

Committee As A Whole
Monday, February 13, 2023 6:00 PM
ESU7/CPS Student Services Building
2563 44th Avenue
Columbus, NE 68601

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Presentations

I.E.1. Emerson Elementary Presentation

I.F. Board Special Functions

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

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

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

I.F.4. CHS English Novel Information

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

I.G.3. Financial Report M4b

I.G.4. Certified Personnel

I.G.5. Classified Personnel

- I.G.6. Professional Travel
- I.H. Acceptance of Gifts/Donations
- I.I. Curriculum and Instruction
 - I.I.1. Administrative Functions
 - I.I.2. Updates
- I.J. Business Operations and Human Relations
 - I.J.1. Administrative Functions
 - I.J.1.1. TERIP Application Information
 - I.J.1.2. The superintendent recommends the board review the following list of new staff positions based on building and district priorities for the 2023-2024 school year as submitted:
 - I.J.2. Updates
- I.K. Buildings & Sites/Technology
 - I.K.1. Administrative Functions
 - I.K.1.1. Safety Response Protocol-2023/Updated Language Approval
 - I.K.1.2. CASSETTE House Project Bid
 - I.K.2. Updates
- I.L. Student Services
 - I.L.1. Administrative Functions
 - I.L.2. Updates
- I.M. Superintendent's Report
- I.N. Board Sharing
- I.O. Executive Session

I.P. Adjourn

EMERSON ELEMENTARY





**Hannah
McCloud**
Kindergarten



**Ashley
Emswiler**
Kindergarten



**Baylie
Richtig**
2nd Grade



**Mary
Woods**
3rd Grade



**Jen
Mulder**
3rd Grade



**Bailey
Sloup**
Special Education



**Connor
Blumenthal**
Kindergarten



**Hunter
Welsh**
Custodian

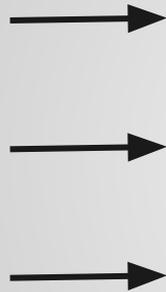
New Faces at Emerson

Levels 1, 2 & 3
are
foundational



High Reliability Schools

Levels 1, 2 & 3
are
foundational



Re-Cap of Level 1

To be Safe at
Emerson

Safe, Supportive and Collaborative Culture



We start each year with Expectation Stations that follow a schedule of introduction, model and practice. Each teacher takes their students through a rotation of learning what it looks like, sounds like and feels like in the building they learn in everyday! We then follow up with a focus life skill each week.

Non-Negotiables: Expectation Stations

To be Supportive at
Emerson

Safe, Supportive and Collaborative Culture



Students earn Crusader Cash by demonstrating they are:

Safe, Respectful and Responsible

Mrs. Darveau, Emerson Counselor, does weekly visits to classes with the Emerson Crusader Cart!

Crusader Cash



*Monthly Assemblies
Student of the Month, CPS Activities Highlighted*



*EMERSON
PTO
ROCKS!
Supporting
Teachers*



EM 2022-23
Monthly Staff Meetings
Emerson Trust Accelerators

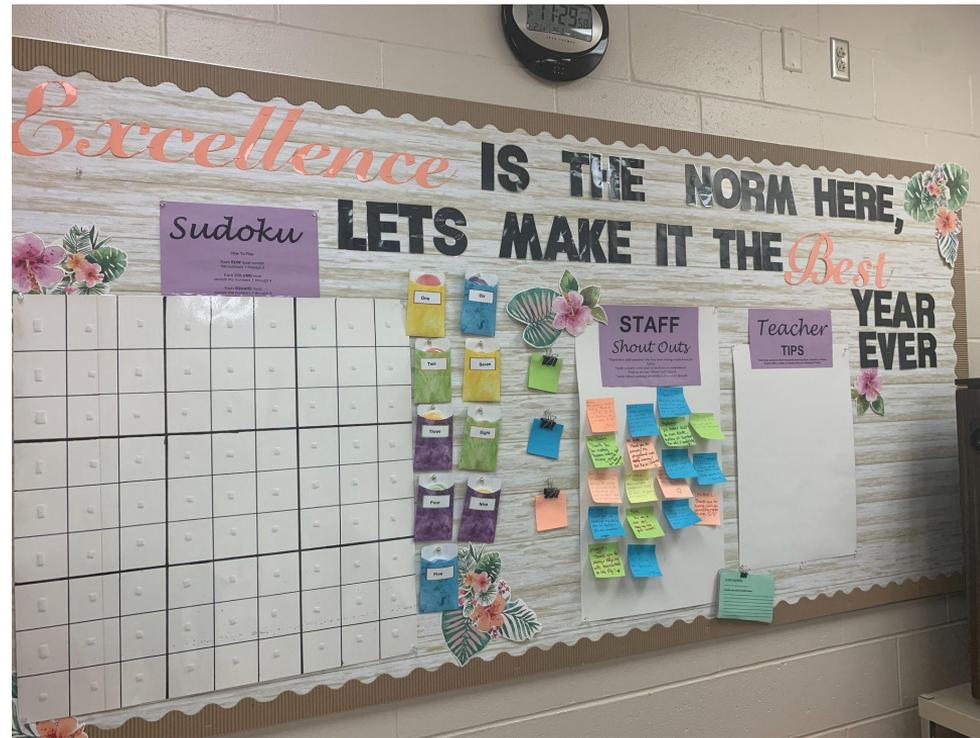
Communicate with
honest and positive
intent

Solution focused
discussion

Start and end on time

Own the group decision
and follow through

Deliver the mail to the
right address



Staff Expectations and Celebrations

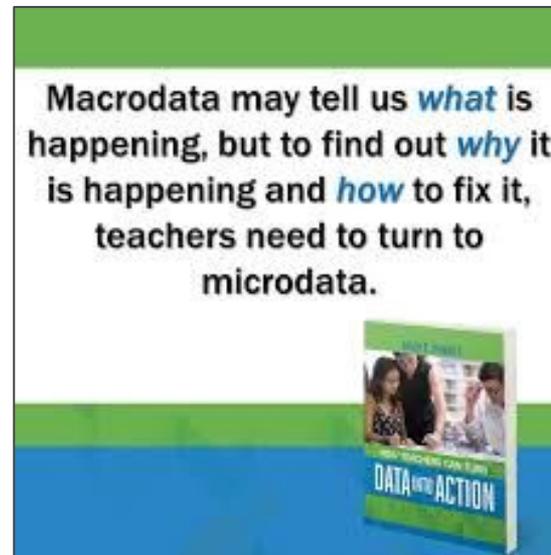
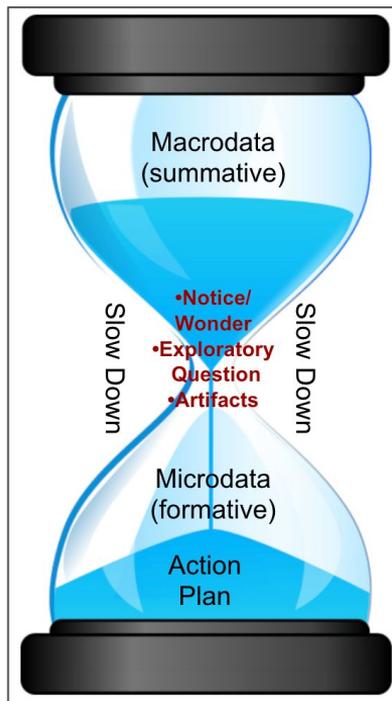
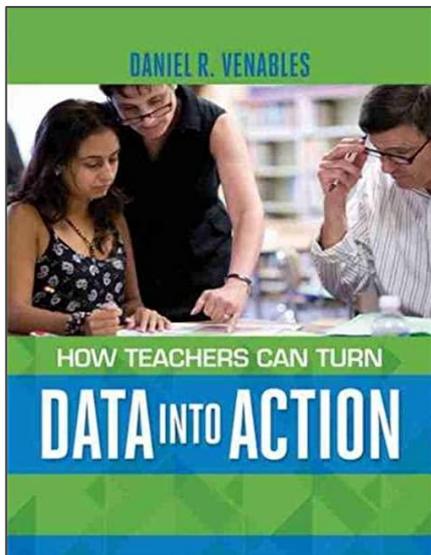
To be Collaborative
at Emerson...

Safe, Supportive and Collaborative Culture

What are the 4 Questions of PLC's?

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?

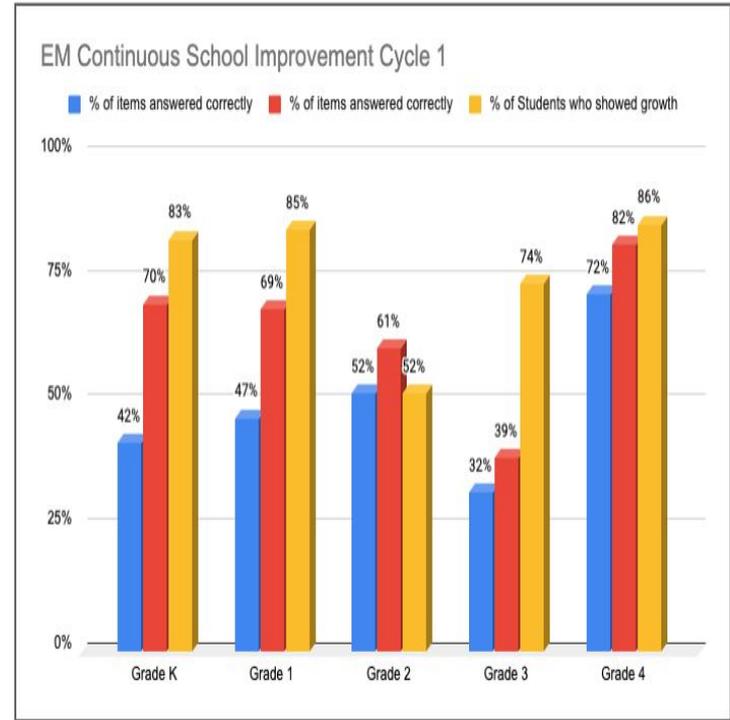
PLC Questions



Data Into Action

Each grade level & Specialists group review data, determine the instructional gaps and learning gaps, set goals and implement strategies to improve student achievement for all students.

