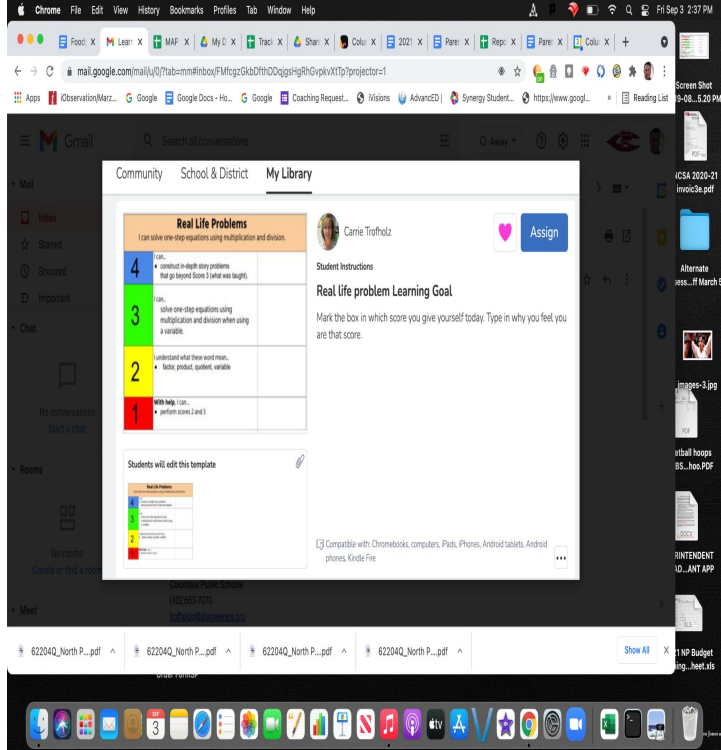
Levels 1, 2 & 3  
are  
foundational



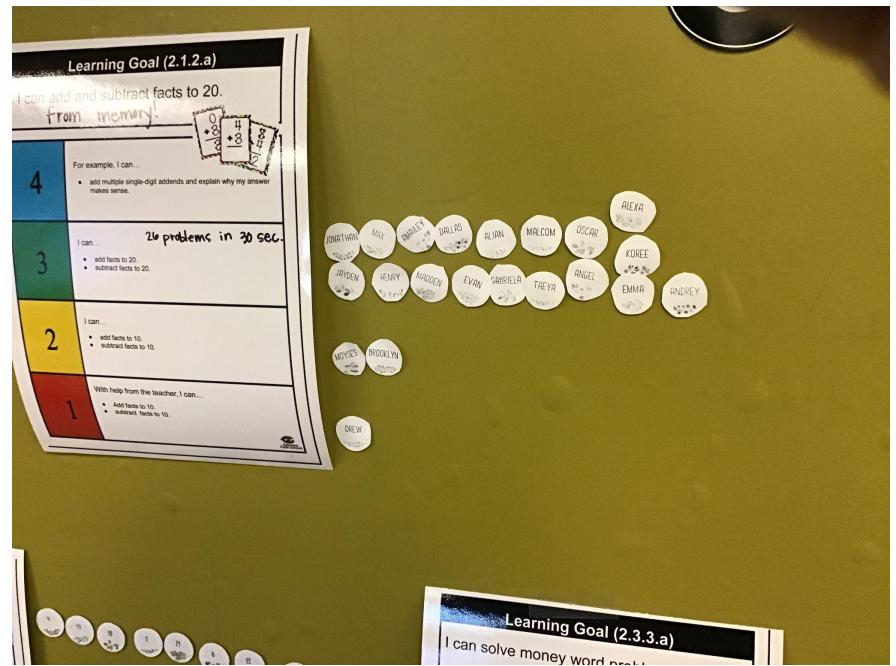
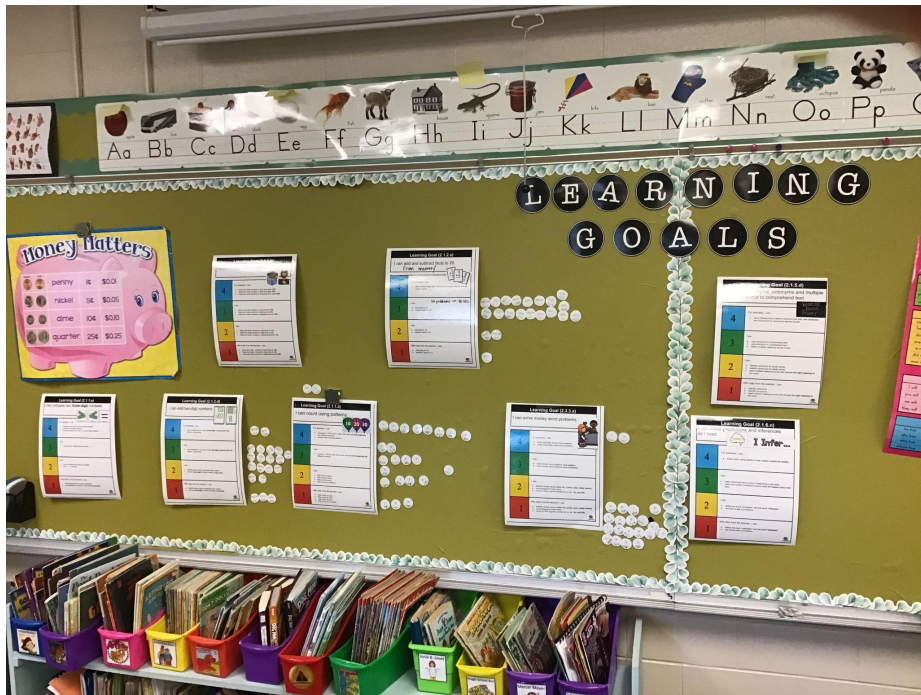
*High Reliability Schools*



# Proficiency Scales & Tracking Progress



# Proficiency Scales & Tracking Progress



# Proficiency Scales & Tracking Progress

*North Park*

E X P L O R E R S

*“Never Stop Exploring!”*

*“We have fun here!”*

## **Changes to CMS Course Description 2022-23**

Page 2– update names

Page 3– update counselors with grade levels

Page 8– Computers I is now required for just 7th grade (prior it could be taken in 7th or 8th grade)

Page 16– Computers I– changed to just a 7th grade class

Page 19– removed Computers11 from 8th grade options

## **NOTICE OF NONDISCRIMINATION**

*Employees, students, and parents of secondary school students, are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, treatment or employment in its programs and activities. Any person having inquiries concerning Columbus Public School District #1 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Dr. Troy Loeffelholz, Superintendent, Columbus Public School District #1, 2508 27th Street, Columbus, Nebraska 68601, telephone number 402-563-7000. Dr. Troy Loeffelholz has been designated by Columbus Public School District #1 to coordinate the institution's efforts to comply with the regulations implementing title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.*

## **NOTIFICATION OF AMERICAN DISABILITIES ACT**

*If you have any special needs requests that will assist you in participating in programs, services or activities of the Columbus Public Schools, please contact Dr. Troy Loeffelholz, Superintendent.*

## **Columbus Middle School**

2200 26th Street

Columbus NE 68601

Phone: 402-563-7060

Fax: 402-563-7068

[www.columbuspublicschools.org](http://www.columbuspublicschools.org)

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## Staff Assignments

Office Phone Number: 402-563-7060

### School Counselors

Jared Johnson - 8th Grade  
johnsonj@discoverers.org

Angie Kruse - 7th Grade  
krusea@discoverers.org

Kim Shevlin - 6th Grade  
shevlink@discoverers.org

Malia White - 5th Grade  
whitem@discoverers.org

### Office Support

Angie Andreasen - Secretary to Principal  
Denise Meyers - Secretary to Assist Principal  
Traci Seim - Counseling Office Secretary  
Ashley Braithwait - Attendance Secretary  
Norma Gardea - Secretary

### Media Center

Amy Jahn- jahna@discoverers.org

### School Social Worker

Heidi Luebbe - luebbeh@discoverers.org

### After-Hours After-School Program

Stacey Whiting - Supervisor 402-563-4901  
2610 14 St

### School Nurse

Karla Bartlett - bartlettk@discoverers.org

## Continuous Improvement Goals

### Building Continuous Improvement Goals

Mathematics: CMS students will increase mathematics achievement.

Reading: CMS students will increase reading achievement.

Dear Parents and Students,

Our district mission statement of “Engaging All Learners to Achieve Success” is alive and well at Columbus Middle School. We are glad that you chose to learn here. We know that you will be able to find classes and activities that are of interest to you at CMS. Several factors make middle school a unique setting that is much different from the elementary level and high school.

Columbus Middle School provides:

- A strong core curriculum of reading language arts, math, science, and social studies
- Exploratory programs and activities in all areas of the curriculum to help students discover and extend interests and abilities
- An involved counseling curriculum
- A supportive environment for the physical and social development of every student
- An intramural and activity-oriented program to accommodate the needs of the early adolescent
- A positive climate that fosters self-esteem, self-discipline, and student responsibility
- Knowledgeable educators who are committed to the middle school design
- An on going program of training and professional skills that are based on the characteristics and needs of the adolescent
- Close contact and communication between parents and school
- Opportunities for intervention and acceleration when needs are identified
- A strong careers program that encourages post-secondary education
- An after-school program with workshops that reach out to a wide-range of student interests
- Interdisciplinary teams in which all students are “One of the family”

We hope that you find the information that you need in this book. Our counseling department will assist you with the registration process and make sure that you and your child have no unanswered questions.

Again, welcome to Columbus Middle School. We look forward to working with your child and you.

Amy Haynes, Principal

# Teaming

What is a TEAM?

Every student who comes to Columbus Middle School will be placed on a team. Teaming is a middle school concept that enables teachers to build relationships and better monitor students' social and academic needs in a smaller learning community. Teachers within a team consistently communicate with one another about the progress of their students and work together to help them achieve success.

All students assigned to a particular team will have the same set of core teachers for their required classes. This team of teachers meets twice a week to discuss classroom and school activities, accomplishments, and concerns.

Are there differences between teams?  
Teams are divided evenly. School counselors do placement on teams at the beginning of every school year.

# Grading Procedures

## Grade Policy

For grade point average purposes, Columbus Middle School will implement a 10 point scale.

A+	=	4.0	98 - 100%	C+	=	2.0	77 - 79%
A	=	4.0	90 - 97%	C	=	2.0	70 - 76%
B+	=	3.0	87 - 89%	D+	=	1.0	67 - 69%
B	=	3.0	80 - 86%	D	=	1.0	60 - 66%
				F	=	0.0	Below 60%

# Daily Schedule

## REGULAR BLOCK SCHEDULE

### 5th Grade

Advisory	8:00 - 8:15
1	8:15 - 8:49
2	8:52 - 9:25
3	9:28 - 10:01
4	10:04 - 10:38
5	10:41 - 11:13
6	11:16 - 11:51
7	11:54 - 12:29
8 (lunch)	12:31 - 1:01
Read/Fluency	1:03 - 1:09
9	1:09 - 1:44
10	1:47 - 2:20
11	2:23 - 2:57
WIN	3:00 - 3:30

## WEDNESDAY SCHEDULE

### 5th Grade

Advisory	8:00 - 8:10
1	8:10 - 8:40
2	8:40 - 9:10
3	9:13 - 9:41
4	9:44 - 10:13
5	10:16 - 10:44
6	10:47 - 11:16
7	11:19 - 11:49
8 (lunch)	11:52 - 12:22
9	12:25 - 12:55
10	12:58 - 1:26
11	1:29 - 1:58
WIN	2:01 - 2:35

## REGULAR BLOCK SCHEDULE

### 6th Grade

Advisory	8:00 - 8:15
1	8:15 - 8:49
2	8:52 - 9:25
3	9:28 - 10:01
4	10:04 - 10:38
5 (lunch)	10:40 - 11:10
Read/Fluency	11:13 - 11:21
6	11:21 - 11:54
7	11:57 - 12:31
8	12:34 - 1:08
9	1:11 - 1:44
10	1:47 - 2:20
11	2:23 - 2:57
WIN	3:00 - 3:30

### 7th Grade

Advisory	8:00 - 8:15
1	8:18 - 8:58
2	9:01 - 9:41
3	9:44 - 10:24
4	10:27 - 11:07
Lunch 7S	11:15 - 11:35
7M	11:20 - 11:40
5-6	11:10 - 12:10
7	12:13 - 12:53
8	12:56 - 1:36
9	1:39 - 2:19
10	2:22 - 3:02
WIN	3:05 - 3:30

\*\*7M and 7S will switch the lunch schedule at semester

### 8th Grade

Advisory	8:00 - 8:15
1	8:18 - 8:58
2	9:01 - 9:41
3	9:44 - 10:24
4	10:27 - 11:07
Lunch 8S	11:45 - 12:05
8M	11:50 - 12:10
5-6	11:10 - 12:10
7	12:13 - 12:53
8	12:56 - 1:36
9	1:39 - 2:19
10	2:22 - 3:02
WIN	3:05 - 3:30

\*\*8M and 8S will switch the lunch schedule at semester

## WEDNESDAY SCHEDULE

### 6th Grade

Advisory	8:00 - 8:10
1	8:10 - 8:38
2	8:41 - 9:10
3	9:13 - 9:41
4	9:44 - 10:13
5 (lunch)	10:16 - 10:46
Read/Fluency	10:46 - 10:52
6	10:52 - 11:20
7	11:23 - 11:52
8	11:55 - 12:23
9	12:26 - 12:55
10	12:58 - 1:26
11	1:29 - 1:58
WIN	2:01 - 2:35

### 7th Grade

Advisory	8:00 - 8:10
1	8:13 - 8:47
2	8:50 - 9:24
3	9:27 - 10:01
4	10:04 - 10:38
Lunch 7S	10:48 - 11:08
7M	10:52 - 11:12
5-6	10:41 - 11:39
7	11:42 - 12:12
8	12:15 - 12:49
9	12:52 - 1:26
10	1:29 - 2:03
WIN	2:05 - 2:35

\*\*7M and 7S will switch the lunch schedule at semester

### 8th Grade

Advisory	8:00 - 8:10
1	8:13 - 8:47
2	8:50 - 9:24
3	9:27 - 10:01
4	10:04 - 10:38
Lunch 8S	11:15 - 11:35
8M	11:19 - 11:39
5-6	10:41 - 11:39
7	11:42 - 12:12
8	12:15 - 12:49
9	12:52 - 1:26
10	1:29 - 2:03
WIN	2:05 - 2:35