Grade	Proficiency Scale	Cycle 1 Goal	Data Check #1 Proficiency Level (Pre)		Data Check #5 Proficiency Level (Post)		Growth from Data Check #1 to Data Check #5	
			# of items answered correctly out of total number of items	% of items answered correctly	# of items answered correctly out of total number of items	% of items answered correctly	# of students who showed growth	% of Students who showed growth
Grade K	I can read phonetic words in text	100% of our students will show growth in the area of syllabication	52/123	42%	86/123	70%	34/41	83%
Grade 1	LA 1.1.2.a The student can demonstrate that sounds make up words (blend, segment, and manipulate).	All students will show growth on identifying ending sounds heard in spoken words as measured by the MAP checklist. (Phoneme Identification)	288/615	47%	425/615	69%	35/41	85%
Grade 2	I can read second grade text using word parts	Students will show growth in identifying ending sounds in words.	374/720	52%	442/720	61%	24/46	52%
Grade 3	I can complete 90 multiplication facts in 5 minutes.	All students will show growth in multiplication fluency facts.	1,372/4,300	32%	1,679/4,300	39%	32/43	74%
Grade 4	I can complete my 0-10 multiplication facts in 5 mins.	All students will show growth in multiplication fact fluency.	3,093/4,300	72%	3,504/4,300	82%	37/43	86%



Non-Negotiables: Data Into Action

Levels 1, 2 & 3
are
foundational

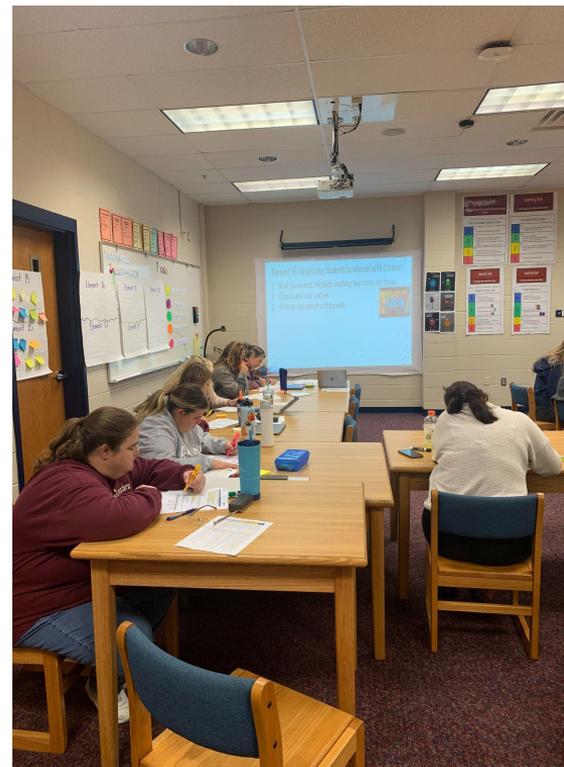
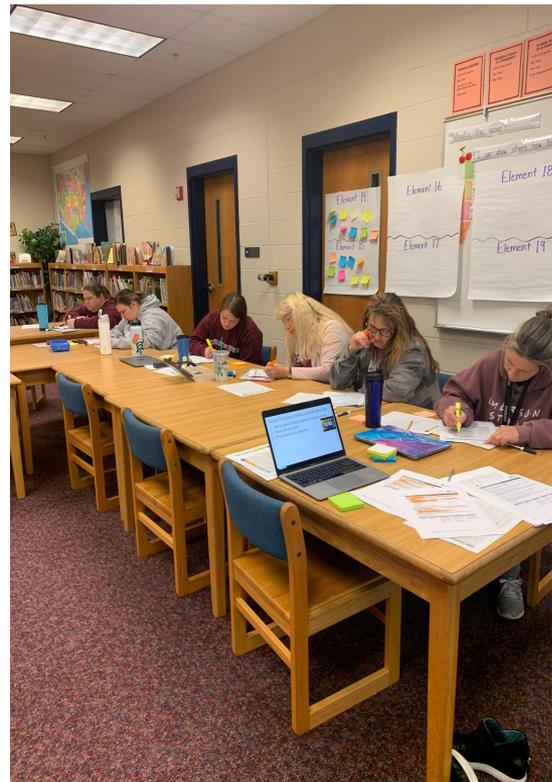


High Reliability Schools

Indicator	Emerson	District Avg	Level 2: Effective Teaching in Every Classroom
2.1	3.99	3.84	2.1-The school leader communicates a clear vision as to how instruction should be addressed in the school.
2.2	3.80	3.72	2.2- Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
2.3	4.04	3.84	2.3- Predominant instructional practices throughout the school are known and monitored.
2.4	4.20	3.66	2.4- Teachers are provided with clever, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
2.5	3.72	3.49	2.5- Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
2.6	3.65	3.25	2.6- Teachers have opportunities to observe and discuss effective teaching.
Average	3.90	3.64	

Effective Teaching in Every Classroom

2.1-A clear vision is communicated



Marzano Focused Teacher Evaluation Model



2.3-Predominant instructional practices are known and monitored throughout the school.

DOMAIN 2: Standards-Based Instruction	Score	Observation Notes
4. Identifying Critical Content from the Standards -Do students know what content is critical? And not critical? -Did the teacher identify the learning target (beginning, during, and)? -Critical content is taught accurately?		
5. Previewing New Content -Did students connect prior knowledge? -Did the teacher use a previewing strategy?		
6. Helping Students Process New Content -Are students summarizing, processing, and making conclusions about the content in groups? -Did the teacher break the lesson into appropriate chunks?		
7. Using Questions to Help Students Elaborate on Content -Are students answering 3.0 level questions about the content and providing evidence? -Did the teacher ask 3.0 level appropriate questions?		
8. Reviewing Content -Did students connect prior knowledge? -Did the teacher use a reviewing strategy?		
9. Helping Students Practice Skills, Strategies, & Processes -Can students use a strategy, skill or complete a process on their own? -Did the teacher model a process for solving?		
10. Helping Students Examine Similarities and Differences -How are students deepening their knowledge? -Are students examining similarities and differences within the content to deepen their knowledge? -Did the teacher utilize an instructional strategy to deepen student knowledge?		
11. Helping Students Examine Their Reasoning -How are students finding errors and explaining those errors? -Are students able to justify their answers? -Did the teacher ask questions to help students identify errors in their thinking and/or help students justify their answers?		
12. Helping Students Revise Knowledge -How are students revising/deepening previous knowledge? -Did the teacher provide students opportunities to reflect and refine learning?		
13. Helping Students Engage in Cognitively Complex Tasks -Are students proving their ideas while participating in complex tasks? -Did the teacher provide opportunities for students to generate their own ideas?		

Teacher: _____ Date: _____	
Formal QR Informal (circle one) Start time: _____ End time: _____	
DOMAIN 3: Conditions for Learning	
Score	
Observation Notes	
14. Using Formative Assessment to Track Progress -How are students tracking their progress toward their learning target? -Did the teacher facilitate a way for students to reflect and track their proficiency scale progress?	
15. Providing Feedback and Celebrating Progress -Are students able to identify their proficiency level because of the feedback received from their teacher? -Did the teacher celebrate individual and class growth?	
16. Organizing Students to Interact with Content -Are students following the routine to transition in and out of groups efficiently? -Are students interacting with others in their group appropriately and about the content? -Is the teacher strategically grouping and regrouping students?	
17. Establishing and Actively Modeling Adherence to Rules and Procedures -Do students follow rules and procedures? -Did the teacher maximize instructional time because students know and follow rules and procedures?	
18. Using Engagement Strategies -Are students on task and actively participating in the learning? -What actions does the teacher do to engage and re-engage students who have lost interest?	
19. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom -What evidence do you see and hear from students that show they feel a part of the classroom community? -What words or actions from the teacher demonstrate respect for students?	
20. Communicating High Expectations for Each Student to Close the Achievement Gap -Are all students responsible for participating in activities and are all students asked questions at the same rate/frequency? -Does the teacher hold high expectations for all students?	

Non-Negotiables: Instructional Practices



Emerson

C R U S A D E R S

Thank you!

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

Principal

Amy Haynes

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Assistant Principal

Jordon Anderson

andersonj@discoverers.org

Assistant Principal

Adriana Carnes

carnesa@discoverers.org

Assistant Principal

Erika Hiemstra

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Activities Coordinator

Jordon Anderson

andersonj@discoverers.org

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Staff Assignments

Office Phone Number: 402-563-7060

School Counselors

Angie Kruse - 8th Grade
krusea@discoverers.org

Kim Shevlin - 7th Grade
shevlink@discoverers.org

Malia White - 6th Grade
whitem@discoverers.org

Jared Johnson - 5th Grade
johnsonj@discoverers.org

Office Support

Angie Andreasen - Secretary to Principal
Rose Dannelly - 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

School Nurse

Katie Kruse - krusek@discoverers.org

After-Hours After-School Program

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

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	Reading Skills **
6th Grade	Reading Language Arts/Writing	Reading Skills **
7th Grade	Language Arts 7	Yearbook **
8th Grade	Language Arts 8	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

5th & 6th Grade	Play (must audition, extracurricular)
7th & 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

Grade	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. Students will learn basic elements, theory, composition, musicals, how to play piano along with improving vocal techniques and part singing. There will be one performing opportunity required for this class.

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 different areas of family and consumer science in this course. Units covered include; Food and Nutrition, Finance, Healthy Relationships, Sewing, Basic Childcare and Careers. Students will apply their knowledge of these units to create unique hands on projects.

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. Students will learn basic elements, theory, composition, musicals, how to play Orff instruments along with improving vocal techniques and part singing. There will be one performing opportunity required for this class.

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 apply the writing process to write in a variety of modes and genres.

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 Physical Science, Life Science, and Earth Science. The Earth Science portion will delve into geoscience processes, large and small, and how they impact Earth. The Physical Science portion will have students looking at the structure of matter, chemical reactions, and the chemistry behind photosynthesis. The Life Science part of the year will focus on ecosystems, biodiversity, and ecosystem threats. Throughout the entire year the students will be using different science and engineering practices and crosscutting concepts when showing proficiency in each standard.