\*\*8M and 8S will switch the lunch schedule at semester

# 5th through 8th Grade Class Sequence

## Career and Technical Education

Grade	Required	Elective
5th Grade	Keyboarding STEM 5	
6th Grade	Discovering STEM 6 Keyboarding 6 Family and Consumer Sciences 6	
7th Grade	Computers I Investigating STEM Skills 7	Fashion and Finance 7 Foods and Family 7
8th Grade	Investigating STEM Skills 8	Child Development and Care 8 Computers II Digital Media 8 Fashion and Finance 8 Foods and Family 8

## English

Grade	Required	Elective
5th Grade	Reading Language Arts/Writing	
6th Grade	Reading Language Arts/Writing	
7th Grade	Language Arts 7	Reading Skills ** Yearbook **
8th Grade	Language Arts 8	Reading Skills ** Yearbook
		** Entry based on selection process

# Fine Arts

## Visual Arts Electives

5th Grade	Art Media and Elements
6th Grade	
7th Grade	Art Advanced Elements Art Advanced Principles
8th Grade	Art Contemporary Ideas Art Creative Methods

## Music Electives

5th Grade	Music 5
6th Grade	Band 6 Music 6
7th Grade	Band 7 Chorus 7 Music 7
8th Grade	Band 8 Chorus 8 Vocal Tech (must audition)

## Theater

7th Grade	Musical (must audition, extracurricular)
8th Grade	Musical (must audition, extracurricular)

## Physical Education & Health

5th Grade	Fitness 5
6th Grade	Fitness 6
7th Grade	Health/Fitness 7
8th Grade	Health/Fitness 8

## Mathematics

Grade	Required	Elective
5th Grade	Math 5	Math Skills **
6th Grade	Math 6 or Math 6-7 Accelerated **	Math Skills **
7th Grade	Math 7 or Math 7-8 Accelerated**	Math Skills **
8th Grade	Math 8 or Algebra 1**	Math Skills **

**\*\* Entry based on selection process**

## Science

5th Grade	Science 5
6th Grade	Science 6
7th Grade	Science 7
8th Grade	Science 8

## Social Studies

<b>Grade</b>	Required	Elective
5th Grade	Social Studies 5	
6th Grade	Social Studies 6	
7th Grade	Social Studies 7	Pre-Spanish
8th Grade	Social Studies 8	Spanish 1

# 5th through 8th Grade Course Descriptions

## 5th/6th Grade

### **CORE REQUIREMENTS**

#### **Year Long (required)**

The courses for English-Language Arts, Math, Science, and Social Studies are aligned with Nebraska Standards.

Please visit the following link:

**[https://www.education.ne.gov/  
AcademicStandards/index.html](https://www.education.ne.gov/AcademicStandards/index.html)**

#### **MATH 6-7 ACCELERATED (must qualify)**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for 6th grade and a portion of 7th grade in one academic year. Topics for this course relate to number sense, algebra, geometry, and data analysis concepts. Students placed at the accelerated level can quickly draw from previous learning to make connections to new learning, and thus need less review, practice, and time to reach proficiency of new math concepts. Due to the combined nature of the two courses, lessons are integrated in order to learn more material. Mathematical practices are connected to math content helping students to solve a variety of problems independently. Successful completion of this course will prepare students for Math 7-8 Accelerated.

# 5th Grade

## **Exploratory Classes (required)**

### **ART MEDIA & ELEMENTS 5**

#### **1 Trimester / Required**

In Art Media & Elements students will learn the basics of various art media. Art media used in the course will include paint, pastel, clay, pencil and paper, and more. Students will also learn the basics of art elements. Students will apply their knowledge of the art elements and art media to create unique and exciting projects.

### **KEYBOARDING 5**

#### **1 Trimester / Required**

Students in this class will focus on typing technique. Students will demonstrate appropriate keyboarding skills using home row keys, proper finger placements, and key reaches. Students will spend time learning about and practicing digital citizenship. Students will demonstrate ethical behavior when using technology. Students will learn the various ways to use the Google Suite.

### **MUSIC 5**

#### **Yearlong / Required**

This is a year long class for students with the goal of improving their musical literacy, creating a rap, composing a song with loops on GarageBand, and improving vocal techniques and part-singing. Students will be exposed to various kinds of musical styles-both singing and listening. Students will be given an opportunity to be in a public performance.

### **STEM 5**

#### **1 Trimester / Required**

Students are introduced to the basic (STEM) Science, Technology, Engineering, and Math concepts. Students will take part in an activity from each STEM area with hands-on activities that put their STEM skills to the test. Students will enjoy the hands-on, mind-on approach to robotics, design, flight, and problem solving.

# 6th Grade

## **Exploratory Classes (required)**

### **FAMILY AND CONSUMER SCIENCES 6**

#### **1 Trimester / Required**

Students will explore the four areas of family and consumer sciences in this course. Units covered include; Focus on Food, Money Management, Myself and Others, and Creative Sewing. This course will feature many hands-on and cooperative learning activities, including cooking experiences and the creation of a strip-quilt pillow. \*\*Students provide their own materials for the pillow project.

### **KEYBOARDING 6**

#### **1 Trimester / Required**

Students in this class will focus on typing technique. Students will demonstrate appropriate keyboarding skills using home row keys, proper finger placements, and key reaches. Students will spend time learning about and practicing digital citizenship. Students will demonstrate ethical behavior when using technology. Students will learn the various ways to use the Google Suite.

### **MUSIC 6**

#### **Yearlong / Required**

This is a year long class for students with the goal of improving their musical literacy, creating a rap, composing a song with loops on GarageBand, and improving vocal techniques and part-singing. Students will be exposed to various kinds of musical styles-both singing and listening. Students will be given an opportunity to be in a public performance.

### **STEM 6**

#### **1 Trimester / Required**

Students are introduced to the basic (STEM) Science, Technology, Engineering, and Math concepts. Students will take part in an activity from each STEM area with hands-on activities that put their STEM skills to the test. Students will enjoy the hands-on, mind-on approach to robotics, design, electronics, drafting, manufacturing, and problem solving.

## **Elective Class**

### **BAND 6**

#### **Year-Long / Elective**

This class will provide students with the opportunity to learn a musical instrument. No previous instrumental experience is necessary. All students will be expected to perform in two evening concerts as well as a few others outside of the school day.

# 7th Grade

## **CORE REQUIREMENTS**

### **Year Long (required)**

#### **HEALTH/FITNESS 7**

##### **Year-Long / Required**

This class is a combination of health and fitness concepts. Students will learn about prevention of drug, alcohol, and tobacco use; healthy foundations and wellness; consumerism and media influences on your health; personal fitness development; dynamic and static stretches of muscles; and personal fitness development focusing on muscular strength/endurance and aerobic capacity.

#### **LANGUAGE ARTS 7**

##### **Year-Long / Required**

Students in seventh grade Language Arts will read a variety of fiction and nonfiction texts relating to various genres. The texts will include high-interest, short stories, and informational articles. Students will interact with the text by analyzing various literature concepts, author's purpose, literary devices, and text elements. Learning to summarize as well as answering literal and inferential questions will be a focus of this course. Using a variety of context clue strategies, students will build their vocabulary in order to construct meaning from text. Students will write descriptive essays by applying the writing process and the six traits of writing.

#### **MATH 7**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for 7th grade, investigating number sense, algebra, geometry, and data analysis. The course is balanced among questioning, algorithms, deep conceptual understanding, problem solving, and adaptive reasoning for students to justify and communicate their thinking. Under teacher guidance, students learn to collaborate with others while sharing information, expertise, and ideas. The activities embed the 8 Mathematical Practices with math content helping students to practice the thinking processes necessary for a deeper understanding of math.

#### **MATH 7-8 ACCELERATED (must qualify)**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for a portion of 7th grade and 8th grade in one academic year. Topics for this course relate to number sense, algebra, geometry, and data analysis concepts. Students placed at the accelerated level can quickly draw from previous learning to make connections to new learning, and thus need less review, practice, and time to reach proficiency of new math concepts. Due to the combined nature of the two courses, lessons are integrated in order to learn more material. Mathematical practices are connected to math content helping students to solve a variety of problems independently. Successful completion of this course will prepare students for Algebra I.

# 7th Grade

## **SCIENCE 7**

### **Year-Long / Required**

This is an integrated science course, which includes units on Earth Science and Space Science. The Earth Science portion will focus on plate tectonics (including earthquakes and volcanoes), erosion, the rock cycle, fossils, and soil. The Space Science portion will include phases of the moon, seasons, eclipses, constellations, tides, asteroids, meteors, and comets. Throughout the entire year the scientific method will be used. Students will use laboratory and problem solving skills. Students will be required to use appropriate math skills while developing these science skills.

## **SOCIAL STUDIES 7**

### **Year-Long / Required**

This social studies course focuses on the ancient cultures of Mesopotamia, Egypt, India, China, Greece, Rome, and the Middle Ages. We will study the geography, religion, achievements, politics, economics, and social structures of these cultures.

## **Exploratory Classes (required)**

### **COMPUTERS I**

#### **1 Quarter / Required**

\* prerequisite for Computers II/Digital Media

Students will expand their knowledge and understanding of basic computer functionality while working to advance their skills in using Google tools for the classroom setting. Students will gain exposure using word processing, presentations, and spreadsheets in varying platforms. Responsible use will continue to be a focus in this course.

## **INVESTIGATING STEM SKILLS 7**

### **1 Semester / Required**

In 7th grade STEM, students use the Engineering Design Process to solve problems with real-world application. Students will move through three content areas, Woodshop for Mechanical Engineering, Computer Lab for Computer-Aided Designs (CAD) / 3D Printing, and Engineering Lab for Computer Science and Architecture.

## **Elective Classes**

### **ART ELEMENTS**

#### **1 Quarter / Elective**

This art class offers art at a more advanced level than in 5th grade and would be a suggested course for students interested in creating more advanced art. Art Elements focuses on the Elements of Art: color, form, line, shape, space, texture, and value. Materials used may include clay, paper and pencil, paint, and more. Projects are subject to change based on the teacher's discretion.

### **ART PRINCIPLES**

#### **1 Quarter / Elective**

This art class offers art at a more advanced level than in 5th grade and would be a suggested course for students interested in creating more advanced art. Art Principles focuses on the Principles of Art: Balance, emphasis, movement, proportion, space, unity, and pattern. Materials used may include clay, paper and pencil, paint, and more. Projects are subject to change based on the teacher's discretion.

# 7th Grade

## **BAND 7**

### **Year-Long / Elective**

This class is open to all students who have previous experience playing a band instrument. Students in this class will perform in 2 formal concerts, 2-3 pep band performances at local basketball games, and can audition for various area honor bands.

## **CHORUS 7**

### **Semester / Elective**

Chorus class is designed to give students an experience in part singing and performance. Styles of music covered will vary and include pop, contemporary, and traditional. This class is designed for the student who enjoys singing and desires to explore the potential in their singing voice. Multiple performing opportunities will be given, including participating in the annual CMS Talent Show. This is a semester class, which may be repeated the 2nd semester if the student chooses.

## **FASHION AND FINANCE 7**

### **1 Quarter / Elective**

Learn how to stretch your dollars by developing consumer skills that help you make smart financial decisions. Use those consumer skills to select fabric and supplies to sew an item of clothing such as pajama pants, shorts, or a skirt. You will learn and practice new sewing techniques in the creation of your sewing project. Celebrate the completion of your project by helping to plan and present a fashion show with your class at the end of the quarter!

## **FOODS AND FAMILY 7**

### **1 Quarter / Elective**

In this class students will learn the basics of good nutrition. Students will prepare recipes from different food groups. They will become familiar with kitchen equipment and how to prepare a recipe in the kitchen. Students will get to practice safe and sanitary work habits. Students will identify personal skills necessary to build positive relationships.

## **GENERAL MUSIC**

### **1 Quarter / Elective**

This is a non-performance music class that lasts one quarter. We will study how to read and write music, how to play some basic piano skills, listen in depth to a variety of music genres and movie soundtracks/scores. Students who sign up for this class should have a desire to learn about music history and basic music theory.

## **PRE-SPANISH 7**

### **1 Semester / Elective**

This class will introduce material that will be used in Spanish I (8th grade). The purpose of this class is to make the transition easier to Spanish I and to help students gain an understanding of learning a world language. Upon successful completion of this class, students will be able to enter Spanish I (8th grade).

## **YEARBOOK 7**

### **Year-Long (must qualify)**

Yearbook will offer students the opportunity to design, assemble and distribute the annual CMS yearbook. Students will learn the elements of good design by creating computer-generated yearbook layouts. Students will also study and practice using the elements of good photography. Time commitments outside of regular class hours are required for those who participate in yearbook.

# 8th Grade

## **CORE REQUIREMENTS**

### **Year-Long**

#### **ALGEBRA 1**

##### **Year-Long (must qualify)**

The learning goals for this course are intended to fully meet the NE Math content standards for high school Algebra. This course deepens and extends student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, systems, and data. These skills are extended to solving quadratic equations and exploring linear, quadratic, and exponential functions. Mathematical practices are connected to algebra content helping students to solve a variety of problems independently. Algebra is the first class in the traditional college preparatory sequence.

#### **HEALTH/FITNESS 8**

##### **Year-Long / Required**

In this class, students will study health and fitness-related concepts and the correlation between the two areas. Typical areas of study will include: prevention of drug, alcohol and tobacco use; mental and emotional health; nutrition; growth and development; dynamic and static stretches of muscles; and personal fitness development focusing on muscular strength/endurance and aerobic capacity.

#### **LANGUAGE ARTS 8**

##### **Year-Long / Required**

Students in language arts will read a variety of fiction and nonfiction text of various genres. The texts will include high-interest selections, short stories, and informational articles. Students will interact with the text by analyzing various literature concepts, author's purpose, literary devices, and text elements. Students will write in a variety of modes by applying the writing process and the six traits of writing.

#### **MATH 8**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for 8th grade, investigating number sense, algebra, geometry, and data analysis. The course is balanced among questioning, algorithms, deep conceptual understanding, problem solving, and adaptive reasoning for students to justify and communicate their thinking. Under teacher guidance, students learn to collaborate with others while sharing information, expertise, and ideas. The activities embed the 8 Mathematical Practices with math content helping students to practice the thinking processes necessary for a deeper understanding of math.

#### **SCIENCE 8**

##### **Year-Long / Required**

This course will begin with a unit on the scientific method. The culmination of this unit will be a science fair project and presentation. Students will also learn about basic cell structure, mitosis, explore differences in types of cells, and genetics during the life science unit. They will study physics by investigating energy and Newton's 3 Laws of Motion. Students will complete a unit of chemistry and investigate chemical changes and their reactions, properties of matter, atomic structure, and properties and uses of metals, nonmetals, and metalloids.

#### **SOCIAL STUDIES 8**

##### **Year-Long / Required**

Students will study the social science topics of American history, government, and economics. Students will complete a variety of projects, which tie these units of study to real world applications.

# 8th Grade

## **Exploratory Classes (Required)**

### **INVESTIGATING STEM SKILLS 8**

**Semester / Required**

In 8th grade STEM, students use the Engineering Design Process to solve problems with real-world application. Students will move through three content areas, Woodshop for Mechanical Engineering, Computer Lab for Computer-Aided Designs (CAD) / 3D Printing, and Engineering Lab for Computer Science and Robotics.

## **Elective Classes**

### **ART IDEAS**

**1 Quarter / Elective**

This class focuses on new and current trends in the art world that have developed into the last 50 years. Students may create works using both digital and experimental mediums. Artwork in this class will focus more on creating thoughtful and meaningful compositions versus function. 8th grade art classes encourage more freedom and choice when creating artwork, and with this a high level of maturity and interest is required.

### **ART METHODS**

**1 Quarter / Elective**

Art Methods focuses on more traditional art methods used in the art world throughout history. Students may learn various techniques such as using a printing press, painting, drawing, and creating art that serves a function. 8th grade art classes encourage more freedom and choice when creating artwork, and with this a high level of maturity and interest is required.

### **BAND 8**

**Year-Long / Elective**

This class is open to all students with at least 2 years of experience playing a band instrument. Students in this class will perform in 3 formal concerts, a possible clinic day and/or concert band festival, and 3-4 pep band performances at local basketball games. Students will also have the opportunity to audition for various area honor bands.

### **CHILD DEVELOPMENT AND CARE 8**

**1 Quarter / Elective**

In this class you will learn about four stages of childhood: infants, toddlers, preschoolers, and school-age children. You will study how children grow and develop, and how to keep them safe. You will create activities that will help children learn and put together a portfolio of ideas you can use when you are caring for children.

### **CHORUS 8**

**Semester / Elective**

Chorus class is designed to give students an experience in part singing and performance. Students will sing and explore the potential in their singing voice with a variety of music including pop, contemporary, and traditional. Multiple performing opportunities will be given including participating in the annual CMS Talent Show. This is a semester class which may be repeated the 2nd semester if the student chooses.

### **COMPUTERS II**

**1 Quarter / Elective**

\*Must have completed Computer I in 7th or 8th

Students in this class will continue to advance skills learned in Computers I. Students will learn intermediate skills in spreadsheets, while gaining exposure to drawing tools and graphic design. Students will complete an independent coding unit in Computers II.

### **DIGITAL MEDIA 8**

**1 Quarter / Elective**

\*Must have completed Computer I in 7th or 8th

Students will expand their knowledge of basic computer skills and explore advanced software elements in the Microsoft, Google, and Apple Suites. This class will explore different coding platforms and advanced hypermedia software, such as iMovie, Garageband and other multimedia formats.

# 8th Grade

## **FASHION AND FINANCE 8**

### **1 Quarter / Elective**

Does your money seem to disappear quickly? Develop the skill of budgeting to wisely manage your money and learn how to deal with spending temptations.

The world of fashion will be explored with a unit in Textiles, Clothing, & Design. After learning the elements of design, you will use paint or another selected technique to create a design on a t-shirt or other fabric item. You will practice your sewing skills in the creation of a table runner or other home decor item and a drawstring bag. Learn new sewing technology and be creative by using the serger and embroidery machines on your projects!

## **FOODS AND FAMILY 8**

### **1 Quarter / Elective**

Students will learn the basics of making healthy eating choices. Students will prepare foods from different meals of the day. They will become familiar with kitchen equipment and how to prepare a recipe in the kitchen. They will explore kitchen management and meal planning. Students will identify personal skills necessary to build positive relationships.

## **JAZZ CHOIR-VOCAL TECH 8**

### **(must audition)**

### **Semester / Elective**

This is a higher-level voice class that will involve the in-depth study of the voice and jazz singing. Students enrolled in this class must possess a sincere desire to sing. Students will study how the voice functions, techniques to improve the quality of the voice, and advanced styles of jazz and pop literature. The student will learn the basics of a sound system and how to use it correctly. There will be opportunities for students to sing at the NCDA Jazz Festival and several other public performance opportunities. Students must audition to be admitted in this class.

## **SPANISH I 8**

### **Year-Long / Elective**

**Prerequisite: Middle School students enrolling in Spanish I, must have a C average or higher in both the first semester and second semester of 7th grade English.**

In this class, you will dive into the Spanish language. You will be expected to memorize vocabulary, incorporate vocabulary in class, and conjugate a variety of verbs. Upon successful completion of this class, students will be able to enter Spanish II in high school.

## **YEARBOOK 8**

### **Year-Long**

### **(must qualify)**

Yearbook will offer students the opportunity to design, assemble and distribute the annual CMS yearbook. Students will learn the elements of good design by creating computer-generated yearbook layouts. Students will also study and practice using the elements of good photography. Time commitments outside of regular class hours are required for those who participate in yearbook.

# Special Programs

## 5th through 8th Grade

### **MATH SKILLS 5, 6, 7, 8**

1 Quarter (repeated as needed)

Prerequisite: MTSS Team Decision

This course is designed to help students improve their math skills. It is an extra math class in addition to the student's regular math class. The STAR Math assessment is administered to determine strengths and weaknesses, and the lessons and activities are targeted to help improve the weak skill areas.

### **READING SKILLS 5, 6, 7, 8**

This course is designed to provide extra instruction and support to improve students' reading skills. It is an extra reading class in addition to the student's regular Language Arts class. The STAR Reading assessment and Core Phonics Survey are used to determine areas of needed improvement. The lesson and activities are focused on improving weak skill areas.

# English Language Learner

## **ENGLISH LANGUAGE DEVELOPMENT 5-8 (must qualify)**

A general course in ELL English for English Language Learners. This class is for sixth grade ELL students that will provide extra English practice and aid in the writing, reading, speaking and listening aspects of the English Language. Students will read a variety of fiction and nonfiction texts relating to various genres. The texts will include classic, award-winning, and high-interest works. The focus will be on English language acquisition.

## **ELL MATH 5-8 (must qualify) Year-Long / Required**

ELL Math 5-8 is a general course in mathematics for English Language Learners. Students will learn basic operations with whole numbers, decimals, and fractions. Topics such as place value, measurement, number theory, ratios and proportions, integers, graphs, and estimation strategies will be studied. Sheltered instruction in English and increased attention to vocabulary will be used for instruction. Newcomers (less than 2 years of English language instruction) may have bilingual support to increase understanding of math concepts. The focus will be on the acquisition of mathematical terms in the English language.

## **RECENTLY ARRIVED ENGLISH 5-8 (must qualify) Year-Long / Required**

ELL Recently Arrived English is an English Language Development class. Speaking, listening, reading, writing, and comprehension skills of the English language will be developed. The focus will be on acquisition of social studies terms in the English language.

## **RECENTLY ARRIVED SCIENCE 5-8 (must qualify) Year-Long / Required**

Recently Arrived Science is a general course in science for English Language Learners and helps students to develop confidence to question and seek answers based upon evidence and independent thinking. Students will be given an opportunity to explore and investigate their world using content and hands-on approach with instructional materials readily available. The focus will be on acquisition of science terms using the English language.

## **RECENTLY ARRIVED SOCIAL STUDIES 5-8 (must qualify) Year-Long / Required**

ELL Recently Arrived Social Studies is an English Language Development class. Speaking, listening, reading, writing, and comprehension of the English language are developed using Social Studies concepts including geography, community, school, history, and government topics. The focus will be on the acquisition of social studies terms in the English language.

## **RECENTLY ARRIVED WRITING 5-8 (must qualify) Year-Long / Required**

A general course in writing for English Language Learners who are recently arrived. The Write Steps program will be used for this course. The focus will be on basic writing skills and conventions. Writing complete sentences and paragraphs in English is the goal of the class.

# High Ability Learner

## **DISCOVERY 7**

**(must qualify)**

**1 Quarter / Elective**

Discovery 7 is a class for students identified for the Gifted and Talented Program at Columbus Middle School. (Students identified for the Discovery High Ability program at the elementary level or at the 6th grade level are already identified for the Middle School Program.) The activities in the class include: logical thinking, critical thinking, creative thinking, and computer applications. Students will apply research, mathematical and writing skills to complete several projects.

## **DISCOVERY 8**

**(must qualify)**

**1 Quarter / Elective**

Discovery 8 is a class for students identified for the Gifted and Talented Program at Columbus Middle School. (Students identified for the Discovery high ability learner program at the elementary level are already identified for the Middle School Program.) The activities in the class include: developing the school newspaper, logical & creative thinking, and applying research skills to complete projects of personal interest.

# Special Education

## **BEHAVIOR SUPPORT PROGRAM DESCRIPTION**

**Year-Long**

**Prerequisite: IEP Team Decision**

The Behavior Support Program focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans will be individualized to meet the needs of each student. Students will be integrated into general education classrooms whenever possible.

## **HIGH NEEDS AND THE AUTISM COMMUNICATION LIFE SKILLS PROGRAM**

**Year-Long**

**Prerequisite: IEP Team Decision**

High Needs and the Autism Communication Life Skills Programs are designed to meet the daily living needs of students with varying disabilities while teaching skills needed for the students to become as self-sufficient as possible. The areas covered in the High Needs and ACLS programs include: daily living skills, basic academics, social skills, sensory awareness, community awareness, personal hygiene skills, and communication skills. All students are on individualized programs according to their own personal needs as determined by the IEP (Individual Education Plan) team.

## **CURRICULUM LIFE SKILLS PROGRAM (CLSP)**

**Year-Long**

**Prerequisite: IEP Team Decision**

This program is designed to equip students with basic skills they will need to be successful in today's society. The program is individualized for each student based upon his or her Individualized Education Program goals.

## **CURRICULUM LIFE SKILLS MATH**

The main goal of our math program is to develop competency in the four basic functions of addition, subtraction, multiplication, and division for positive, whole numbers. Identifying coins by name and value as well as adding money and making change. They will be introduced to basic story problem that deal with everyday issues. They will also be able to build on their time telling skills. Students will also be exposed to and using fractions and patterns. Other math topics will be covered based on the students need.

## **CURRICULUM LIFE SKILLS READING**

Our reading program focuses on word identification, sentence structure and meaning and reading comprehension. Students will read several short stories and chapter books throughout the year, both fiction and non-fiction. Students will be asked to write summaries over chapters as well as answering various 5WH questions. They will also work on sequencing events from both short stories and chapter books. Students will also work building their predicting skills.

## **CURRICULUM LIFE SKILLS DAILY LIVING**

This course will cover several areas of daily living skills and intended to build a student's independence skills. Students will work on understanding nutrition and making healthy choices which will build into them creating appropriate meal plans. They will work on creating grocery lists based off of recipes and meals. They will on how to read and follow recipes as well as cook simple meals in the kitchen. They will work on knowing their personal information and identify situations when they need to share it. Students will also work on reading and following map directions. They will also be exposed to several community experiences where they will be able to demonstrate the skills that they have learned. Students will also work on proper safety skills. Other topics in the daily living class could be covered based on a student's need.

# Extracurricular Activities

## 5th/6th

After-Hours Program  
Destination Imagination  
Intramural Basketball (6th grade, boys & girls)  
Drumline  
Flag Football (6th)  
Geography Bee  
Intramural Volleyball (6th)  
Intramural Wrestling (6th)  
Science Quiz Bowl

## 7th

After-Hours Program  
Basketball (boys & girls)  
Cheer  
Destination Imagination  
Drumline  
Football  
Geography Bee  
Mathcounts  
Musical  
Science Quiz Bowl  
Student Council  
Talent Show  
Track (boys & girls)  
Volleyball  
Wrestling  
Yearbook

## 8th

After-Hours Program  
Basketball (boys and girls)  
Destination Imagination  
Football  
Geography Bee  
Mathcounts  
Musical  
Science Quiz Bowl  
Student Council  
Talent Show  
Track (boys & girls)  
Volleyball  
Wrestling  
Yearbook

## **AFTER-HOURS PROGRAM (after-school program) in partnership with Communities-Together-Can Quarterly**

After-Hours is an after-school program that focuses on enriching students' lives through a variety of workshops offered in a safe and inviting atmosphere. Inclusion, respect and social responsibility are key elements of this program. Before and after workshop time, tutors are available to help with students' homework. Each quarter, students are offered the opportunity to select one or two workshops in an area that they are interested. An example of workshops offered could include: robotics, cooking, dodge ball, or drawing. Each workshop meets a total of fifteen times during the quarter. Information sheets go out to all students each quarter. The program operates Monday, Tuesday, and Thursday until 6:00 p.m., and Wednesday until 5:30 p.m. Each workshop charges a one-time \$6 material fee.

## AGENDA

The tentative agenda for each board meeting shall state the topics for discussion and action at the board meeting. It shall be kept continuously current and shall be readily available for public inspection at the district office during normal business hours. The agenda shall be placed on the district's website at least twenty-four hours before the meeting.

Persons requesting to place an item on the agenda must make a request to the superintendent prior to the drafting of the tentative agenda. The person making the request must state the person's name, purpose of the presentation, action desired and pertinent background information. Adding such requests will be at the discretion of the superintendent after consultation with the board president.

The tentative agenda and supporting documents shall be sent to the board members (3) days prior to the scheduled board meeting. These documents are the private property of the board member. Persons wishing to view the tentative agenda and supporting documents may do so at the principle office of the district.