SOCIAL STUDIES 7

Year-Long / Required

This social studies course focuses on the Middle Ages across the world. We will use Geography skills, Historical Research Skills and Critical Thinking Skills to study Medieval cultures of Africa, Asia, Europe, South and Central America and the Middle East.

Exploratory Classes (required)

COMPUTERS I

1 Quarter / Required

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. A minimum of 2 performing opportunities will be given each semester. This is a semester class, which may be repeated the 2nd semester if the student chooses.

FASHION AND FINANCE 7

1 Quarter / Elective

Fashion & Finance focuses on the allocation of money in a budget and the use of sewing supplies. Students will learn how to develop consumer skills that help make smart financial decisions. This class goes deeper into the sewing techniques than 6th grade FCS. You will learn and practice new sewing techniques in the creation of your sewing project.

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 in a variety of time signatures, compose original songs, listen in depth to a variety of music genres and movie soundtracks/scores and create their own original movie score. 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 English Language Arts will read and analyze fiction and nonfiction texts of various genres through short stories, informational articles, and novels. Figurative language, central ideas, points of view, and themes are a few of the literary concepts that will be analyzed. Students will primarily focus on informative and persuasive writing tasks that clearly convey ideas, information, and concepts.

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

Students will learn about the different ages and stages of childhood development: infants, toddlers, preschoolers, and school-age children. Students will study how children grow and develop, and how to keep them safe. This class is for those looking to take more parenting and life skills classes in high school.

CHORUS 8

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. A minimum of 2 performing opportunities will be given each semester. This is a semester class, which may be repeated the 2nd semester if the student chooses.

COMPUTERS II

1 Quarter / Elective

Computers II focuses on learning various aspects of computer programming. Students will learn about the fundamentals of coding and complete a unit in block coding. Students will be introduced to other coding languages and will gain experience in python and/or javascript coding.

DIGITAL MEDIA 8

1 Quarter / Elective

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

Fashion & Finance focuses on budgeting vocabulary with writing and using checks, in addition to the fashion unit on the designing process. This class goes deeper into color theory using the elements and principles of design. Draping, pattern making, fashion sketches and portfolios are some possible 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.

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 small ensemble 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 A cappella, classical, and pop literature. There will be opportunities for students to sing at State Contests and Festivals and several other public performance opportunities. Students must audition to be admitted in this class. Students in this class will also be a specialized WIN time during Semester 1 and a year long advisory 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 - Grades 5 - 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 - Grades 5 & 6

1 Quarter (repeated as needed)

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

English Language Learner

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 1 year 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 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.

ENGLISH LANGUAGE DEVELOPMENT A (5-8) (must qualify)

This course is designed for recently arrived students (students who are new to schools in the U.S.) The purpose of this course is to develop basic English skills in the categories of speaking, listening, writing and reading. Time Zones Starter and Level 1 materials will be used in this course.

ENGLISH LANGUAGE DEVELOPMENT B (5-8) (must qualify)

This course is designed for recently arrived students who have passed or tested out of English Language Development A. The purpose of this course is to develop English skills in the categories of speaking, listening, writing and reading. Time Zones Level 2 materials will be used in this course.

ENGLISH LANGUAGE DEVELOPMENT C (5-8) (must qualify)

This course is designed for recently arrived students who have passed or tested out of English Language Development A and B. The purpose of this course is to develop English skills in the categories of speaking, listening, writing and reading. Time Zones Level 3 materials will be used in this course.

English Language Learner

EL LANGUAGE ARTS

(5-8) (must qualify)

This course is a Language Arts class designed for EL students who have passed or tested out of English Language Development courses for recently arrived students. Sheltered instruction will be used in this class to simultaneously improve English Language Arts skills (reading, writing, spelling) and English language skills in the domains of listening, reading, speaking and writing. This is a “bridge course” for students who have English skills beyond those of students in recently arrived classes, but still need some development in skills prior to joining regular Language Arts courses.

RA SIPPS

(5-8) (must qualify)

This course is designed for recently arrived students (students who are new to schools in the U.S.). The focus of this course is to develop an understanding of word structure to help students read and spell words in English. This is a supplemental, support class that is not graded.

IMAGINE LEARNING ENGLISH

(5-8) (must qualify)

This course is designed for recently arrived students (students who are new to schools in the U.S.). The focus is to develop English vocabulary, grammar and reading skills using the self-paced online program, Imagine Learning English. This is a supplemental, support class that is not graded.

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, boys & girls)
Drumline
Flag Football (6th)
Geography Bee
Intramural Volleyball (6th)
Intramural Wrestling (6th)
Play
Musical (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.

Updates received for the 2023 - 2024 Course Description Book

P. 9 I'd like to add to the Theatre section: 5th Grade & 6th Grade: Play (*must audition, extra curricular*)

P. 9 Please add MUSICAL to 6th grade extra curricular

P. 13 Music 5 (Yearlong/Required):

Take out: Creating rap and creating song on looping in Garage Band

Put in: Students will learn basic elements, theory, composition, musicals, how to play piano along with improving vocal techniques and part singing. There will be one performing opportunity required for this class.

P. 14 Music 6 (Yearlong/Required):

Take out: Creating rap and creating song on looping in Garage Band

Put in: Students will learn basic elements, theory, composition, musicals, how to play Orff instruments along with improving vocal techniques and part singing. There will be one performing opportunity required for this class.

P. 14 PROPOSED: FAMILY AND CONSUMER SCIENCES 6 1 Trimester / Required
Students will explore the different areas of family and consumer sciences in this course. Units covered include; Foods and Nutrition, Finance, Healthy Relationships, Sewing, Basic Childcare and Careers. Students will apply their knowledge of these units to create unique hands on projects.

CURRENT: 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.

P. 15 PROPOSED: For LA 7, Students will apply the writing process to write in a variety of modes and genres.

CURRENT: Students will write descriptive essays by applying the writing process and the six traits of writing.

P. 16 PROPOSED: 7th grade science This is an integrated science course, which includes units on Physical Science, Life Science, and Earth Science. The Earth Science portion will delve into geoscience processes, large and small, and how they impact Earth. The Physical Science portion will have students looking at the structure of matter, chemical reactions, and the chemistry behind photosynthesis. The Life Science part of the year will focus on ecosystems, biodiversity, and ecosystem threats. Throughout the entire year the students will be using different science and engineering practices and crosscutting concepts when showing proficiency in each standard.

CURRENT: 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.

P.16 PROPOSED: This Social Studies course focuses on the Middle Ages across the world. We will use Geography skills, Historical Research Skills, and Critical Thinking Skills to study Medieval cultures of Africa, Asia, Europe, South & Central America, and the Middle East.

CURRENT: 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.

P. 17 PROPOSED: CHORUS 7

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. A minimum of 2 performing opportunities will be given each semester. This is a semester class, which may be repeated the 2nd semester if the student chooses.

CURRENT: 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.

P.17 PROPOSED: 7th Fashion and Finance:

7th grade Fashion & Finance focuses on the allocation of money in a budget and the use of sewing supplies. Students will learn how to develop consumer skills that help make smart financial decisions. This class goes deeper into the sewing techniques than 6th grade FCS. You will learn and practice new sewing techniques in the creation of your sewing project.

CURRENT: 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!

P.17 PROPOSED GENERAL MUSIC 7

1 Quarter / Elective

This is a non-performance music class that lasts one quarter. We will study how to read and write Music in a variety of time signatures, compose original songs, listen in depth to a variety of music genres and movie soundtracks/scores and create their own original movie score. Students who sign up for this class should have a desire to learn about music history and basic music theory.

CURRENT: 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.

P. 18 PROPOSED 8th ELA

Students in English Language Arts will read and analyze fiction and nonfiction texts of various genres through short stories, informational articles, and novels. Figurative language, central ideas, points of view, and themes are a few of the literary concepts that will be analyzed. Students will primarily focus on informative and persuasive writing tasks that clearly convey ideas, information, and concepts.

CURRENT: 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.

P.19 PROPOSED: 8th Child Development and Care:

Students will learn about the different ages & stages of childhood development: infants, toddlers, preschoolers, and school-age children. Students will study how children grow and develop, and how to keep them safe. This class is for those looking to take more parenting and life skills classes in high school.

CURRENT: 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.

P. 19 PROPOSED: CHORUS 8

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. A minimum of 2 performing opportunities will be given each semester. This is a semester class, which may be repeated the 2nd semester if the student chooses.

CURRENT: 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.

P. 19 PROPOSED: under Computers II and Digital Media, it still says they "need to complete Computers I in 7th or 8th grade". That part can be eliminated since we no longer offer Computers I in Grade 8 and it is required in Grade 7.

Computers II Description Update:

Computers II focuses on learning various aspects of computer programming. Students will learn about the fundamentals of coding and complete a unit in

block coding. Students will be introduced to other coding languages and will gain experience in python and/or javascript coding.

CURRENT: *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.

P. 20 PROPOSED 8th Fashion and Finance:

8th grade Fashion & Finance focuses on budgeting vocabulary with writing and using checks, in addition to the fashion unit on the designing process. This class goes deeper into color theory using the elements and principles of design. Draping, pattern making, fashion sketches and portfolios are some possible projects. Projects are subject to change based on the teacher's discretion.

CURRENT: 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!

P. 20 PROPOSED: 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 small ensemble 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 A cappella, classical, and pop literature. There will be opportunities for students to sing at State Contests and Festivals and several other public performance opportunities. Students must audition to be admitted in this class. Students in this class will also be a specialized WIN time during Semester 1 and a year long advisory class.

CURRENT: 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.

P. 21 PROPOSED Reading Skills- Grades 5 & 6

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

CURRENT: 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.

P. 22-23 PROPOSED: Please remove the following courses:

- English Language Development (5-8)
- Recently Arrived English (5-8)

No Changes for the following courses:

- Recently Arrived Science (5-8)
- Recently Arrived Social Studies (5-8)
- Recently Arrived Writing (5-8)
- Recently Arrived Math (5-8) **small change - change definition of newcomer to less than 1 year

Please add the following Courses/Descriptions:

1. English Language Development A (5-8) (must qualify) - This course is designed for recently arrived students (students who are new to schools in the U.S.) The purpose of this course is to develop basic English skills in the categories of speaking, listening,

writing and reading. Time Zones Starter and Level 1 materials will be used in this course.

2. English Language Development B (5-8) (must qualify) - This course is designed for recently arrived students who have passed or tested out of English Language Development A. The purpose of this course is to develop English skills in the categories of speaking, listening, writing and reading. Time Zones Level 2 materials will be used in this course.

3. English Language Development C (5-8) (must qualify) - This course is designed for recently arrived students who have passed or tested out of English Language Development A and B. The purpose of this course is to develop English skills in the categories of speaking, listening, writing and reading. Time Zones Level 3 materials will be used in this course.

4. RA SIPPS (5-8) (must qualify) - This course is designed for recently arrived students (students who are new to schools in the U.S.). The focus of this course is to develop an understanding of word structure to help students read and spell words in English. This is a supplemental, support class that is not graded.

5. Imagine Learning English (5-8) (must qualify) - This course is designed for recently arrived students (students who are new to schools in the U.S.). The focus is to develop English vocabulary, grammar and reading skills using the self-paced online program, Imagine Learning English. This is a supplemental, support class that is not graded.

6. EL Language Arts (5-8) (must qualify) - This course is a Language Arts class designed for EL students who have passed or tested out of English Language Development courses for recently arrived students. Sheltered instruction will be used in this class to simultaneously improve English Language Arts skills (reading, writing, spelling) and English language skills in the domains of listening, reading, speaking and writing. This is a "bridge course" for students who have English skills beyond those of students in recently arrived classes, but still need some development in skills prior to joining regular Language Arts courses.



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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Ex-officio

Nicole Anderson
Executive Director

February 2023

Doug Willoughby
Board of Education
Columbus Public Schools

Re: Columbus Public School Foundation Board Member Approval

Dear President Willoughby and Members of the Board:

The Foundation board of directors, at its annual meeting have re-elected Amy Blaser and Karin Rieger to serve another three-year term on its board of directors. The Foundation board now presents these individuals for approval.

Current board members and executive officers are:

Bob Markham, President, Term expires: December 2023
Morgan Kapels, Vice President, Term expires: December 2023
Amy Blaser, Secretary/Treasurer, Term expires: December 2025
Steve Anderson, Term expires: December 2023
Ralph Castner, Term expires: December 2024
Brian Christensen, Term expires: December 2024
Bob Irby, Term Expires: December 2024
Toby Goc, Term expires: December 2024
Karin Rieger, Term expires: December 2025
Juli Thelen, Term expired: December 2024

Approval of the named individuals, and recognition of executive officers is appreciated as you discharge your responsibility in oversight of the Foundation. Thank you for your consideration of this matter.

Respectfully Submitted,

Nicole Anderson
Executive Director

The Foundation is a non-profit organization and has 501(c)(3) status.

The mission of the Columbus Public Schools Foundation is to inspire learning, enrich teaching, and create opportunities for students and staff through community support.

FIELD TRIP OR EXCURSION APPROVAL FORM
Activities That Result In Loss Of Student Days
Out of State Activities

Date: 1/25/23

Proposed Excursion date: March 3-4, 2023

Requesting Individual: Jacob Ritter, CHS Vocal Music

Student group for which request is made: The New World Singers, Neptune's Angels, Baker's Dozen

Purpose of trip:

Students will be attend the SouthWest Iowa Community College Jazz Festival, where they will be given the opportunity to perform for and learn from a panel of esteemed judges. They will also perform for and hear students from other schools across the Midwest. Finally, they will be doing recording sessions where they will get mastered, polished recordings of their songs.

Educational Benefit:

There is nothing more beneficial for young performers than to see students like them performing at or above their own level. It inspires creativity and plants the seed for further development of their own techniques and song choices. In addition, the judging panel includes prolific arrangers and Grammy Award-winning artists. The students will benefit greatly from hearing their praise and critical feedback.

Nature of Request (Check One) 1 time only Annual

Is The Event Sanctioned? (NSAA Activity) Yes No

Cost of trip: The large majority of costs for the trip are being covered by fundraising efforts from the past year. Students will need approximately \$50 for meals and incidentals.

Cost to district: Money for this event was raised through fundraising during the summer and fall, as well as dues from members of the extra-curricular ensembles. Transportation would be the only cost to the district.

How will funds be raised: Fundraising, student fees.

Timelines of event: We would leave early in the day on Friday, March 3 and stay through the end of the event on Saturday, March 4. We would aim for a timely arrival back at CHS in the evening on Saturday.

Number of student school days forfeited: 1

Other pertinent information:

I would like to apologize for the lateness of this request. It is the result of miscommunication between myself and the CHS Activity Department. The Vocal Music Department did plan for the trip financially and has the means to ensure that any student in a participating group will have the opportunity to attend, regardless of the financial situation of their family.

Approval Signatures:

Principal:  Date: 11/25/23

Superintendent: _____ Date: _____

School Board President: _____

Date of Formal Board Approval: _____

Attach the following information along with this request.

1. *A Detailed Budget Including Expenses and Revenue.*
2. *Travel Information.*
3. *Parental Permission Form.*
4. *NSAA Waiver for Competitions In Excess of 600-miles Round Trip.*

CHS Vocal Music
 SMV Vocal Jazz Festival
 General Trip Information

Participating Students Total: 44

<u>Baker's Dozen</u>	<u>Neptune's Angels</u>	<u>Additional New World Members</u>
Erick Sanchez	Lilly Hudnall	Bryan Alvrado
Owen Papstein	Emma Heidtbrink	Remi Brichacek
Riley Gausman	Jenna Taylor	Eden Jackson
Aidan Ballentine	Abby Wurdeman	Parker Jansen
Daksh Patel	Jacqueline Sanchez-Sanchez	Sarah Lasso
Eddie Alcaide	Cambell Tessoroff	Kaylen Nuno
Juan C. Alarcon	Ivana Kibalya	Ella Shevlin
Reece Vasina	Liz Hoskovec	Jayden Tiemeyer
James Eads	Elena Moseman	Lyv Williams
Eric Martinez!	Caiti Campbell	
Jaime Martinez	Alissa Pacheco	
Nathaniel Navarrete	Erin Martinez	
Harry Robbins	Exauceee Kutalu	
Duncan Rosno	Sophie Estrada	
Kenneth Fuentes Quelex	Kasha Iwan	
	Macy Carlson	
	Sheyla Monteza Gonzalez	
	Brittney Munoz	
	Fatima Munoz	
	Keren Diata	

Adults Traveling

- Jacob Ritter - 402-403-3098
- Kirsten Ritter - 308-520-2963
- Lindsey Rosno - 402-910-9098
- Ruth Brichacek - 402-750-1385
- Ann Brittenham (if needed) 402-910-5360

General Itinerary (A more detailed itinerary can be provided soon)

Friday, March 3

- 6:00am - Depart CHS
- 9:00am - Arrive at SouthWest Iowa Community College. Watch various other groups participating at the event
- 11:00am - Lunch
- 12:00pm - Recording Sessions
- 3:00 - Watch various other groups participating in the event
- 6:00 - Dinner
- 7:00 - Hotel Check-in (The Corning Hotel in Corning, IA)

Saturday, March 4

- 9:00am - Performance and clinic rotation begins
- 1:00pm - Lunch

3:00pm - Masterclasses from guest artists

5:00pm - Load to return to columbus

8:00pm - Return to Columbus

Ratio Adult/Student = 10/1

FIELD TRIP OR EXCURSION APPROVAL FORM
Activities That Result In Loss Of Student Days
Out of State Activities

Date: 2-2-2023

Proposed Excursion date: 4-28-2023

Requesting Individual: Jaime Stodola & Cindy Campbell

Student group for which request is made: CHS Art Club

Purpose of trip:

To provide CHS Art Club students the opportunity to experience first-hand original, 1st class art.

Kansas City

This will be a new experience for the majority of students.

Educational Benefit:

Our students already have a passion for the arts, this trip will support art knowledge and development, along with exposure to historical cultures through the visual arts.

Nature of Request (Check One) 1 time only Annual

Is The Event Sanctioned? (NSAA Activity) Yes No

Cost of trip: \$1260 meals, \$250 bus/fuel, \$50 parking = \$1560

Cost to district: NO COST - All will be covered w/ Art Club funds.

How will funds be raised: Art Club raised money from the Winter Fine Arts Festival.

Timelines of event: Depart @ 7:30 am, Tour 1-1pm, Dinner 6-7:30,

Number of student school days forfeited: 1 day

Home ~ 12 midnight

Other pertinent information: As a new club, we did not know we needed this process to be completed a year in advance. This trip will also give us a better idea of what we need to plan for next year when we fill out the request at the appropriate time.

* Students may bring money for incidentals: Gift shop, etc.

Approval Signatures:

Principal: _____ Date: _____

Superintendent: _____ Date: _____

School Board President: _____

Date of Formal Board Approval: _____

Attach the following information along with this request.