The board shall take action only on the items listed on the tentative agenda posted with the public notice. Items added to the agenda may be discussed or taken under advisement by the board. If an added item is acted upon, the minutes of the board meeting shall state the reason justifying the immediate action. Only items of an emergency nature may be added to the agenda later than twenty-four hours before the scheduled meeting.

It shall be the responsibility of the board president and superintendent to develop the agenda for each board meeting.

A consent agenda may be used by the board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

Legal Reference:                   Neb. Statute 84-712  
  84-1408 to 1414

Cross Reference:               203    Organization of the School Board  
  403.05 Public Complaints about Employees  
  503    Student Rights and Responsibilities  
  1003  Public Examination of District Records

Policy Adopted: 12-08-03

COLUMBUS PUBIC SCHOOLS

Policy Revised: 11/10/08

Columbus, Nebraska

## MEETING MINUTES

The board shall keep and maintain permanent records of the board including, but not limited to, records of the minutes of board meetings, documentation received or disclosed in open session of the meetings, and other required records of the board. ~~The minutes may be kept as an electronic record.~~

It shall be the responsibility of the board secretary to keep the minutes of the board meetings. The minutes of each board meeting shall record when and where the meeting notice was published. They shall also include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member, and the schedule of bills allowed shall be attached. In addition, they shall include all required information regarding any closed sessions as stated in policy 204.06. This information shall be available within 10 days of the board meeting or prior to the next convened meeting, if earlier. Minutes shall be placed on the district's website at such time as they are available and shall there for at least six months. Minutes shall be forwarded to the newspaper designated as the official newspaper for publication. The schedule of bills allowed may be published on a once monthly basis in lieu of publication with the minutes. The permanent records of the board minutes may include more detail than is required for the publication of the minutes.

~~Minutes awaiting approval at the next board meeting will be available for inspection at the central office of the district after the office transcribes the notes into a document which has been proofread for errors and corrected.~~

Legal Reference:                   Neb. Statute 79-577  
  79-580  
  84-712  
  84-1408 to 1414

Cross Reference:                203    Organization of the School Board  
  1003   Public Examination of District Records  
  1004   Press, Radio and Television News Media

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

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Cross Reference:               203    Organization of the School Board  
   1003   Public Examination of District Records  
   1004   Press, Radio and Television News Media

Policy Adopted: 12/08/03  
Policy Revised: 07/10/06  
Policy Revised: 11/10/08  
Policy Revised: 02/15/2021

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

VIRTUAL CONFERENCING DURING AN EMERGENCY

If the District is included at least in part within the jurisdiction of an emergency declared by the Governor under the Emergency Management Act, the District may hold a meeting by virtual conferencing. The District shall give reasonable advance publicized notice including information regarding access for the public and news media. In addition to any formal action taken relating to the emergency, the District may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting.

The secretary shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

The nature of the emergency shall be stated in the minutes. Complete minutes of the meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available

Legal Reference:                   Neb. Statute 84-1411

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Committee As A Whole  
Monday, January 10, 2022 5:30 PM Central

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

Candace Becher: Absent  
Mark Brown: Present  
Michael Jeffryes: Absent  
Doug Molczyk: Present  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 4, Absent: 2.  
Candace Becher: Present  
Michael Jeffryes: Present  
Present: 6.

## I. Committee As A Whole

### I.A. Call to Order

### I.B. Roll Call of Board

Motion to excuse Candace and Mike board members until they get here.. Passed with a motion by Mark Brown and a second by Theresa Seipel.

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

Board members, Candy Becher and Mike Jeffryes were late due to the Lost Creek Listening Session.

### I.C. Pledge of Allegiance

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

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

### I.E. Presentations

#### I.E.1. Lost Creek Elementary Presentation

JP Holys, Lost Creek Elementary Principal, presented on school programs and events. He introduced the new staff at Lost Creek. Mr. Holys shared the High Reliability Schools foundational levels and how Lost Creek is implementing the program, Safe, Supportive and Collaborative Culture is shared with students through Expectation Stations, which is taught at the beginning of each semester. Lost Creek staff uses SOAR Tickets that are given to students that go above and beyond in safety, respect, and responsibility. Tickets are then placed in a classroom raffle and then if drawn can win something from a motivation menu of items.

Mr. Holys said they have been able to bring Eagle time back, which is exciting after taking the year off due of COVID. Eagle time is spent with teaming different grade levels to work on specific skills, and then practicing these skills. He also mentioned activities the staff participate in to stay engaged

with each other, such as a "Would You Rather?" board in the staff room. Mr. Holys mentioned the Circle of Friends Club, the Ukulele Club, and the Where's Waldo Christmas Tree, as meaningful and enjoyed events at Lost Creek. He also shared the PTO activities. Lost Creek has an awesome and very active PTO. This year some of the events have been Poppy's Pumpkin Patch, Freddy's Night, Cookie Dough Fundraiser, and Cookies with Santa, all were well received. Student Council is an active group participating in leadership, monthly meetings, sucker sales, Red Ribbon Week, caroling, holiday food drive, and the Penny for Patients Drive.

Foundational level 2, Effective Teaching in Every Classroom prompts PLC's to ask the four questions: What do we want students to learn? How do we know students have learned it? What do we do when students don't learn it? What do we do when students learned it/already know it? Lost Creek have been using "Data Into Action" and have gone through the first cycle of collecting data, narrowed down the information and are tracking. Foundational Level 3 Guaranteed and Viable Curriculum: Proficiency scales and reporting is used with common language and common use for reporting proficiency scales. Mr. Holys said teachers stress where students are and where they are headed. They identify goals and how it ties in with work habits. He also shared the importance of getting the information out to parents regarding the grading, they will use building focus meetings, the Smore Newsletter, spring conferences and side by side conversations. They will have a question and answer session with teachers and parents in March, and curriculum nights in the fall. Mr. Holys ended his presentation with FLY LIKE AN EAGLE!!

#### I.F. Board Special Functions

##### I.F.1. CHS Course Handbook Discussion

Mr. Hiebner, CHS Principal, said the draft is not attached. Over the last couple of years, he has been working on streamlining the course book and making it consistent through each department. Additions will include, the new Health Sciences Pathway, the Wayne State Pathway, and Honors where needed.

##### I.F.2. Appointments by the Board President

Appointments by the Board President were discussed, committees will remain the same. Board Member Mark Brown will be removed from the Safety and Security Committee.

##### I.F.3. Approval of Financial Institutions

Financial Institutions to approve were presented. Chip Kay, Director of Finance and Human Resources said the BOK handles bonds and Capital One handles lease purchase agreement for CPS.

##### I.F.4. Approval of School Attorneys

Dr. Loeffelholz said that we use Grant and Grant and Fehringer for local and real estate legal counsel. Personnel issues, we use Perry, Guthrie, Haase & Gessford and KSB School Law.

##### I.F.5. Approval of Media Outlets

Listed are the media outlets we use for press releases.

#### I.F.6. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator

#### I.F.7. Appointment of Chip Kay and Tim Kwapnioski as the Title IX Coordinators

Dr. Loeffelholz said that a name must be submitted. In the policy and exhibits we use the title.

#### I.F.8. Annual Review of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1

Dr. Loeffelholz presented the documents for the annual review of Policy 502.01, 502.02 and the exhibit 502.02E1. The exhibit has the projected number for next year and the cut-off numbers that are used to determine acceptance or denial of the Nebraska Option Enrollment Applications. Dr. Loeffelholz clarified that when a school accepts a student, they accept all students in the family.

Jason Harris, Director of Student Services and Special Education talked about the special services and special education programs. Typically, all of those programs are full, and we can't accept option students. He also talked about tuition and said typically there is no tuition because we aren't serving students outside our district. Dr. Loeffelholz also gave information on in-district transfers and said that there are specific guidelines. If a family moves from one elementary attendance area to another, the family is offered the choice of staying or attending the new school.

### I.G. Consent Agenda

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

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

Mr. Kay noted a decrease in the balance of the building funds, this money was used to purchase the 3rd Avenue property. Revenue is showing that the collection of state funding is at 33% which is on target for January. Expenditures show a lot of names, these are mileage payments to staff for travel throughout the district.

#### I.G.3. Certified Personnel

Dr. Loeffelholz talked about the certified hires and resignations on the list, Eric Edzards is taking the SIS Specialist position. He will finish out this year as a school psychologist and begin the new position over the summer break. Mr. Harris said he will be looking for an intern at UNK, we have had good luck through UNK. There were some questions and discussion regarding the movement of teachers resigning at midterm. Dr. Loeffelholz said this is the first time he has seen this in the district and recommended the discussion continue in executive session next Monday.

#### I.G.4. Classified Personnel

Mr. Kay said we have hired some people to take the open positions.

#### I.G.5. Professional Travel

Dr. Loeffelholz gave a brief update of the information on the travel report.

## I.H. Acceptance of Gifts/Donations

The Foundation Report is showing contributions of \$23,486.89 for the month and \$154,934.25 for 2021. He also said you see Post Prom ramping up along with fundraisers being paid. The Foundation is working on grants for the Early Education Center.

## I.I. Business Operations and Human Relations

### I.I.1. Policies

#### I.I.1.1. Annual Review of Policy 802.06 Unpaid Meals

Mr. Kay talked about the annual review of Policy 802.06 Unpaid Meal Policy. He said the communication has been very effective in keeping families up to day on lunch accounts. He shared information about a new line at CMS called The Galley. This provides a lot of the students favorite menu items and makes it a quick way to get food that they want and allows more time to eat. This line always offers 2 options, such as bosco sticks and hot dogs. Students still receive the required fruit and vegetable along with the main item, it is all placed in a bag.

### I.I.2. Administrative Functions

#### I.I.2.1. Surplus

#### I.I.2.2. New Classified/Professional Position Proposal Communications Specialist

Dr. Loeffelholz shared the proposal on adding another communications specialist to work with Nicole Anderson, Director of Communications and th Foundation Director. This person would work with HR, Communications and the Curriculum Department. The idea is to build a library of resources for recruiting and training employees. This hire would qualify to use ESSER III funds for the first 2 years. Using the 2 years as a trial period to see if the position is necessary.

Discussion regarding ESSER III funding qualifications which does apply when used for recruiting and retaining staff. Mrs. Anderson said that adding the professional development piece in making videos is very time-consuming. Questions regarding students taking over the live-streaming responsibilities were discussed. Mrs. Anderson said we do have some students helping, however, some students are not mature enough to do all that is being asked. The curriculum for the multimedia class at CHS is in the early stages, and Dave Heibner, CHS Principal, said it does need to be taken to the next level, and there have been some issues with scheduling. Students sign up and then decide they want to just be a spectator. Also, since COVID, attendance is not what it once was, so getting students there can be an issue. Some live-streaming does not have commentary because some students involved are not ready to commentate on the event.

The job description lists a lot of skills and responsibilities, Mrs. Anderson said it is unlikely that someone can be found to do all the duties, they want to find someone with some skills and then work around that with Isaiah's skill set. Dr. Loeffelholz added there is just not enough time to meet all the needs of the department. The salary range being offered would depend on the skill set of the prospective candidate. The hope would be that the instructional coaches could utilize training videos that could be created with adding another person to the communications department.

Board questions regarding all the needs of the district and if this is the best way to use funding to assist our teachers. The answer is that recruiting staff and developing training tools for staff does assist our teachers. Should we use the money to hire more paras, the answer is we have para positions open now that we can not find people to hire. What are the retention issues, why are we losing teachers? Do we hire another teacher to teach these skills to get students ready to take on some of these responsibilities? Doug Molczyk, Board President, recommended taking this item off the agenda until more information is available and questions are answered regarding the position. Dr. Loeffelholz reminded the board that the last two proposals to add district employees were taken off the next meeting's agenda and all departments are stressed as well.

### I.I.3. Updates

Mr. Kay said we now have 94 substitutes for the district, this is the highest number CPS has ever had. He noted they all do not work in every building. Having added some paras with local substitute certificates is really helpful. He also updated on openings, TERIP interest and two of the eight openings that have been filled.

Mr. Kay is working on the RFP for food service, he is expecting 3 to 4 to come in. CPS also has the choice to manage their own food service. The data is really incomplete from the last two years because of the pandemic and the free lunch program that has been in place. He said he will recommend a four-year contract, NDE does have some rules in place to look at.

There was discussion from Board Members regarding why subs won't work in some buildings, and looking at hiring some full time subs to alleviate some of the situation.

## I.J. Buildings & Sites/Technology

### I.J.1. Policies

### I.J.2. Administrative Functions

### I.J.3. Updates

Mr. Kwapnioski gave a brief update on projects. Work at Kramer continues with more steel going up tomorrow. He said Area B is close to having decking down. Some adjustments are being made on connecting the old and the new building. They are hoping to do a big concrete pour this week. The ICE House project is progressing, they are waiting on the garage door that was ordered 4 months ago. Mr. Kwapnioski said the city did fill the pond, and two days later it was gone. The city says there needs to be 2 feet of frost in the ground. The warming shack is mostly complete. He said the CASSETTE House estimated costs should be in by end of the week. He shared that wood prices have started to escalate again, there is so much need and not enough product. Mr. Kwapnioski is glad many of our supplies have been prepaid. Lease agreement with the farmland tenant is completed. He is projecting completion on Kramer by December 2022.

## I.K. Curriculum and Instruction

### I.K.1. Policies

### I.K.2. Administrative Functions

### I.K.2.1. BOE Measurable Goals Slides 2020-2021 REVISED"

Amy Romshek, Director of Curriculum and Instruction provided an update of the strategic plan. The plan has a 5-year life span. The plan is rewritten every five years to clearly define measurable goals, provide direction and improvement for building and system plans, and organize a communication plan. Dr. Romshek shared the Academic Goal, which includes each specific goal, measures and how it aligns with High Reliability Schools. There was discussion on the number of kindergarten students that had been to preschool and how to capture those for better results. Dr. Romshek said that with more space for preschoolers, recruitment of preschool students would be another way to utilize the proposed new communication specialist. The curriculum used is mandated through the Nebraska Department of Education, making sure they are ready for CPS. There has been a decrease, which is likely because of the pandemic. She talked about testing and the two check points, the spring and the fall. Dr. Romshek provided data for the previous 5 years. The data shows that students proficiency has taken a hit with students being away from school because of the pandemic and quarantine. Dr. Romshek highlighted the approximate 30 certifications that are being offered at CHS, and over 60 programs of study. She also shared the Social-emotional Goal with data from the overall goal, and measures and the High Reliability Schools Alignment. In this section, receiving services within a certain amount of time was not addressed until 2019-2020 when we had staff to meet that need. Attendance standards are at 79% of our student body have less than 9 days absent.