1. *A Detailed Budget Including Expenses and Revenue.*
2. *Travel Information.*
3. *Parental Permission Form.*
4. *NSAA Waiver for Competitions In Excess of 600-miles Round Trip.*

Art Club Student	Cohort	Sponsor	Phone #	Position		
Raquel Bordy	Senior (2023)					
Genesis Garcia	Senior (2023)	Cindy Campbell	513.230.2985	CHS Art		
Karissia Garcia	Senior (2023)	Jaime Stodola	402.649.6311	CHS Art		
Milo Luna-Spindola	Senior (2023)					
Michelle Martinez-Vasquez	Senior (2023)	3rd Possible Sponsor (Depends on the amount of Teachers out of the building)				
Madison Mulder	Senior (2023)					
Zoe Perkins	Senior (2023)	Shannon McDonald	402.276.6552	CHS English		
Emily Reed	Senior (2023)	Megan Graybill	402.270.3327	CMS Art		
Caia Samuelson	Senior (2023)					
Leigh Wemhoff	Senior (2023)	* The Nelson-Atkins Museum of Art requires 1 adult per 10 students				
Lillian Wielgus	Senior (2023)					
		Itinerary				
Arely Aguilar	Junior (2024)					
Ashlyn Cremers	Junior (2024)	- Departure	7:30 AM			
Kylie Dush	Junior (2024)	- Lunch	Upon Arrival (Sack Lunch)			
Carla Gardea	Junior (2024)	- Tour	1-6 pm			
Mia Labra	Junior (2024)	- Dinner	6-7:30 pm			
Kaylee Martin	Junior (2024)	- Home	12 Midnight			
Kimberly Mellado-Martinez	Junior (2024)					
Michelle Molina	Junior (2024)					
Tavin Price	Junior (2024)					
Camila Vargas	Junior (2024)					
Emma Anderson	Sophomore (2025)					
Janice Chen	Sophomore (2025)					
Melanie Gonzalez	Sophomore (2025)					
Ashtyn Bethune	Freshman (2026)					
Summer Brooks	Freshman (2026)					
Dezi Dugan-Johnson	Freshman (2026)					
Keilyn Gonzalez	Freshman (2026)					
Selena Martinez	Freshman (2026)					
Bronwyn Prokopec	Freshman (2026)					
Honey Salinas	Freshman (2026)					

FROM THE VERTICAL ALIGNMENT WORK

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

ENGLISH 9

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

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

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

ENGLISH 10

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

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

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

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

ENGLISH 10 HONORS

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

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

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

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

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

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

ENGLISH 11

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

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

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

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

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

ENGLISH 11 HONORS

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

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

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

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

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

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

ENGLISH 12

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

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

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

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

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

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

AP ENGLISH Literature I

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

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

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

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

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

**AP ENGLISH Literature II**

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

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

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

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

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

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

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

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

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

PREVIOUSLY TAUGHT TITLES

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

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

Committee As A Whole
Monday, January 9, 2023, 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: Present
Theresa Seipel: Present
Douglas Willoughby: Present
Present: 6.

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Presentations

I.E.1. Lost Creek Presentation

JP Holys, Lost Creek Elementary Principal, presented information about Lost Creek students, staff, programs and events. Mr. Holys shared the new staff this school year and said they are all doing great. He said there has been some turnover with classified staff. Mr. Holys talked about High Reliability Schools levels and how staff is teaching to level 1-Safe, Supportive and Collaborative Culture. They are modeling expectation stations for common areas and times of the day. Lost Creek staff uses Soar tickets to celebrate students being safe, respectful and responsible. They also use You Rock Certificates for positive behavior.

Mr. Holys talked about Eagle time, which is designated to practice the skill of the week and with cross grade level partners. He shared that his staff is also involved in some fun activities and awards. Mr. Holys said Lost Creek's PTO is a very active and engaged group, they have organized many events to support Lost Creek families. Student Council is very active with monthly meetings, sucker sales, Red Ribbon Week, caroling, the holiday food drive and Pennies for Patients Drive. Mr. Holys described how High Reliability Schools Level 2 - Effective Teaching in Every Classroom is achieved. The four questions of PLC's are used as a guide, "Data Into Action" and the use of staff surveys. HRS Level 3-Guaranteed and Viable Curriculum has been achieved with the proficiency scales and learning goals. He

said teachers have done a great job educating parents on how it works and understanding the report cards.

I.F. Board Special Functions

I.F.1. Nominations for the Board of Education President

Motion to elect Doug Willoughby for Board of Education President. Passed with a motion by Theresa Seipel and a second by Doug Molczyk.

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

Yea: 6, Nay: 0

Nominations for Board of Education President included Doug Willoughby.

I.F.2. Nominations for the Board of Education Vice President

Motion to elect Mike Jeffryes for Board of Education Vice President. 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

Nominations for Board of Education Vice President included Mike Jeffryes.

I.F.3. Appointments by the Board President

Mr. Willoughby, new Board President asked the Board to look over the committee assignments and decide if changes needed to be made. One committee name was incorrect, it was changed.

I.F.4. Approval of Construction Management Firms for Interviews

The Superintendent recommends the Board approve the following Construction Firms for interview on January 11, 2023. Passed with a motion by Theresa Seipel 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

Troy Loeffelholz, Superintendent said four firms turned in RFPs, three will be interviewed. He said the committee will be committed to looking for who's going to build that relationship. Board Member Mark Brown said the committee wants to find someone that can see the scope of the projects, it is a broad situation, a large scope. It may be many different projects. Questions regarding the handling of leadership of more than one project.

I.F.5. Approval of Financial Institutions

Chip Kay, Director of Finance and Human Resources said all the banks listed are institutions CPS uses.

I.F.6. Approval of School Attorneys

Dr. Loeffelholz said CPS has used all four of the firms listed. Grant has not been used recently. Perry Law is used for negotiations, array, legal purchasing, and policy work. KSB is used for personnel, Title IX training, Special Education questions.

I.F.7. Approval of Media Outlets

These are the media outlets used for news releases and school closings.

I.F.8. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator Board will vote next meeting.

I.F.9. Appointment of Chip Kay and Tim Kwapnioski as the Title IX Coordinators
Dr. Kay handles employees and Mr. Kwapnioski handles student complaints.

I.F.10. Annual Review of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1

Dr. Loeffelholz led the discussion on enrollment numbers for option enrollment, and shared deadline dates on the application. He shared information about kindergarten option applications and the procedure used. He said the reason we review annually is to change the numbers for each grade level.

I.F.11. First Reading of Policy 102.00 Educational Philosophy of the School District
The Superintendent recommends that the Board approve the First Reading of Policy 102.00 Educational Philosophy of the School District, as submitted. 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

Dr. Loeffelholz said this policy needed to be updated for the accreditation visit. This reflects the information that was passed before but did not reflect in the policy. A few years ago the statements had been reduced to 3. Some language was changed because it was redundant.

I.F.12. 2023-2023 Calendar Review/Approval

Dr. Loeffelholz presented the 2023-24 school calendar, he said it is not a lot different from this year's calendar. He noted the end of quarter is later than normal. PT conferences were changed to accommodate staff getting to different buildings for their own children's conferences. There are 84 student days each semester and 188 teachers contact days shown. Dr. Loeffelholz said there is a flex day built in for any summer hours worked.

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

Dr. Kay gave some information on the financial reports. He said the end of December General Fund balance is relatively low. It is anticipated it would catch up, we had not received any of the federal reimbursements yet. Dr. Kay said there is enough to cover payroll. The M3 report is where you will see the anticipated revenue from approved reimbursements such as Title 1, Title 2A and the CARES Act reimbursement. M3- Anticipating for reimbursements. Title 1, Title 2A. 2 million in CARES Act reimbursement. The M4 Report is showing the annual lease payment for the buses. There is a payment to Rutt's Heating and Air, this is Esser III money for work to upgrade HVAC across the district.

I.G.3. Certified Personnel

Dave Hiebner, CHS Principal, hired a science teacher for next school year, who is an alumnus. There was discussion on the UNK transition program, Mr. Hiebner said the program has been very positive for CPS.

I.G.4. Classified Personnel

Discussion on criminal history checks. Dr. Kay said we use One Source for background checks because they check across states for child registry data.

I.G.5. Professional Travel

Dr. Loeffelholz said there was not much travel in December.

I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz said the CPS Foundation report shows \$43,641.95 for the month and \$386,067.35 for the year. This is the end of the year report.

I.I. Curriculum and Instruction

I.I.1. Administrative Functions

I.I.2. Updates

Teresa Hausmann, Director of Curriculum, Instruction and Assessment shared information regarding the accreditation visit by Cognia. She said it is a very detailed process. She said there needs to be a big emphasis to provide time for the building leaders to coach teachers. She noted the low area on the surveys were cultural competencies, she said this needs to be addressed. She said CPS has fewer EL students reaching proficiency, this will need to be restructured. Mrs. Hausmann spoke about AQuESTT classifications. She mentioned the district wide meeting on chronic absenteeism. Dr. Loeffelholz included the percentage of days, the plan to engage parents more, find the gaps. He noted that better monitoring is needed which may include a full-time attendance monitor.

Other CIA Updates included information about Domain 2 training. Mrs. Hausmann said he wants the Board to have all the information and know that board members may be interviewed via ZOOM for the accreditation. She also gave kudos to Julie Kreikemeier for her work leading the math vertical alignment committee.

I.J. Business Operations and Human Relations

I.J.1. Policies

I.J.1.1. Annual Review of Policy 802.06 Unpaid Meals
Dr. Kay said there were no changes to the policy.

I.J.2. Administrative Functions

I.J.2.1. Fundraising Approval

I.J.2.2. Surplus Request

I.J.3. Updates

I.K. Buildings & Sites/Technology

I.K.1. Policies

I.K.2. Administrative Functions

I.K.2.1. New Third Avenue Clean Up

Leonard Kwapnioski, Director of Building/Sites and Technology talked about the work that needs to be done. Site clean-up is needed to get the state permit. There will be an asbestos check before the permit will be allowed. He said there is no road into the property. The only thing to be left is the garage and the well. Mr. Kwapnioski said there are two wells on the property. There are two parts of this project; to remove the house, barn, and tires, then create a driveway. The bid submitted is to remove trees, burn and then clean up from the burning. Dr. Kay said he is researching funding for the project.

I.K.3. Updates

Mr. Kwapnioski shared more information regarding the 3rd Avenue property, he said there are wetlands throughout the property, will need to get topographic reports in case bond issue moves forward we need to be prepared. He also talked about the HVAC project.

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 Services and Special Education said there are no changes to this policy. It does include information on who needs to be trained on the protocol for concussion awareness.

I.L.2. Administrative Functions

I.L.3. Updates

Mr. Harris gave an update on reimbursements and new grants being worked on at this time.

I.M. Superintendent's Report

Dr. Loeffelholz talked about data from the facilities surveys. Setting up a meeting with Clark and Enerson to make plans for the next community meeting. Community meetings will be scheduled every other week, keep community engagement, sharing the information. Dr. Loeffelholz said three projects have come to the top of the list. He reminded the board about the upcoming interviews and ranking the contractors. He said by the end of the week there will be a press release.

I.N. Board Sharing

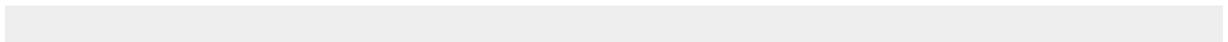
Doug Willoughby, Board President reminded the group that it was National Law Enforcement Day and thanked Doug Molczyk for his service in law enforcement. There will be more board sharing at the next meeting.