Office referrals are at a very low percentage due to training being done with teachers through Well Managed Classrooms and BIST. Mr. Kwapnioski will report Goal #3 Facilities: Establish, equip, sustain, and enhance the educational programs of the District at a later date.

### I.K.3. Updates

#### I.L. Student Services

##### I.L.1. Policies

###### I.L.1.1. Annual Review of Policy 508.15 Concussion Awareness

Jason Harris, Director of Student Service and Special Education reported that the Concussion Awareness policy has not changed, he also mentioned there is an exhibit which gives the procedure, the document is completed for each student. Students are required to be cleared by a physician or one of the CPS trainers. He said the CPS nurses review the procedures each year.

##### I.L.2. Administrative Functions

###### I.L.3. Updates

No Updates.

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

#### I.N. Board Sharing

#### I.O. Adjourn

Motion to adjourn. Passed with a motion by Mark Brown and a second by Douglas Willoughby. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0  
Adjourned at 7:50.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, January 10, 2022.

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President

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Secretary

Regular Meeting  
Monday, January 17, 2022 5:30 PM Central

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

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Absent  
Theresa Seipel: Present  
Douglas Willoughby: Present  
Present: 5, Absent: 1.  
Doug Molczyk: Present  
Present: 6.

## I. Board Meeting

### I.A. Call to Order

### I.B. Roll Call of Board

Motion to excuse (Mr. Molczyk) from the meeting. Passed with a motion by Mark Brown and a second by Theresa Seipel.

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

### I.C. Pledge of Allegiance

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

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

### I.E. Mission Statement

Doug Willoughby read the Mission Statement.

### I.F. Opportunity for Public to be Heard

### I.G. Board Special Functions

#### I.G.1. CHS Course Handbook Approval

The Superintendent recommends that the Board approve the CHS Course Handbook, as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

Dave Hiebner, CHS Principal, gave a brief summary on the changes that were made in the 2022-23 Course Description Handbook. Main changes included the addition of dual credit courses including the Wayne State College Courses. In the English section some course names changed to include Honors. Food Sciences has been added to the Family and Consumer Sciences Section. The Health Science Pathway was added, and Mr. Hiebner mentioned there may be some adjustments as this is

brand new. He said the Health Sciences I course has already capped out, so there may need to be some criteria for students to get into this pathway. Also, the CPM content has been added to the math selections.

There was some discussion on when honors will be added to math and how a student is eligible for those classes. Mr. Hiebner said it is by teacher recommendation. He said there is more work to be done for specifics for honors to be added in the Math Section of the handbook.

#### I.G.2. Appointments by the Board President

The Superintendent recommends that the Board approve the committee appointments by the Board President. Passed with a motion by Mark Brown and a second by Candace Becher. Doug Molczyk: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Troy Loeffelholz, Superintendent, said the one change on the board appointments was made.

#### I.G.3. Approval of Financial Institutions

The Superintendent recommends that the Board approve the Financial Institutions, as submitted. Passed with a motion by Candace Becher and a second by Doug Molczyk. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.G.4. Approval of School Attorneys

The Superintendent recommends that the Board approve the school attorneys, as submitted. Passed with a motion by Mark Brown and a second by Theresa Seipel. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.G.5. Approval of Media Outlets

The Superintendent recommends that the Board approve the media outlets submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.G.6. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator

Motion to appoint Dr. Troy Loeffelholz as the Affirmative Action Coordinator. Passed with a motion by Michael Jeffryes and a second by Mark Brown. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.G.7. Appointment of Chip Kay and Tim Kwapnioski as the Title IX Coordinators

The Superintendent recommends that the Board approves the Appointment of Chip Kay and Tim Kwapnioski as the Title IX Coordinators. Passed with a motion by Doug Molczyk and a second by Candace Becher. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

I.G.8. Second and Final Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1

The Superintendent recommends that the Board approve the Second and Final Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1, as submitted. Passed with a motion by Michael Jeffryes and a second by Doug Molczyk.

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

Yea: 6, Nay: 0

I.H. Recognitions

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

I.J. Consent Agenda

I.J.1. Approval of Minutes

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

I.J.3. Financial Report M5

Motion to approve financial report M5. Passed with a motion by Candace Becher and a second by Mark Brown.

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

Yea: 6, Nay: 0

Chip Kay, Director of Finance and Human Resources, shared the bills from the first two weeks of January. These are a few listed: the Nebraska Secretary of State was paid for logo branding. Public Risk Management, this is the annual amount paid for insurance to be the construction manager for the Kramer project. El Tapatio was paid for the staff luncheon earned for the 80/80 giving campaign. Mr. Kay said CPS received a grant payment meant for the CPS Foundation that was paid back. There was an invoice paid for damage at West Park from the tornado, it was not worth submitting to insurance after paying the deductible.

I.J.4. Certified Personnel

I.J.5. Classified Personnel

I.J.6. Professional Travel

I.K. Acceptance of Gifts/Donations

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

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

Yea: 6, Nay: 0

I.L. Business Operations and Human Relations

I.L.1. Policies

#### I.L.1.1. Second and Final Reading of Policy 802.06 Unpaid Meals

The Superintendent recommends that the Board approve the Second and Final Reading Policy 802.06 Unpaid Meals, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

Yea: 6, Nay: 0

#### I.L.2. Administrative Functions

##### I.L.2.1. Surplus

The Superintendent recommends that the Board approve the declaration of surplus property of items listed. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

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

Yea: 6, Nay: 0

There was one more submission from CMS for some very old jerseys to be surplussed.

#### I.L.3. Updates

Mr. Kay informed the Negotiations Committee of a meeting with CEA on Thursday at 5:30 at the Administration Building.

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

#### I.M.1. Policies

#### I.M.2. Administrative Functions

#### I.M.3. Updates

Mr. Kwapnioski said there will be a meeting in the next couple of weeks, to talk with the City of Columbus and the Columbus Community Hospital regarding an MOU for water retention. Mr. Kwapnioski said it will be at their expense. He also said CPS attorneys have not looked over the contract yet.

### I.N. Curriculum and Instruction

#### I.N.1. Policies

#### I.N.2. Administrative Functions

#### I.N.3. Updates

Amy Romshek, Director of Curriculum and Instruction, shared data from some questions from the Strategic Plan Goals Presentation from last week's meeting. Data was presented regarding ACT scores, the percentage of students who had taken advanced courses. Dr. Romshek shared data from the 20-21 junior class with a three-year history, which included how many students had enrolled and completed the courses successfully. Other data shared was percentage of students that took less than CORE and completion numbers, students that took more than the CORE,

percentage of students that have completed dual credit, honors, accelerated, and college prep courses. Dr. Romshek said CHS is offering many very challenging courses and certifications.

Discussion regarding students being prepared for college and how the course choices made in high school can affect their readiness. ACT/SAT scores are not being required by a lot of two/four year schools at this time. Some schools are looking at GPA as a better indicator of success at that higher level of education. Dr. Romshek said that the data on our students that go on to college or a trade school is available on the NDE website.

## I.O. Student Services

### I.O.1. Policies

#### I.O.1.1. Second and Final Reading of Policy 508.15 Concussion Awareness

The Superintendent recommends that the Board approves the Second and Final Reading of Policy 508.15 Concussion Awareness, as submitted. Passed with a motion by Michael Jeffryes and a second by Mark Brown.

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

### I.O.2. Administrative Functions

### I.O.3. Updates

## I.P. Superintendent's Report

Dr. Loeffelholz stated that our next scheduled Committee As Whole Meeting on 2/14/2022 will include Title IX training with Karen Haase from KBS School Law. The Meeting on 2/21/2022 will include a our Committee Meeting.

Dr. Loeffelholz said Illness rates have increased, and some buildings are above the 8% three-day average, he is anticipating a mask mandate at CHS, CMS and possibly North Park. That will last 3 weeks as our illness plan states. That timeframe will take us to parent teacher conferences. Other protocols will include visitors signing in and only parents will be allowed. There will be no Teammates visits for the three weeks. Reinstate temperature checks in those buildings. Everyone will be allowed to attend but will be required to wear masks at events and activities. Mr. Kay said he has 10 staff that have been reported COVID positive. Dr. Loeffelholz asked the board if they had any concerns with taking some Fridays off in the next few weeks to clear buildings for some extra cleaning and give students some time to recover if they are ill. There was discussion regarding reminding families to keep students home if they are ill. Once Dr. Loeffelholz receives the information that the numbers are higher than 8%, the mask mandate information will go out to families. He did remind the group that we have the strictest percentage in the state at this time.

## I.Q. Board Sharing

The board said thanks for the recognition of the work they do. All members are grateful for all the hard work from administrators and staff. Lots of discussion on COVID numbers and protocols that may need to be put into place as numbers continue to rise in Platte County and our buildings. Also

mentioned the wrestling tournament at CHS last weekend, commended the facilitators on a well run tournament. The Board appreciated Dr. Romshek's clarification of data from testing.

## II. Executive Session

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

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

Yea: 6, Nay: 0

Motion to come out of executive session. Passed with a motion by Doug Molczyk and a second by Douglas Willoughby.

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

Yea: 6, Nay: 0

## III. Adjourn

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, January 17, 2022.

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President

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Secretary

Columbus Public Schools  
 Summary of Cash Balances  
 January 31, 2022

DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
Attachment M4a			\$ 3,467,371.45		
Attachment M5 (prior Bd Mtg)			\$ 209,633.71		
<b>GEN FUND - GREAT PLAINS STATE BANK</b>	\$ 5,450,538.23	\$ 4,228,253.63	\$ 3,677,005.16	\$ 6,001,786.70	\$ 4,881,939.35
Dividends		\$ 680.41	\$ -		
Management Fees			\$ 251.82		
Investment Gain			\$ 5,404.95		
<b>GENERAL FUND - FNB TRUST</b>	\$ 950,895.84	\$ 680.41	\$ 5,656.77	\$ 945,919.48	\$ 953,786.92
<b>PAYROLL - PINNACLE BANK</b>	\$ 229,205.59	\$ 3,266,962.38	\$ 3,242,112.13	\$ 254,055.84	\$ 254,444.23
<b>PAYFLEX - PINNACLE BANK</b>	\$ 45,264.92	\$ 11,276.30	\$ 12,037.69	\$ 44,503.53	\$ 45,126.49
Dividends		\$ 1,520.71			
Management Fees			\$ 608.65		
Investment Gain			\$ 13,805.26		
Deposit		\$ 12,500.00			
<b>DEPRECIATION - FNB</b>	\$ 2,298,332.44	\$ 14,020.71	\$ 14,413.91	\$ 2,297,939.24	\$ 1,418,740.95
Administration	\$ 877,115.84	\$ 31,093.46	\$ 34,064.71	\$ 874,144.59	\$ 789,831.62
Middle School	\$ 111,641.07	\$ 5,819.07	\$ 6,980.70	\$ 110,479.44	\$ 98,609.24
High School	\$ 510,357.24	\$ 51,503.27	\$ 73,441.36	\$ 488,419.15	\$ 450,141.69
<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 1,499,114.15	\$ 88,415.80	\$ 114,486.77	\$ 1,473,043.18	\$ 1,338,582.55
Credit card fees received		\$ 315.00			
Interest Income		\$ 490.96			
State Reimbursement		\$ 199,816.45			
Rct to Expenditures		\$ 3,664.50			
Student/Staff Meals		\$ 10,522.31			
<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 507,871.59	\$ 214,809.22	\$ 214,388.72	\$ 508,292.09	\$ 232,686.54
B.O.K. Financial		\$ -			
Platte County Treasurer		\$ 288,957.51			
Butler County Treasurer		\$ 2,123.41			
CPS/Deposit Correction		\$ 881.42			
Dividends		\$ 188.12			
Management Fees		\$ -	\$ 53.34		
Investment Gain			\$ 1,178.36		
<b>BOND FUND - FNB</b>	\$ 201,436.23	\$ 292,150.46	\$ 1,231.70	\$ 492,354.99	\$ 172,297.46
Dividends		\$ 169.79			
Management Fees		\$ -	\$ 107.53		
Investment Loss			\$ 1,978.02		
<b>SPECIAL BLDG FUND - FNB TRUST</b>	\$ 406,036.91	\$ 169.79	\$ 2,085.55	\$ 404,121.15	\$ 407,639.33
B-D Construction Inc.			\$ 7,854.83		
BCDM Architects			\$ 9,886.17		
Menards			\$ 954.66		
<b>SPECIAL BLDG FUND - BANK OF THE VALLEY</b>	\$ 1,558,507.42	\$ 92,937.75	\$ 18,695.66	\$ 1,632,749.51	\$ 5,559,101.54

Columbus Public Schools  
 General Fund Revenue Detail  
 January 31, 2022

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$22,715,280.00)	(\$1,654,197.10)	(\$8,793,798.35)	(\$13,921,481.65)	38.71%
01.1.01115.000.000	Carline Taxes	(\$19,500.00)	\$0.00	(\$6,102.57)	(\$13,397.43)	31.30%
01.1.01120.000.000	Public Power District Sales Ta	(\$840,000.00)	\$0.00	\$0.00	(\$840,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,130,000.00)	(\$206,589.19)	(\$942,576.21)	(\$1,187,423.79)	44.25%
01.1.01323.000.000	Tuition, SpEd School Age	(\$35,000.00)	(\$4,850.00)	(\$23,050.00)	(\$11,950.00)	65.86%
01.1.01510.000.000	Interest	\$0.00	(\$2,679.31)	(\$15,916.05)	\$15,916.05	#DIV/0!
01.1.01540.000.000	Income from Real Property	(\$6,000.00)	(\$6,470.00)	(\$8,470.00)	\$2,470.00	141.17%
01.1.01801.000.000	01-2-0181	(\$29,000.00)	(\$6,888.00)	(\$38,042.00)	\$9,042.00	131.18%
01.1.01910.000.000	Rental Fees	\$0.00	(\$646.00)	(\$1,440.00)	\$1,440.00	#DIV/0!
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$4,165.00)	(\$20,835.00)	16.66%
01.1.01990.000.000	Miscellaneous Local Receipts	\$0.00	(\$326.50)	(\$538.55)	\$538.55	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$14,824.77)	(\$82,545.51)	(\$72,454.49)	53.26%
01.1.03110.000.000	State Aid	(\$18,184,815.00)	(\$1,818,482.00)	(\$9,092,410.00)	(\$9,092,405.00)	50.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,242,899.00)	(\$344,876.00)	(\$724,489.00)	(\$1,518,410.00)	32.30%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$135,000.00)	\$0.00	\$0.00	(\$135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	(\$50.47)	(\$314.45)	\$314.45	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$11,537.00)	\$0.00	\$0.00	(\$11,537.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$50,000.00)	\$0.00	(\$8,341.68)	(\$41,658.32)	16.68%
01.1.03400.000.000	State Apportionment	(\$583,000.00)	\$0.00	\$0.00	(\$583,000.00)	0.00%
01.1.03500.110.000	Elementary Attendance Monitor	\$0.00	(\$8,845.00)	(\$8,845.00)	\$8,845.00	#DIV/0!
01.1.03535.000.000	High Ability Learner Allocatio	(\$25,000.00)	\$0.00	(\$26,180.00)	\$1,180.00	104.72%
01.1.03540.000.000	State Early Childhood Grant	(\$145,000.00)	\$0.00	\$0.00	(\$145,000.00)	0.00%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$367,412.00)	\$0.00	\$0.00	(\$367,412.00)	0.00%
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$3,169.56)	\$3,169.56	#DIV/0!
01.1.03599.000.001	Education Quest College Access	(\$20,000.00)	\$0.00	(\$10,000.00)	(\$10,000.00)	50.00%
01.1.03995.000.000	Nebraska VR	\$0.00	\$0.00	(\$3,986.62)	\$3,986.62	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$573,373.00)	\$0.00	(\$223,022.00)	(\$350,351.00)	38.90%
01.1.04509.000.000	ESSA Title II Receipts	(\$131,980.00)	\$0.00	(\$86,602.00)	(\$45,378.00)	65.62%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$36,173.00)	\$0.00	\$0.00	(\$36,173.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$23,422.00)	\$0.00	(\$4,757.00)	(\$18,665.00)	20.31%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$855,765.00)	\$0.00	(\$887,431.00)	\$31,666.00	103.70%
01.1.04521.000.000	IDEA Proportionate Share	(\$114,093.00)	\$0.00	(\$42,579.00)	(\$71,514.00)	37.32%
01.1.04525.000.000	Carl Perkins Grants	(\$48,723.00)	\$0.00	\$0.00	(\$48,723.00)	0.00%
01.1.04526.000.000	Perkins Revision Grant	(\$100,000.00)	\$0.00	(\$98,915.00)	(\$1,085.00)	98.92%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$78,318.00)	\$0.00	(\$46,368.00)	(\$31,950.00)	59.20%
01.1.04528.000.000	Title III Immigrant	\$0.00	\$0.00	(\$22,389.00)	\$22,389.00	#DIV/0!
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,631.00)	(\$149,163.00)	(\$149,163.00)	(\$468.00)	99.69%
01.1.04708.000.000	Medicaid in Public Schools	(\$25,000.00)	\$0.00	(\$36,505.77)	\$11,505.77	146.02%
01.1.04995.000.000	FEMA/Federal Disaster Funds	\$0.00	\$0.00	(\$107,353.36)	\$107,353.36	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	\$0.00	\$0.00	(\$28,978.00)	\$28,978.00	#DIV/0!
01.1.04997.000.000	Cares Act II	(\$1,838,000.00)	\$0.00	\$0.00	(\$1,838,000.00)	0.00%
01.1.04998.000.000	Cares Act III	(\$2,101,753.00)	\$0.00	\$0.00	(\$2,101,753.00)	0.00%
		(\$53,795,674.00)	(\$4,218,887.34)	(\$21,528,443.68)	(\$32,267,230.32)	40.02%
	Transfers					
	Reimbursements/ Refunds		(\$10,211.39)			
	Interest - Other Accounts		845.10			
	<b>Total Revenue</b>		<b>(\$4,228,253.63)</b>			

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
10999	SCHOOL DISTRICT #1-PAYROLL	\$3,180,381.47
11000	SECRETARY OF STATE	\$10.00
11001	ANATOMAGE INC	\$81,525.00
11002	CENTRAL NEBRASKA REHAB. SERV	\$38,230.09
11003	ESU #7 SPECIAL EDUCATION	\$24,278.49
11004	FILEWAVE (USA), INC.	\$24,168.00
11005	FRONTLINE TECHNOLOGIES	\$6,502.34
11006	JOURNEYED.COM INC.	\$13,973.51
11007	LANGUAGE LINE SERVICES INC	\$4.96
11008	NEBRASKA DEPT OF LABOR/FINANCE	\$198.00
11009	NORTHEAST COMMUNITY COLLEGE	\$150.00
11010	PAYFLEX SYSTEMS USA, INC.	\$365.80
11011	PLUNKETTS PEST CONTROL	\$610.00
11012	QUADIENT FINANCE USA, INC	\$1,000.00
11013	STEALTH BROADBAND	\$2,561.40
11014	SYMMETRY ENERGENCY SOLUTIONS, LLC	\$14,061.94
11015	AMAZON CAPITAL SERVICES	\$1,652.14
11016	CAPITAL ONE/WALMART	\$62.80
11017	HY-VEE FOOD STORES	\$300.00
11018	SUPER SAVER	\$311.45
11019	ACCENT FLORAL AND GALLERIA	\$50.00
11020	ANDERSON-1099, GAVIN	\$153.60
11021	BLOEBAUM-1099, GAVIN	\$35.84
11022	EDUPOINT EDUCATIONAL SYSTEMS	\$4,500.00
11023	ELECTRICAL ENGINEERING & EQUIP	\$2,938.50
11024	FIRST NATIONAL BANK OMAHA	\$33.80
11025	FIRST NATIONAL BANK OMAHA	\$1,050.16
11026	FIRST NATIONAL BANK OMAHA	\$1,687.87
11027	FIRST NATIONAL BANK OMAHA	\$315.00
11028	FIRST NATIONAL BANK OMAHA	\$12.65
11029	FIRST NATIONAL BANK OMAHA	\$1,705.77
11030	FIRST NATIONAL BANK OMAHA	\$853.26
11031	FIRST NATIONAL BANK OMAHA	\$47.92
11032	FOLLETT SCHOOL SOLUTIONS, INC.	\$48.40
11033	IXL LEARNING	\$3,741.00
11034	JACKSON SERVICES INC.	\$165.92
11035	LUNCHTIME SOLUTIONS, INC	\$550.12
11036	MATHESON TRI-GAS INC	\$249.71
11037	MID-STATE ENGINEERING & TESTING, INC.	\$619.50
11038	MIDLAND UNIVERSITY	\$100.00
11039	MOSER, ELIJAH	\$99.75
11040	NEBRASKA U.C. FUND	\$212.70
11041	NORTHEAST COMMUNITY COLLEGE	\$150.00
11042	U AND I SANITATION LLC	\$1,985.00

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
11043	WPS PUBLISHING	\$10.60
11044	CENTRAL NEBRASKA REHAB. SERV	\$50,517.09
11045	ACE HARDWARE-COLUMBUS	\$75.27
11046	BOMGAARS	\$80.40
11047	COLUMBUS MUSIC	\$435.83
11048	DEMCO, INC	\$102.14
11049	EAKES OFFICE SOLUTIONS	\$235.30
11050	FLINN SCIENTIFIC INC.	\$83.30
11051	FUN AND FUNCTION	\$232.00
11053	INNESS, SARAH	\$156.40
11054	J.W. PEPPER & SON, INC	\$272.46
11055	JARESKE, KELSEY	\$156.41
11056	KUGLER, TAMARA	\$68.77
11057	LUNCHTIME SOLUTIONS, INC	\$393.07
11058	MATHESON TRI-GAS INC	\$32.58
11059	MENARDS-COL	\$710.60
11060	MIDWEST DOOR & HARDWARE	\$36.00
11061	O'REILLY AUTO PARTS-COL	\$146.04
11062	RUTT'S HEATING & AIR CONDITIONING, INC -	\$656.71
11063	TOOFAST SUPPLY	\$72.33
11064	TRUCK CENTER COMPANIES	\$255.30
11066	VOSS LIGHTING	\$522.42
11067	WRIGHT, ABBEY	\$178.76
11068	BSN SPORTS	\$229.96
11069	HINMAN, CHELSEY	\$22.01
11070	MILLER, PAMELA	\$35.84
	Total Fund Expenditures	<u><u>\$3,467,371.45</u></u>

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
11071	AMAZON CAPITAL SERVICES	\$2,712.86
11072	CAPITAL ONE/WALMART	\$97.05
11073	HY-VEE FOOD STORES	\$59.87
11074	SUPER SAVER	\$387.90
11075	ADVANCED FIRE & SAFETY	\$1,751.87
11076	AED ZONE	\$365.00
11077	ASSOCIATED STAFFING, INC	\$10,732.98
11078	CENTRAL NE COMMUNITY SERVICES	\$28,756.38
11079	CITY OF COLUMBUS WATER & SANITATION DEPA	\$4,040.21
11080	CULLIGAN	\$40.47
11081	FATHER FLANAGAN'S BOYS' HOME	\$23,200.00
11082	FEHRINGER & MIELAK, LLP	\$500.00
11083	HARDER, BENJAMIN	\$9.83
11084	HOMETOWN LEASING	\$6,878.00
11085	IMAGE TECH & PRINTING	\$294.25
11086	LAKEFRONT SPRINKLERS & RETAINING WALLS	\$2,000.00
11087	LINCOLN JOURNAL STAR	\$221.37
11088	LOUP POWER DISTRICT	\$39,916.70
11089	MATHESON TRI-GAS INC	\$73.85
11090	NCSA	\$120.00
11091	ONE SOURCE	\$235.00
11092	PSAT/MNSQT	\$1,218.00
11093	SERVICEMASTER BY SHEVLIN	\$36,268.00
11094	SIKES, DONNA	\$13.03
11095	TYLER BUSINESS FORMS	\$58.84
11096	VERIZON WIRELESS	\$349.63
11097	LOUP POWER DISTRICT	\$4,492.16
11098	ASSOCIATED STAFFING, INC	\$4,556.79
11099	BIG APPLE BAGELS	\$159.96
11100	CENTRAL NEBRASKA REHAB. SERV	\$377.25
11101	CITY OF COLUMBUS WATER & SANITATION DEPA	\$41.99
11102	CITY OF COLUMBUS-GARBAGE FEE	\$244.08
11103	COLUMBUS SCHOOL LUNCH FUND-CHS	\$964.02
11104	CUBBYS CORPORATE OFFICE	\$38.09
11105	FAIRFIELD INN	\$279.90
11106	GIBBS SMITH EDUCATION	\$36,923.88
11107	INITIATIVEONE	\$30,000.00
11108	JACKSON SERVICES INC.	\$165.92
11109	LOUP POWER DISTRICT	\$210.99
11110	MARRIOTT	\$96.00
11111	MATSON, PAUL	\$19.49
11112	MOSER, ELIJAH	\$52.50
11113	NASB (NE. ASSOCIATION OF SCHOOL BOARDS)	\$8,446.00
11114	NEBRASKA STATE BANDMASTERS ASSOCIATION (	\$147.00

Check Number	Vendor	Amount
11115	PINNACLE BANK OMAHA	\$165.00
11116	PRESTO-X-COMPANY	\$33.66
11117	QUADIENT FINANCE USA, INC	\$957.60
11118	QUADIENT LEASING USA, INC	\$1,683.36
11119	QUALITY SOUND & COMMUNICATIONS INC	\$16.17
11120	READ NATURALLY	\$690.00
11121	RVW, INC.	\$23,966.95
11122	SYMMETRY ENGERGY SOLUTIONS, LLC	\$158.04
11123	T-BONE TRUCK STOP	\$2,769.69
11124	VIVIAL	\$68.50
11125	WERTS, SHEENA	\$18.14
11126	COLUMBUS SCHOOL LUNCH FUND-CHS	\$858.62
11127	COLUMBUS SCHOOL LUNCH FUND-CHS	\$964.02
11128	SCHOOL DISTRICT #1-PAYROLL	\$3,296,070.26
11129	ASSOCIATED STAFFING, INC	\$5,041.37
11130	BIG APPLE BAGELS	\$79.98
11131	CENTRAL COMM COLLEGE-COL	\$215.00
11132	CENTRAL NEBRASKA REHAB. SERV	\$45,025.47
11133	COLUMBUS DOWNTOWN BUSINESS ASSOCIATION	\$125.00
11134	COLUMBUS SCHOOL LUNCH FUND-CHS	\$30,189.00
11135	COMMONWEALTH COMMUNICATIONS	\$2,925.00
11136	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$220.00
11137	DAVLIN-1099, JOSIE	\$303.82
11138	FATHER FLANAGAN'S BOYS' HOME	\$32,800.00
11139	FEDEX FREIGHT	\$130.00
11140	FIRST NATIONAL BANK OMAHA	\$3,426.49
11141	FIRST NATIONAL BANK OMAHA	\$974.33
11142	FIRST NATIONAL BANK OMAHA	\$234.71
11143	FIRST NATIONAL BANK OMAHA	\$2,098.64
11144	GAVER-1099, ALLY	\$28.16
11145	HARRISON BROTHERS, INC. D/B/A TAPEWORKS	\$84.11
11146	LOEFFELHOLZ, TROY	\$11.68
11147	LOUP POWER DISTRICT	\$219.53
11148	MATHESON TRI-GAS INC	\$116.28
11149	MORALES, JOSUE	\$169.63
11150	NEBRASKA SAFETY CENTER	\$600.00
11151	PAYFLEX SYSTEMS USA, INC.	\$365.80
11152	PLUNKETTS PEST CONTROL	\$610.00
11153	QUADIENT FINANCE USA, INC	\$2,000.00
11154	REPPERT-1099, JENESI	\$94.00
11155	SCHOOL DISTRICT # 1 BOND FUND	\$76.04
11156	SCHOOL DISTRICT #1 BUILDING FUND	\$23.65
11157	STEALTH BROADBAND	\$2,561.40
11158	SYMMETRY ENGERGY SOLUTIONS, LLC	\$14,602.94