I.O. 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 9, 2023.

President

Secretary



Regular Meeting
Monday, January 16, 2023, 5:30 PM Central

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

I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Mission Statement

Doug Willoughby, Board President, read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.G.1. Appointments by the Board President

The Superintendent recommends that the Board approve the Appointments by the Board President. Passed with a motion by Mark Brown 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

Mr. Willoughby, Board President, asked if anything needed to be changed or discussed prior to the vote.

I.G.2. Approval of Financial Institutions

The Superintendent recommends that the Board approve the financial institutions listed. 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.3. Approval of School Attorneys

The Superintendent recommends that the Board approve the school attorneys listed.

Passed with a motion by Theresa Seipel 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.4. Approval of Media Outlets

The Superintendent recommends that the Board approve the media outlets listed. 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.5. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator

Motion to approve the Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator. Passed with a motion by Mark Brown and a second by Michael Jeffryes.

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

Yea: 6, Nay: 0

I.G.6. Appointment of Chip Kay and Tim Kwapnioski as the Title IX Coordinators

The Superintendent recommends the approval to Appoint 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.7. Second and Final Reading of Policy 102.00 Educational Philosophy of the School District

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 102.00 Educational Philosophy of the School District, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

Yea: 6, Nay: 0

Dr. Troy Loeffelholz, Superintendent said this was information that had been modified and we are updating the policy.

I.G.8. 2023-2024 Calendar Approval

The Superintendent recommends the approval of the 2023-2024 CPS School Calendar, as submitted. 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

I.G.9. Discuss, consider, and take all necessary action with regard to the Findings and Recommendations of the Selection Committee for the position of Construction Manager at Risk for a potential multiple school facilities project.

The Selection Committee recommends a motion to approve Boyd-Jones Construction for the Construction Management at Risk position. 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

Dr. Loeffelholz said the Construction Manager at Risk selection was made with good firms vying for the opportunity. They all had good benefits to bring to the table. The committee had the opportunity to view it for the community. He noted there were three community members assisting with making the decision. The attorney was able to guide them through the process. Community members are Toby Goc, Quilben Izaguirre, and Eric Hudnall.

Emily Bannick from Boyd Jones came out to this meeting. She thanked the Board for the opportunity and said Boyd Jones is excited about the project. Dr. Loeffelholz said there is a meeting tomorrow morning that will include the Site Superintendent and the Lead Estimator.

I.G.10. 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 Candace Becher and a second by Michael Jeffryes.

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

Yea: 6, Nay: 0

Dr. Loeffelholz shared some information which included the total of kindergarten options accepted for the previous three school years and provided some more background.

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

There were no items removed from the Consent Agenda.

I.I. Consent Agenda

Motion to approve the Consent Agenda. 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

I.I.1. Approval of Minutes

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

I.I.3. Financial Report M5

Dr. Kay spoke about the information in the M5 Financial report. He said these are non-payroll payments that are being made. He said there are enough funds to make payroll on Friday. Dr. Kay reminded the Board that we knew it would be a tight year. He also said the preliminary state aid data should come out this month.

I.I.4. Certified Personnel

I.I.5. Classified Personnel

I.I.6. Professional Travel

I.J. Acceptance of Gifts/Donations

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

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

Yea: 6, Nay: 0

Dr. Loeffelholz said this is the end of the year number for the Foundation. Their fiscal year was changed to Jan-Dec. Nicole Anderson said to mention that scholarship applications are coming in soon. Dr. Loeffelholz said the recent tour of Kramer brought some discussion on minor changes for the daycare side.

I.K. Curriculum and Instruction

I.K.1. Administrative Functions

I.K.2. Updates

Teresa Hausmann, Directory of Curriculum, Instruction and Assessment shared some data that was discussed last week. She said the best way to read it is to follow a class. She said CPS does have a highly mobile population; we need to get systems in place to meet the needs. Mrs. Hausmann also noted that the information came from AQuESTT, the 21-22 school year will not come out until the spring of the following year.

Chronic absenteeism is tied to accreditation, Dr. Loeffelholz said there are 168 student days on our calendar, which means 17 days absent constitutes chronic absenteeism. There was some research done on other districts and percentages are much higher than CPS.

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 of Policy 802.06 Unpaid Meals. 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.L.2. Administrative Functions

I.L.2.1. Fundraising Approval

The Superintendent recommends that the Board approve the Fundraising applications submitted. Passed with a motion by Mark Brown 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

Discussion regarding approval of fundraisers. Possibility of all paperwork being done in August.

I.L.2.2. Surplus Request

The Superintendent recommends that the Board approve the declaration of surplus property for items listed. Passed with a motion by Doug Molczyk 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.L.3. Updates

Dr. Kay presented information on his evaluation of the First National Bank investments. He asked for bids on 2 closed accounts where the money is invested. Banks were competitive.

Dr. Kay asked the Negotiations Committee members to plan for January 30 and February 6 for meetings with CEA. He said he is creating a plan to show teachers their importance at CPS.

I.M. Buildings & Sites/Technology

I.M.1. Policies

I.M.2. Administrative Functions

I.M.2.1. New Third Avenue Clean Up

The Superintendent recommends that the Board approve the bid for the Third Avenue Property Clean Up, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

I.M.2.2. Engineering Service for Topographic Survey Proposal

The Superintendent recommends that the Board approve the Engineering Services for the Topographic Survey Proposal, as submitted. Passed with a motion by Theresa Seipel and a second by Michael Jeffryes.

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

Leonard Kwapnioski, Director of Building/Sites and Technology said this is necessary for wetland delineation of how the site could be best utilized. The Board asked about justifying this survey if the property is not used. Mr. Kwapnioski said the information is needed if CPS decides to sell the property.

I.M.3. Updates

I.N. Student Services

I.N.1. Policies

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

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 508.15 Concussion Awareness. 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.N.2. Administrative Functions

I.N.3. Updates

I.O. Superintendent's Report

Dr. Loeffelholz mentioned the press release and article in the Columbus Telegram that had been published a few days ago. He said enrollment numbers were shared with the newspaper. He said CPS has grown by 408 students since 2016. Dr. Loeffelholz said it is important to remember it's not only about the enrollment, it is also about program spaces. The next presentations for the community will be January 24 and February 2. The goal is for as many to hear the message and give feedback as possible. Included in the discussion was the special programming space in the elementary buildings, the attendance boundaries. Data that can be pulled from Synergy for CPS students proximity in neighborhoods.

I.P. Board Sharing

All board members said get ready to roll on the facility projects. They have received a lot of information and there is a lot of work to do. It is an exciting and nerve-wracking time. They were encouraging each other to be sure and attend as many of the community meetings as possible. They all feel it is very important to get a positive perspective out and help the community to understand the needs of our school district. Also mentioned was the Project LifeSaver Program that is new to Platte County.

II. Executive Session

The Board did not go into Executive Session.

III. Adjourn

Adjourned at 6:40.

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 16, 2023.

President

Secretary

| | DESCRIPTION | BEGINNING BALANCE | MONTH TO DATE RECEIPTS | MONTH TO DATE EXPENDITURES | END OF MONTH BALANCE | YTD BALANCE PRIOR YEAR |
|---|---|-------------------|------------------------|----------------------------|----------------------|------------------------|
| General Fund | Attachment M4a | | | \$ 3,688,700.72 | | |
| | Attachment M4b | | | \$ 112.50 | | |
| | Attachment M5 (prior Bd Mtg) | | | \$ 750,964.04 | | |
| | Transfer from GP ICS Savings | | \$ 1,015,648.60 | | | |
| | Receipts GP checking | | \$ 3,727,984.27 | | | |
| | GEN FUND - GREAT PLAINS STATE BANK | \$ 1,690,096.95 | \$ 4,743,632.87 | \$ 4,439,777.26 | \$ 1,993,952.56 | \$ 6,001,786.70 |
| | | | | | | |
| | Transfer to GP Checking | | \$ (1,015,648.60) | | | |
| | Interest | | \$ 514.84 | | | |
| | GEN FUND- GP SAVINGS | \$ 1,015,133.76 | \$ (1,015,133.76) | | \$ - | |
| | | | | | | |
| | Dividends | | \$ 2,308.52 | | | |
| | Management Fees | | | \$ 237.69 | | |
| Investment Gain | | \$ 6,197.97 | | | | |
| GENERAL FUND - FNB TRUST | \$ 925,465.85 | \$ 8,506.49 | \$ 237.69 | \$ 933,734.65 | \$ 945,919.48 | |
| | | | | | | |
| | General Fund -Cash Balance | | | \$ 2,927,687.21 | | |
| Depreciation-GF | Dividends | | \$ 4,738.02 | | | |
| | Management Fees | | | \$ 604.13 | | |
| | Investment Gain | | \$ 70,947.28 | | | |
| | DEPRECIATION - FNB | \$ 2,352,264.99 | \$ 75,685.30 | \$ 604.13 | \$ 2,427,346.16 | \$ 2,297,939.24 |
| Temporary Funds -GF | PAYROLL - PINNACLE BANK | \$ 253,578.27 | \$ 3,593,079.86 | \$ 3,572,787.68 | \$ 273,870.45 | \$ 254,055.84 |
| | PAYFLEX - PINNACLE BANK | \$ 55,754.48 | \$ 10,406.14 | \$ 11,530.10 | \$ 54,630.52 | \$ 44,503.53 |
| Activities | Administration | \$ 952,210.07 | \$ 32,235.08 | \$ 27,139.52 | \$ 957,305.63 | \$ 874,144.59 |
| | Middle School | \$ 126,926.50 | \$ 26,863.43 | \$ 7,768.58 | \$ 146,021.35 | \$ 110,479.44 |
| | High School | \$ 575,460.40 | \$ 105,630.72 | \$ 52,619.73 | \$ 628,471.39 | \$ 488,419.15 |
| | ACTIVITY FUNDS - COLUMBUS BANK | \$ 1,654,596.97 | \$ 164,729.23 | \$ 87,527.83 | \$ 1,731,798.37 | \$ 1,473,043.18 |
| Nutrition Fund | Other income | | | | | |
| | Interest Income | | \$ 1,212.97 | | | |
| | State Reimbursement | | \$ 126,302.05 | | | |
| | Rct to Expenditures | | \$ 3,212.57 | | | |
| | Student/Staff Meals | | \$ 74,298.60 | | | |
| | NUTRITION FUND - CORNERSTONE BANK | \$ 804,989.57 | \$ 205,026.19 | \$ 210,861.33 | \$ 799,154.43 | \$ 508,292.09 |
| Bond Fund | B.O.K. Financial | | | | | |
| | Platte County Treasurer | | \$ 202,580.10 | | | |
| | Butler County Treasurer | | \$ 5,276.90 | | | |
| | Polk County Treasurer | | \$ 0.45 | | | |
| | Dividends | | \$ 3,450.47 | | | |
| | Management Fees | | | \$ 185.54 | | |
| | BOND FUND - FNB | \$ 722,433.06 | \$ 212,699.59 | \$ 185.54 | \$ 934,947.11 | \$ 492,354.99 |
| Special Building Fund | Dividends | | \$ 969.64 | | | |
| | Management Fees | | | \$ 102.45 | | |
| | Investment Loss | | \$ 2,299.13 | | | |
| | SPECIAL BLDG FUND - FNB TRUST | \$ 398,887.11 | \$ 3,268.77 | \$ 102.45 | \$ 402,053.43 | \$ 404,121.15 |
| | | | | | | |
| | AEL, INC | | | \$ 8,094.00 | | |
| | Bierman Contracting | | | \$ 3,301.00 | | |
| | Carroll Seating Company | | | \$ 82,817.35 | | |
| | Commonwealth Communications | | | \$ 89,096.70 | | |
| | Midlands Mechanical Inc. | | | \$ 12,238.54 | | |
| | Midwest Automatic Fire Sprinkler Co | | | \$ 7,740.00 | | |
| | Midwest Floor Covering, Inc | | | \$ 46,225.80 | | |
| | Midwest Glass Service Inc. | | | \$ 12,600.00 | | |
| | Rutt's Heating & Air Conditioning, Inc. | | | \$ 43,155.85 | | |
| | Stonebrook Exterior | | | \$ 900.00 | | |
| | Tucker Masonry Company | | | \$ 1,150.00 | | |
| SPECIAL BLDG FUND - BANK OF THE VALLEY | \$ 1,588,352.30 | \$ 61,115.19 | \$ 307,319.24 | \$ 1,342,148.25 | \$ 1,632,749.51 | |
| | | | | | | |
| | Special Building Fund - Cash Balance | | | \$ 1,744,201.68 | | |