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
11159	UNIVERSITY OF NEBRASKA LINCOLN	\$1,290.00
11160	AMAZON CAPITAL SERVICES	\$3,247.73
11161	CAPITAL ONE/WALMART	\$1,445.87
11162	HY-VEE FOOD STORES	\$1,047.91
11163	SUPER SAVER	\$596.90
11164	ACE HARDWARE-COLUMBUS	\$10.55
11165	ADVANCE AUTO PARTS	\$132.02
11166	ALLEN, ETHAN	\$83.37
11167	ALLIED 100, LLC	\$5,157.48
11168	ANIXTER, INC.	\$363.00
11169	ASHLOCK CONSULTING INC	\$279.96
11170	BATES, LINDSEY	\$213.41
11171	BAUER, TRAVIS	\$213.41
11172	BLASER, AMY	\$213.41
11173	BOMBERGER, KYLA	\$60.60
11174	BOMGAARS	\$121.45
11175	BOS, JENNY	\$300.11
11176	BURNETT, ROBIN	\$134.56
11177	BYRKIT PIANO SERVICE	\$140.00
11178	CAPITAL SANITARY SUPPLY	\$21.93
11179	COLE, CRYSTAL	\$186.74
11180	COLUMBUS MUSIC	\$2,061.81
11181	COLUMBUS SCREEN PRINTING, INC.	\$337.36
11182	DEMCO, INC	\$258.78
11183	DONOGHUE, TRACY	\$260.10
11184	DUSH, REGINA	\$427.77
11185	EAKES OFFICE SOLUTIONS	\$649.42
11186	ENTERPRISE ELECTRIC-COLUMBUS	\$147.58
11187	FARMERS PRIDE	\$126.50
11188	FAS-BREAK	\$125.00
11189	FIALA, ROBYN	\$30.88
11190	FLORES, BEATRICE	\$343.15
11191	FOLLETT SCHOOL SOLUTIONS, INC.	\$480.10
11192	FREEMAN, TYLER	\$175.07
11193	GALLEY, SHANNON	\$186.74
11194	GANDER PUBLISHING INC	\$87.89
11195	GEHRING CONST. & READY MIX CO.	\$25.76
11196	GLOBAL TELETHERAPY	\$20,212.00
11197	GOODWIN TUCKER GROUP	\$368.55
11198	GRAFE, TARA	\$213.41
11199	HADLEY-BRAITHWAIT CO.	\$51.95
11200	HAYS, ALISHA	\$44.46
11201	HOESING, KRISTIN	\$106.71
11202	HOLLIS, EMILY	\$213.40


Check Number	Vendor	Amount
11203	IMAGE TECH & PRINTING	\$441.25
11204	INNESS, SARAH	\$151.72
11205	J.W. PEPPER & SON, INC	\$123.74
11206	JARECKI, KAY	\$200.08
11207	JARESKE, CHRISTINA	\$186.74
11208	JARESKE, KELSEY	\$186.74
11209	JUNIOR LIBRARY GUILD	\$2,096.60
11210	KIM, ERIKA	\$14.04
11211	KOCH EXCAVATING CO.	\$760.00
11212	KOHL, CHELSEY	\$151.72
11213	KUGLER, TAMARA	\$48.68
11214	KUHLMAN, CARRIE	\$18.72
11215	LUNCHTIME SOLUTIONS, INC	\$318.45
11216	MENARDS-COL	\$614.26
11217	MID AMERICA BOOKS	\$285.45
11218	MID-STATE ENGINEERING & TESTING, INC.	\$721.00
11219	MIDWEST DOOR & HARDWARE	\$115.00
11220	MUCHMORE, KELLY	\$213.41
11221	MUELLER, PAM	\$133.38
11222	MURPHY-1099, DAWN	\$862.00
11223	NC3	\$395.00
11224	NEBRASKA CENTRAL EQUIPMENT	\$502.01
11225	NEBRASKA HARVESTORE SYSTEMS	\$3,618.02
11226	NEWILL, TOBIE	\$78.63
11227	OCCUPATIONAL HEALTH SERVICES	\$123.00
11228	OMAHA MUSIC THERAPY LLC	\$2,699.20
11229	PACZOSA, MEGAN	\$175.06
11230	PACZOSA, TODD	\$173.40
11231	PAITZ, TONYA	\$48.67
11232	PRESTWICK HOUSE	\$823.35
11233	PRINTCO GRAPHICS, INC	\$158.00
11234	RETZLAFF, JESSICA	\$213.41
11235	RIVERSIDE PORTABLES, LLC	\$285.00
11236	RUTT'S HEATING & AIR CONDITIONING, INC -	\$746.90
11237	SCHMITT MUSIC	\$160.00
11238	SHERWIN-WILLIAMS	\$24.59
11239	STAROSCIK, KRISTINE	\$93.37
11240	STEMPEK, SHELLEY	\$240.09
11241	SUBSCRIPTION SERVICES OF AMERICA INC.	\$628.00
11242	TAYLOR MUSIC, INC.	\$59.00
11243	TAYLOR, BROOKE	\$266.77
11244	TEACHER SYNERGY, LLC	\$32.04
11245	TELLEZ, GAMALIEL	\$441.62
11246	TEPLY, TAMMY	\$293.44

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
11247	THE DBQ COMPANY	\$300.00
11248	THE HOME DEPOT PRO	\$908.11
11249	TRUCK CENTER COMPANIES	\$49.93
11250	TWOREK, CELESTE	\$70.03
11251	TWOREK, DANIEL	\$213.41
11252	TWOREK, KRYSTAL	\$80.26
11253	VAN KLEY, KATEY	\$35.56
11254	WEMHOFF, ASHLEY	\$213.41
11255	WPS PUBLISHING	\$999.90
11256	WRIGHT, ABBEY	\$186.74
11257	ZIMMERMAN, ALYSSA	\$128.38
	<b>Total Fund Expenditures</b>	<b><u><u>\$3,786,591.23</u></u></b>

**Travel Report**

**February 2022**

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
1/10/2022	1.00	JACOB RITTER	BOONE CENTRAL HONOR CHOIR CLINIC - ALBION	\$165.00
1/12/2022	1.00	TIM KWAPNOSKI	REGION II MEETING - NSAA - OMAHA	\$0.00
1/17/2022	5.00	JASON HARRIS	CEC CONVENTION & EXPO - ORLANDO	\$0.00
1/19/2022	0.75	AMY HAYNES	REGION III MEETING - NORFOLK	\$0.00
1/21/2022	1.00	SARA COLFORD	WAYNE STATE TEACHER FAIR - WAYNE	\$0.00
1/28/2022	1.00	JESSY HILL	UNK SCHOOL PSYCH INTERVIEW DAY - KEARNEY	\$0.00
1/28/2022	1.00	JASON HARRIS	UNK SCHOOL PSYCHOLOGY FAIR - KEARNEY	\$284.34
2/3/2022	1.00	BETHANY SEEHUSEN	COLLEGE OF HAIR DESIGN FIELD TRIP - LINCOLN	\$0.00
2/3/2022	1.00	KIM LOEFFELHOLZ	COLLEGE VISIT FIELD TRIP SPONSOR - OMAHA	\$0.00
2/4/2022	1.00	BRANDON JANSEN	FOOTBALL CLINIC - KANSAS CITY	\$0.00
2/4/2022	1.00	CRAIG WILLIAMS	FOOTBALL CLINIC - KANSAS CITY	\$621.00
2/7/2022	3.00	CHIP KAY	AASPA NATIONAL TEACHER SHORTAGE SUMMIT - ORLANDO, FL	\$982.96
				\$0.00
				\$0.00
				<b>\$2,053.30 Total</b>



**COLUMBUS  
PUBLIC SCHOOLS  
FOUNDATION**

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

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February 1, 2022

Doug Molczyk  
Board of Education  
Columbus Public Schools

Dear President Molczyk and Members of the Board:

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

\$10.00 - Lighting of the Anchor  
\$1,886.29 - Columbus After School Program  
\$285.00 - Dual Credit Scholarship  
\$55.95 - Stem on the Go

\$2,000.00 - Vocal Music Scholarship for Travel  
\$6,157.00 - CMS Holiday Spirit Coop  
\$4.32 - Educators Rising  
\$23,443.97 - CMS DYTI grant purchases

**Alumni**

\$44.08 - Reunion Postage  
\$150.00 - Alumni Window Decals

**Band Boosters**

\$222.00 - Band Window Decals & Coroplast Signs

**Lost Creek PTO**

\$199.03 - Cookies with Santa  
\$1,250.00 - Christmas Gifts  
\$61.06 - Field Trip Fuel

**Centennial PAC**

\$65.56 - Christmas Activity  
\$42.95 - Popcorn Supplies

**Sports Boosters**

\$598.00 - Discoverer Gear  
\$706.49 - Program Design & Printing

**North Park PTO**

\$230.11 - Family Fun Night  
\$152.42 - Fundraiser & T-shirt Order form Printing

**West Park PTO**

\$178.65 - Christmas fun  
\$36.76 - Printing

The total contributions for the month of January was **\$37,779.64**

The total contributions for the FY 2022 total is **\$37,779.64**

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

The total contributions for the FY 2021 (Sept-Dec) total is **\$154,934.25**

Thank you for your consideration.

Sincerely,



Nicole Anderson  
Director of Marketing & Foundation



Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## BUDGET PLANNING, PREPARATION AND SCHEDULES

Prior to certification of the budget, the board will review the projected revenues and expenditures for the school district and make adjustments where necessary to carry out the education program within the revenues projected.

A budget for the school district shall be prepared annually for the board's review. The budget shall include the following:

- the amount of revenues from sources other than taxation;
- the amount of revenues to be raised by taxation;
- an itemization of the amount to be spent in each fund; and,
- a comparison of the amount spent and revenue received in each fund for like purposes in the immediately preceding fiscal year.

It shall be the responsibility of the superintendent to prepare the budget for review by the board and place it on file with the district prior to publication of the budget hearing notice.

The board shall adopt and certify a budget for the operation of the school district to the county auditor by September 20. It shall be the responsibility of the board secretary to file the adopted and certified budget with the county auditor and other proper authorities.

The board may amend the budget for the fiscal year in the event of unforeseen circumstances or correct a clerical, mathematical or accounting error. The board shall follow the procedures for public review and adoption of an amended or corrected budget as outlined by statute.

The board will review the financial condition of the district monthly, and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining balances in each fund. This statement will be used as a guide for projected purchasing and as a guide for budget transfers.

During the budget year, the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one (1) account to another, subject to limitations provided by state laws and approval by the board.



## BUDGET ADOPTION PROCESS

Members of the school district community shall have an opportunity to review and comment on the proposed budget at a public hearing held separately from any regularly scheduled meeting before the adoption of the proposed budget by the board. The public shall be apprised of the proposed budget for the school district by its publication in the newspaper of record and on the newspaper's website, if it has one, at least 4 calendar days prior to the hearing-, including the day of publication. The hearing shall not be limited by time and any member of the public who wishes to speak on the proposed budget statement must be allowed to address the board for a reasonable amount of time. The board must make at least three copies of the proposed budget statement available to the public and shall make a presentation outlining key provisions of the proposed budget statement, including a comparison with the prior year's budget.

The published hearing notice shall contain the following information:

1. The certified taxable valuation under section 13-509 for the prior year-;
2. The certified taxable valuation under section 13-509 for the current year-~~and~~;
- ~~1-3.~~3. The percentage increase or decrease in such valuations from the prior year to the current year;
4. The dollar amount of the prior year's tax request-~~and~~;
- ~~2-5.~~5. The property tax rate that was necessary to fund that tax request;
- ~~3-6.~~6. The property tax rate that would be necessary to fund last year's tax request if applied to the current year's valuation;
7. The proposed dollar amount of the tax request for the current year-~~and~~;
- ~~4-8.~~8. The property tax rate that will be necessary to fund that tax request;
- ~~5-9.~~9. The percentage increase or decrease in the property tax rate from the prior year to the current year; and
- ~~6-10.~~10. The percentage increase or decrease in the total operating budget from the prior year to the current year.

If the board's budget resolution setting its property tax request exceeds the district's property tax request of the prior year, it shall include at a minimum the following information:

- ~~1.~~ 1. ~~The name of the district;~~ The amount of Budget Resolution for the \_\_\_\_\_ School District;
- ~~1-2.~~2. ~~The property tax request;~~ for the 20\_\_ - \_\_ year is \$ \_\_\_\_\_;
- ~~2.~~ 2. ~~The following statements:~~
- ~~2-3.~~3. ~~The total assessed value of property differs from last year's total assessed value by \_\_\_\_\_ percent;~~
- ~~3-4.~~4. ~~The tax rate which that would levy fund the same amount of property taxes tax request as last year, when multiplied by the new total assessed value of property, would be \$ \_\_\_\_\_ per \$100 of assessed value;~~
- ~~4-5.~~5. ~~The \_\_\_\_\_ School District proposes to adopt a property tax request that will cause its tax rate to be \$ \_\_\_\_\_ per \$100 of assessed value; and~~
- ~~5-6.~~6. ~~Based on the proposed property tax request and changes in other revenue, the total operating budget of the district will exceed last year's by \_\_\_\_\_ percent; and~~



## NOTICE OF BUDGET HEARING AND BOARD MEETING

The Board of Education of the School District of \_\_\_\_\_ will be meet at \_\_\_\_\_ for a Budget Hearing on \_\_\_\_\_, September \_\_, 20\_\_\_\_, to be followed by a (regular;special) meeting at \_\_\_\_\_. The meeting will be held at the Administrative Offices at \_\_\_\_\_.

An agenda for the Board Meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours. To view the agenda online go to [http://\\_\\_\\_\\_\\_](http://_____) and find the meeting link.

Budget information for the \_\_\_\_\_ School District.