Columbus Public Schools
General Fund Revenue Detail
January 31, 2023

| Account Number | Description | Budget | Month to Date | Year to Date | Balance | Percent |
|--------------------|--------------------------------|-------------------|------------------|------------------|-------------------|---------|
| 01.1.01100.000.000 | Property Taxes | (\$24,325,478.00) | (\$1,264,845.46) | (\$9,033,607.29) | (\$15,291,870.71) | 37.14% |
| 01.1.01115.000.000 | Carline Taxes | (\$21,000.00) | \$0.00 | (\$2,782.82) | (\$18,217.18) | 13.25% |
| 01.1.01120.000.000 | Public Power District Sales Ta | (\$850,000.00) | \$0.00 | \$0.00 | (\$850,000.00) | 0.00% |
| 01.1.01125.000.000 | Motor Vehicle Taxes | (\$2,343,000.00) | (\$192,570.14) | (\$930,409.86) | (\$1,412,590.14) | 39.71% |
| 01.1.01125.733.001 | Alternate Education | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.01312.000.000 | Tuition, Summer School | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.01323.000.000 | Tuition, SpEd School Age | (\$35,000.00) | \$0.00 | \$0.00 | (\$35,000.00) | 0.00% |
| 01.1.01510.000.000 | Interest | (\$15,000.00) | (\$5,836.93) | (\$39,090.83) | \$24,090.83 | 260.61% |
| 01.1.01540.000.000 | Income from Real Property | (\$25,000.00) | \$0.00 | (\$3,000.00) | (\$22,000.00) | 12.00% |
| 01.1.01801.000.000 | CASP /Parent Fees | (\$35,000.00) | (\$8,921.00) | (\$38,294.00) | \$3,294.00 | 109.41% |
| 01.1.01910.000.000 | Rental Fees | \$0.00 | (\$700.00) | (\$900.00) | \$900.00 | #DIV/0! |
| 01.1.01911.000.000 | Local License Fees | (\$25,000.00) | \$0.00 | (\$4,695.00) | (\$20,305.00) | 18.78% |
| 01.1.01990.000.000 | Miscellaneous Local Receipts | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.02110.000.000 | County Fines&License Fees | (\$155,000.00) | (\$18,156.04) | (\$114,236.92) | (\$40,763.08) | 73.70% |
| 01.1.02120.733.001 | School Counselors | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.02790.580.001 | School Field Trips | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.03110.000.000 | State Aid | (\$14,316,378.00) | (\$1,431,638.00) | (\$7,158,190.00) | (\$7,158,188.00) | 50.00% |
| 01.1.03120.000.000 | SpEd Receipts from the State | (\$2,602,545.00) | (\$331,741.00) | (\$663,482.00) | (\$1,939,063.00) | 25.49% |
| 01.1.03125.000.000 | SpEd Transportation Receipts f | (\$135,000.00) | \$0.00 | \$0.00 | (\$135,000.00) | 0.00% |
| 01.1.03130.000.000 | Homestead Exemption | \$0.00 | (\$26.48) | (\$72.63) | \$72.63 | #DIV/0! |
| 01.1.03131.000.000 | Property Tax Credit | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.03155.000.000 | Textbook Loan Receipts | (\$25,000.00) | \$0.00 | \$0.00 | (\$25,000.00) | 0.00% |
| 01.1.03180.000.000 | Pro-Rate Motor Vehicle | (\$50,000.00) | \$0.00 | (\$8,530.65) | (\$41,469.35) | 17.06% |
| 01.1.03400.000.000 | State Apportionment | (\$525,000.00) | \$0.00 | \$0.00 | (\$525,000.00) | 0.00% |
| 01.1.03500.110.000 | Elementary Attendance Monitor | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.03535.000.000 | High Ability Learner Allocatio | (\$25,000.00) | \$0.00 | (\$25,731.00) | \$731.00 | 102.92% |
| 01.1.03540.000.000 | State Early Childhood Grant | (\$150,940.00) | \$0.00 | (\$100,388.00) | (\$50,552.00) | 66.51% |
| 01.1.03541.000.000 | Early Childhood Endowment Gran | (\$164,500.00) | \$0.00 | (\$24,548.00) | (\$139,952.00) | 14.92% |
| 01.1.03590.000.000 | Opportunity Grant | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.03599.000.000 | Education Quest College Access | \$0.00 | \$0.00 | (\$12,319.14) | \$12,319.14 | #DIV/0! |
| 01.1.03599.000.001 | Education Quest College Access | (\$20,000.00) | \$0.00 | \$0.00 | (\$20,000.00) | 0.00% |
| 01.1.03995.000.000 | Nebraska VR | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.04505.000.000 | ESSA Title I Receipts | (\$568,214.00) | (\$165,958.00) | (\$165,958.00) | (\$402,256.00) | 29.21% |
| 01.1.04509.000.000 | ESSA Title II Receipts | (\$106,004.00) | (\$43,469.00) | (\$43,469.00) | (\$62,535.00) | 41.01% |
| 01.1.04510.000.000 | ESSA Title IV SSAE Grant | (\$41,513.00) | \$0.00 | \$0.00 | (\$41,513.00) | 0.00% |
| 01.1.04516.000.000 | IDEA Preschool Enrollment/Pove | (\$24,723.00) | \$0.00 | \$0.00 | (\$24,723.00) | 0.00% |
| 01.1.04518.000.000 | IDEA Enrollment/Poverty Grant | (\$928,690.00) | \$0.00 | \$0.00 | (\$928,690.00) | 0.00% |
| 01.1.04521.000.000 | IDEA Proportionate Share | (\$134,873.00) | \$0.00 | \$0.00 | (\$134,873.00) | 0.00% |
| 01.1.04524.000.000 | ECF | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.04525.000.000 | Carl Perkins Grants | (\$41,918.00) | \$0.00 | (\$47,894.00) | \$5,976.00 | 114.26% |
| 01.1.04526.000.000 | Perkins Revision Grant | (\$100,000.00) | \$0.00 | \$0.00 | (\$100,000.00) | 0.00% |
| 01.1.04527.000.000 | ESSA Title III LEP Grant | (\$79,934.00) | (\$29,917.00) | (\$29,917.00) | (\$50,017.00) | 37.43% |