1. The district's certified taxable valuation under Nebr. Statute 13-509 for the previous year is \$\_\_\_\_\_.
2. The district's certified taxable valuation under Nebr. Statute 13-509 for the current year is \$\_\_\_\_\_.
3. The total assessed value of property differs from last year's total assessed value by \_\_\_\_ percent.
4. The dollar amount of the previous year's tax request was \$\_\_\_\_\_.
5. The tax rate that was necessary to fund the previous year's tax request was \$\_\_\_\_\_ per \$100 of assessed value.
6. The tax rate that would fund the same amount of tax request as last year, when multiplied by the new total assessed value of property, would be \$\_\_\_\_\_ per \$100 of assessed value.
7. The proposed property tax request for the current year is \$\_\_\_\_\_ .
8. The district's proposed property tax request will result in a tax rate of \$\_\_\_\_\_ per \$100 of assessed value.
9. The district's proposed property tax request will (increase;decrease) the property tax rate from the prior year by \_\_\_\_\_ percent.
10. Based on the proposed property tax request and changes in other revenue, the total operating budget of the district will (increase;decrease) last year's by \_\_\_\_\_ percent.

PRESENTATION AT JOINT PUBLIC HEARING WHEN EXCEEDING  
ALLOWABLE GROWTH PERCENTAGE

If the board's budget resolution setting its property tax request will increase its property tax more than the allowable growth percentage, it shall designate one representative to attend a joint public hearing in the county in which the district's central office is located and the presentation shall include at a minimum the following information:

1. Budget Resolution for the \_\_\_\_\_ School District.
2. The property tax request for the 20\_\_-\_\_ year is \$\_\_\_\_\_.
3. The total assessed value of property differs from last year's total assessed value by \_\_\_\_\_ percent.
4. The tax rate that would fund the same amount of tax request as last year, when multiplied by the new total assessed value of property, would be \$\_\_\_\_\_ per \$100 of assessed value.
5. The \_\_\_\_\_ School District proposes to adopt a property tax request that will cause its tax rate to be \$\_\_\_\_\_ per \$100 of assessed value.
6. Based on the proposed property tax request and changes in other revenue, the total operating budget of the \_\_\_\_\_ School District will exceed last year's by \_\_\_\_\_ percent.
7. The record vote of the board in passing this resolution is \_\_\_\_\_.
8. To obtain more information regarding the increase in the property tax request, citizens may contact the \_\_\_\_\_ School District at the following:  
Phone Number \_\_\_\_\_ Email Address \_\_\_\_\_

## BUDGET HEARING AND RESOLUTION CHECKLIST PROCEDURES

1. Compare the proposed budget to prior year's budget – if the proposed budget amount is less than or equal to the prior year's budget amount, go to item 5.
2. If the proposed budget will increase the property tax more than the allowable growth percentage, go to item 3, if not go to item 5.
3. Prepare for the Joint Public Hearing by designating one representative to attend and supplying the 8 required information items to the clerk of the county in which the district's central office is located by September 5th. Wait to be notified of the date, time, and location of the Joint Public Hearing.
4. At the Joint Public Hearing, the presentation shall include the 8 items supplied to the county clerk including the phone number and email address for interested persons to contact the District. Any member of the public shall be allowed to speak at the Joint Public Hearing and shall be given a reasonable amount of time to do so.
5. The District shall give notice of the Budget Hearing at least 4 days prior to the hearing, including the day of publication, in the newspaper of record and on the newspaper's website, if it has one. The hearing notice shall include the 10 required items. The hearing must be held separately from any regularly scheduled meeting. It shall not be limited by total time although time limits may be set for each speaker. Any member of the public who wishes to speak on the proposed budget statement must be allowed to address the board for a reasonable amount of time. The board must make at least three copies of the proposed budget statement available to the public and shall make a presentation outlining key provisions of the proposed budget statement, including a comparison with the prior year's budget.
6. Following the Budget Hearing, the Board shall meet to approve and adopt its proposed budget. The budget resolution shall include the 7 required items of information.
7. The superintendent will ensure the budget is filed with and certified to the county levying board by September 30th as required with attached proof of publication and a copy of the resolution setting the property tax request shall be certified and forwarded to the county clerk by October 15th.

### **Determining Allowable Growth Percentage**

Under the revisions of LB 644 to Nebraska Statute 77-1601.02, and district “that seeks to increase its property tax request by more than the allowable growth percentage shall participate in a joint public hearing.”

For purposes of the Property Tax Request Act:

1. Allowable growth percentage means a percentage equal to the sum of (a) two percent plus (b) the political subdivision's real growth percentage;
2. Excess value means an amount equal to the assessed value of the real property included in a tax increment financing project minus the redevelopment project valuation for such real property;
3. Property tax request means the total amount of property taxes requested to be raised for a political subdivision through the levy imposed pursuant to section 77-1601;
4. Real growth percentage means the percentage obtained by dividing (a) the political subdivision's real growth value by (b) the political subdivision's total real property valuation from the prior year;
5. Real growth value means and includes:
  - a. The increase in a political subdivision's real property valuation from the prior year to the current year due to:
    - 1) improvements to real property as a result of new construction and additions to existing buildings,
    - 2) any other improvements to real property which increase the value of such property,
    - 3) annexation of real property by the political subdivision, and
    - 4) a change in the use of real property; and
  - b. The annual increase in the excess value for any tax increment financing project located in the political subdivision.
6. Redevelopment project valuation has the same meaning as in section 18-2103; and

Tax increment financing project means a redevelopment project as defined in section 18-2103 that is financed through the division of taxes as provided in section 18-2147.

## BUDGET ADOPTION PROCESS

Members of the school district community shall have an opportunity to review and comment on the proposed budget at a public hearing before the adoption of the proposed budget by the board. The public shall be apprised of the proposed budget for the school district by its publication in the newspaper of record at least 5 days prior to the hearing.

After the public hearing on the budget and any modifications of the budget deemed necessary as a result of that hearing, the board will approve the proper resolutions to adopt and appropriate the budget.

The superintendent will ensure all necessary documentation is submitted to the county auditor as required by statute.

Legal Reference:      Neb. Statute 13-506



Columbus Public Schools 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:** Columbus Middle School

**Fund Raising Company (if applicable):**

CMS PAC

**What is your school/group's money-earning plan?**

- Fundraising money by collecting monetary donations.

**Approximately how much does your school/group expect to earn from this project? How will this money be used?**

- \$150 - Offering scholarships to 8th grade students. Annually, PAC provides \$150.00 CCC Dual Scholarships to 20 outgoing 8th graders.
- Parent Teacher Conferences Staff Meals
- Support CMS teachers when needed

**What are the proposed dates?**

February 9th, and 10th.

**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 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 Does the building principal give full approval for this plan? Yes No Principal's Signature Date**


(for district use only)


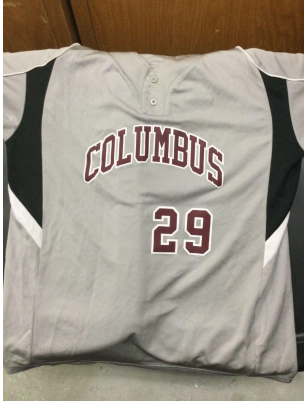
Approved by Date Approved subject to the following conditions

2/9/22



DATE	1/28/2022
BUILDING	Columbus High School
PROGRAM	Baseball
PRINCIPAL/DIRECTOR SIGNATURE	<i>Dave Hiebner</i>
Description of materials to surplus: We have new baseball jerseys and will surplus the old ones because we won't use them anymore. The surplus jerseys were purchased in 2010.	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image.	Give a description and the reason the item is being declared surplus property.	Examples: trash, recycle, donated, etc. Items being moved to other CPS locations should not be declared surplus property.
	<p>Old Jerseys no longer needed because we have new jerseys this year.</p> <p>There approximately 25 of the maroon, 25 of the black, and 30 of the gray jersey.</p>	Items could be donated or sold. If there are still extra they will be thrown away.



To: Board of Education  
From: Leonard Kwapnioski  
CC: Dr. Loeffelholz  
Date: February 9, 2022  
Re: Copiers/Printers

It is my recommendation that the Board of Education approve the 5-year lease with Eakes Office Solutions in the amount of \$6,734.98/month. Our previous monthly cost was \$6,878.00. This will replace 35 copiers, add 4 new copiers for the Kramer Center, and replace 3 printers in the District. We are keeping 21 of our current printers because of the low volumes. This monthly cost includes all service and supplies. The only thing CPS pays for is the paper.

The base pricing for this lease comes from the state contracts listed below. Eakes also discounted the NASPO contract on hardware about 15% and service and supplies about 40%. NASPO service/supply rate for black& white is \$.0073/copy; Eakes will charge us \$.0045. For color, NASPO is \$.0524/copy and our rate will be \$.032.

CPS has been with Eakes since 2006 and we have been very pleased with their service and sales, not only with copiers/printers but also with furniture. As Eakes is a local business, it also helps with our repair time when needed as they are required to be onsite within 60 minutes as per our agreement. Please see attached quote.

If you have any questions, please let me know.

Thanks  
Leonard

Reference:  
NASPO ValuePoint Contract #140603  
State of Nebraska Contract #89073 04

## PROPOSED SOLUTION

The recommendations and payment terms below detail our proposed solution for your school. We believe that by enacting these changes, your school can significantly improve your process and efficiency, along with reducing costs.

### EQUIPMENT

Qty	Model	Description
4	MX-M3071	30 PPM B&W Advanced Series
4	MX-M3071	3-Hole Punch Unit
4	MX-M3071	50-sheet Staple Inner Finisher
4	MX-M3071	Stand/3 X 550-sheet Paper Drawers
1	MX-M3071	Right Side Exit Tray
1	MX-M3071	Fax Expansion Kit
19	MX-M4071	40 PPM B&W Advanced Series
19	MX-M4071	3-Hole Punch Unit
19	MX-M4071	50-sheet Staple Inner Finisher
19	MX-M4071	Stand/3 X 550-sheet Paper Drawers
2	MX-M4071	Right Side Exit Tray
2	MX-M4071	Fax Expansion Kit
4	MX-3071	30 PPM BW/30 PPM Color Workgroup Document System
4	MX-3071	3-Hole Punch Unit
4	MX-3071	50-sheet Staple Inner Finisher
4	MX-3071	Stand/3 X 550-sheet Paper Drawers
1	MX-3071	Fax Expansion Kit
1	MX-3071	Right Side Exit Tray
10	MX-4071	40 PPM BW/40 PPM Color Workgroup Document System
10	MX-4071	3-Hole Punch Unit
10	MX-4071	50-sheet Staple Inner Finisher
10	MX-4071	Stand/3 X 550-sheet Paper Drawers
7	MX-4071	Fax Expansion Kit
7	MX-4071	Right Side Exit Tray
2	MX-6071	60 PPM BW/60 PPM Color Workgroup Document System
2	MX-6071	3-Hole Punch Unit
2	MX-6071	50-sheet Staple Inner Finisher
2	MX-6071	Stand/1 X 550 + 2,100-sheet Split Tandem Paper Drawers
2	MX-6071	Fax Expansion Kit
2	MX-6071	Right Side Exit Tray
3	M612dn	75 PPM Laserjet Enterprise M612dn
1	Papercut	Account Control Software 60 months of full support
21	M402dn Eco-Smart	Existing Devices covered under SPA contract

**RECOMMENDED PAYMENT OPTION: SMART PRINT AGREEMENT NASPO ValuePoint Master Agreement #140603**

SPA Payment	Months
\$6,734.98	60

Smart Print Agreement utilizing the NASPO ValuePoint Master Agreement #140603 includes:

- All parts, labor, toner and service calls
- Includes 200,000 Sharp mono pages per month with additional mono pages billed annually at \$0.00450 per page and 12,000 mono HP pages per month at \$.01000
- Includes 21,500 color pages per month with additional color pages billed annually at \$0.03200 per page
- 1-hour response time

SPA excludes:

- Paper

Our commitment to quality and service results in an average up-time of 98% for the equipment we provide. We guarantee a quarterly average up-time of 98%, and we will exchange any machine that fails to achieve this.

**Manufacturer's Specifications**

We provide precise records that track a complete customer history of equipment performance, print usage and maintenance requirements to ensure peak operation of your system. Should the unit be un-repairable onsite, we will provide a temporary replacement at no charge until repairs are completed.

**1-Hour Response Time**

Our dealership provides rapid call back with 1-hour or less service response.

**Manufacturer-Trained Personnel**

All improvements made available by the manufacturer will be installed at no additional charge. Equipment operators will be provided with free, unlimited training for the lifetime of the digital system while maintained under one of our Agreements.

**Update February 2022:**

The Nebraska Department of Education recently revised Programs of Study within the Human Sciences and Education field. The Food Science Pathway, approved at the November CPS Board meeting, will change to a different pathway of approved courses. The revised pathway requires an additional Nutrition course that is not part of the course offerings at CHS. Therefore, CHS will no longer pursue a Food Science pathway and instead take time to consider other options.

With the addition of the Food Science course described below, CHS can offer another career-related pathway related to the food science industry. This course will be instructed by an existing Family & Consumer Science teacher.

Food Science Course Pathway		
Course Level	Course Sequence (1 Semester Long)	State Standards
Introduction	<ul style="list-style-type: none"><li>Fundamentals of Food &amp; Nutrition</li></ul>	<ul style="list-style-type: none"><li><a href="#">090107 Food &amp; Nutrition</a></li></ul>
Intermediate (offered 1st semester 2022)	<ul style="list-style-type: none"><li>Food Science</li></ul>	<ul style="list-style-type: none"><li><a href="#">090103 Food Science</a></li></ul>
Capstone	<ul style="list-style-type: none"><li>Entrepreneurship</li></ul>	<ul style="list-style-type: none"><li><a href="#">032370 Entrepreneurship</a></li></ul>

<b>Course Title:</b> <a href="#">Food Science</a>	<b>Grades:</b> 10,11,12
<b>Type:</b> Elective	<b>Credits:</b> 5
<b>Prerequisites:</b> Fundamentals of Food and Nutrition	<b>Lab Fee:</b> TBD

In this Food Science course, students will be provided an overview of the food science industry such as food packaging/labeling, sensory evaluation of foods, constituents of foods, nutritive aspects of food constituents, operation of the food industry, and food processing and science applications. Students will also be given the opportunity to demonstrate safe and efficient practices in the preparation and serving of flavorful, aesthetically pleasing and nutritious foods. This course will also provide students with exposure to careers and employment skills related to the food and nutrition industry.