Columbus Public Schools
 General Fund Revenue Detail
 January 31, 2023

| Account Number | Description | Budget | Month to Date | Year to Date | Balance | Percent |
|--------------------|--------------------------------|-------------------|--------------------------------|-------------------|-------------------|---------|
| 01.1.04528.000.000 | Title III Immigrant | (\$54,397.00) | (\$17,588.00) | (\$29,811.00) | (\$24,586.00) | 54.80% |
| 01.1.04530.000.000 | Federal Grant NC/FF/ECF | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.04531.000.000 | ESSA Title IV Part B 21st Cent | (\$149,163.00) | (\$149,163.00) | (\$149,163.00) | \$0.00 | 100.00% |
| 01.1.04708.000.000 | Medicaid in Public Schools | (\$34,643.00) | (\$17,742.56) | (\$77,729.67) | \$43,086.67 | 224.37% |
| 01.1.04969.000.000 | ESSA Title IV SSAE Grant | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.04995.000.000 | FEMA/Federal Disaster Funds | \$0.00 | \$0.00 | (\$55,848.23) | \$55,848.23 | #DIV/0! |
| 01.1.04996.000.000 | Covid 19 Revenue | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.04997.000.000 | Cares Act II | (\$350,000.00) | \$0.00 | \$0.00 | (\$350,000.00) | 0.00% |
| 01.1.04998.000.000 | Cares Act III | (\$1,400,000.00) | \$0.00 | \$0.00 | (\$1,400,000.00) | 0.00% |
| 01.1.05200.000.000 | Transfers from Other Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | #DIV/0! |
| 01.1.05690.000.000 | Other Non-Revenue Receipts (Rt | \$0.00 | (\$3.00) | (\$3.00) | \$3.00 | #DIV/0! |
| | | (\$49,857,913.00) | (\$3,678,275.61) | (\$18,760,071.04) | (\$31,097,841.96) | 37.63% |
| | Transfers | | (\$1,015,648.60) | | | |
| | Reimbursements/ Refunds | | (\$53,931.08) | | | |
| | Interest - Other Accounts | | \$4,222.42 | | | |
| | Total Revenue | | <u>(\$4,743,632.87)</u> | | | |

| Check Number | Vendor | Amount |
|---------------------|--------------------------------|----------------|
| 13815 | SCHOOL DISTRICT #1-PAYROLL | \$3,488,526.84 |
| 13816 | SUPER SAVER | \$563.76 |
| 13817 | AHRENS, KYLER | \$36.69 |
| 13819 | BLEVINS, TREVOR | \$5.50 |
| 13820 | CENTER 7 THEATER | \$300.00 |
| 13821 | CUBBYS CORPORATE OFFICE | \$1,003.18 |
| 13822 | CULLIGAN | \$19.98 |
| 13823 | ESU #7 | \$10,407.51 |
| 13824 | FIRST NATIONAL BANK OMAHA | \$1,100.70 |
| 13825 | FIRST NATIONAL BANK OMAHA | \$74.63 |
| 13826 | HEFTI, DEAN | \$127.00 |
| 13827 | JOURNEYED.COM INC. | \$13,973.51 |
| 13828 | MOSER, ELIJAH | \$53.75 |
| 13829 | MOSYLE CORPORATION | \$366.75 |
| 13830 | NEBRASKA EXT- PLATTE COUNTY | \$509.00 |
| 13831 | PAYFLEX SYSTEMS USA, INC. | \$297.60 |
| 13832 | STEALTH BROADBAND | \$5,690.88 |
| 13833 | T-BONE TRUCK STOP | \$1,584.85 |
| 13834 | UNL CAREER SERVICE | \$30.00 |
| 13835 | AMAZON CAPITAL SERVICES | \$2,867.59 |
| 13836 | CAPITAL ONE/WALMART | \$364.67 |
| 13837 | HY-VEE FOOD STORES | \$104.36 |
| 13838 | SUPER SAVER | \$12.86 |
| 13839 | ASSOCIATED STAFFING, INC | \$5,898.25 |
| 13840 | CCS PRESENTATION SYSTEMS, INC. | \$20,080.47 |
| 13841 | CENTRAL NE COMMUNITY SERVICES | \$32,531.67 |
| 13842 | CENTRAL NEBRASKA REHAB. SERV | \$43,194.02 |
| 13843 | FATHER FLANAGAN'S BOYS' HOME | \$23,275.00 |
| 13844 | FIRST NATIONAL BANK OMAHA | \$57.76 |
| 13845 | FIRST NATIONAL BANK OMAHA | \$1,003.71 |
| 13846 | FIRST NATIONAL BANK OMAHA | \$4,956.03 |
| 13847 | GAVER, ALLY | \$36.75 |
| 13848 | JACKSON SERVICES INC. | \$193.58 |
| 13849 | LASSO, SARAH | \$25.60 |
| 13850 | MIDLAND UNIVERSITY | \$200.00 |
| 13851 | NCECBVI | \$4,600.00 |
| 13852 | NEBRASKA LEADERSHIP SEMINAR | \$500.00 |
| 13853 | OCCUPATIONAL HEALTH SERVICES | \$123.00 |
| 13854 | PATEL, DEVAM LAVKESH | \$25.60 |
| 13855 | PLUNKETTS PEST CONTROL | \$1,010.00 |
| 13856 | QUADIENT FINANCE USA, INC | \$953.26 |
| 13857 | READ NATURALLY | \$690.00 |
| 13858 | THE COLUMBUS TELEGRAM | \$1,320.00 |
| 13859 | WEMHOFF, ELIZABETH ALEXANDRIA | \$64.00 |

| Check
Number | Vendor | Amount |
|-------------------------|--|------------------------------|
| 13860 | ADVANCED FIRE & SAFETY | \$1,038.87 |
| 13861 | BENIK CORPORATION | \$45.75 |
| 13862 | BLICK ART MATERIALS | \$58.85 |
| 13863 | BOMGAARS | \$9.98 |
| 13864 | BSN SPORTS | \$380.71 |
| 13865 | BYRKIT PIANO SERVICE | \$1,010.00 |
| 13866 | COLUMBUS ARNOLD MOTOR SUPPLY | \$286.89 |
| 13867 | COLUMBUS MUSIC | \$1,155.96 |
| 13868 | DELL MARKETING L.P. | \$188.00 |
| 13869 | DEMCO, INC | \$141.19 |
| 13870 | EAKES OFFICE SOLUTIONS | \$1,716.26 |
| 13871 | ELECTRONIC ENGINEERING | \$1,343.94 |
| 13872 | ELECTRONIX EXPRESS | \$184.15 |
| 13873 | ESU #7 SPECIAL EDUCATION | \$50.00 |
| 13874 | FOLLETT CONTENT SOLUTIONS, LLC | \$244.80 |
| 13875 | FUN AND FUNCTION | \$236.97 |
| 13876 | HADLEY-BRAITHWAIT CO. | \$27.95 |
| 13877 | HAKE, ANGELA | \$307.50 |
| 13878 | JARECKI, KAY | \$213.76 |
| 13879 | LUNCHTIME SOLUTIONS, INC | \$123.00 |
| 13880 | M & O DOOR PRODUCTS | \$165.53 |
| 13881 | MENARDS-COL | \$489.22 |
| 13882 | NATUS MEDICAL INCORPORATED | \$5,338.64 |
| 13883 | PRINTCO GRAPHICS, INC | \$220.30 |
| 13884 | PSAT/MNSQT | \$482.00 |
| 13885 | ROBINSON, MEGAN | \$73.36 |
| 13886 | RUTT'S HEATING & AIR CONDITIONING, INC - | \$2,620.00 |
| 13887 | SHERWIN-WILLIAMS | \$23.86 |
| 13888 | SKIPTON, CHRISTINE | \$8.65 |
| 13889 | STANLEY PETROLEUM MAINTENANCE | \$306.00 |
| 13890 | TELLEZ, GAMALIEL | \$307.26 |
| 13891 | TEPLY, TAMMY | \$274.32 |
| 13892 | TRUCK CENTER COMPANIES | \$495.94 |
| 13893 | VEX ROBOTICS, INC. | \$370.80 |
| | Total Fund Expenditures | <u>\$3,688,700.72</u> |

| Check
Number | Vendor | Amount |
|-------------------------|--------------------------------|------------------------|
| 13818 | BECHER, CANDACE A | <u>\$112.50</u> |
| | Total Fund Expenditures | <u><u>\$112.50</u></u> |

Travel Report

February 2023

| DATE | # DAYS | NAME | EVENT NAME | EST COST\$ |
|-----------|--------|-------------------|--|-----------------------|
| 1/4/2023 | 3.00 | JENNIFER MULDER | PRESENTING @ 2023 HAWAII INTERNAL CONFERENCE ON EDUCATION - HONOLULU | \$330.00 |
| 1/11/2023 | 1.00 | AUSTIN CARMICHAEL | NSAA DISTRICT II MEETING - OMAHA | \$0.00 |
| 1/11/2023 | 1.00 | TIM KWAPNOSKI | NSAA DISTRICT II MEETING - OMAHA | \$0.00 |
| 1/13/2023 | 0.75 | LEONARD KWAPNOSKI | NATA MEETING - BENNINGTON | \$0.00 |
| 1/16/2023 | 1.00 | BRANDI FLEMING | YORK MLK23 - YORK | \$0.00 |
| 1/16/2023 | 1.00 | JESSICA VOLKER | YORK MLK23 - YORK | \$0.00 |
| 1/16/2023 | 1.00 | JULIE KREIKEMEIER | YORK MLK23 - YORK | \$0.00 |
| 1/16/2023 | 1.00 | KRISTI HACKETT | YORK MLK23 - YORK | \$0.00 |
| 1/16/2023 | 1.00 | MICHELLE OPPLIGER | YORK MLK23 - YORK | \$0.00 |
| 1/17/2023 | 0.75 | DAVE HIEBNER | ESU 10 PERKINS PRESENTATION - KEARNEY | \$0.00 |
| 1/24/2023 | 1.00 | BRANDI FLEMING | LEARNING ACCELERATION NDE - KEARNEY | \$0.00 |
| 1/24/2023 | 1.00 | JESSICA VOLKER | LEARNING ACCELERATION NDE - KEARNEY | \$0.00 |
| 1/24/2023 | 1.00 | JULIE KREIKEMEIER | LEARNING ACCELERATION NDE - KEARNEY | \$0.00 |
| 1/24/2023 | 1.00 | KRISTI HACKETT | LEARNING ACCELERATION NDE - KEARNEY | \$0.00 |
| 1/24/2023 | 1.00 | MICHELLE OPPLIGER | LEARNING ACCELERATION NDE - KEARNEY | \$0.00 |
| 1/25/2023 | 1.00 | AUSTIN CARMICHAEL | HAC STATE BOWLING - LINCOLN | \$0.00 |
| 1/25/2023 | 0.625 | AMY HAYNES | REGION 3 MEETING - NORFOLK | \$0.00 |
| 1/26/2023 | 1.00 | JASON HARRIS | UNK TEACHER JOB FAIR - KEARNEY | \$0.00 |
| 1/26/2023 | 0.75 | SARA COLFORD | UNK TEACHER JOB FAIR - KEARNEY | \$0.00 |
| 1/27/2023 | 1.00 | JASON HARRIS | UNK SCHOOL PSYCHOLOGY INTERVIEW DAY - KEARNEY | \$0.00 |
| 1/27/2023 | 1.00 | JESSY HILL | UNK SCHOOL PSYCHOLOGY INTERVIEW DAY - KEARNEY | \$0.00 |
| 2/9/2023 | 1.00 | BRANDI FLEMING | NNNC SOC STUDIES COLLAB & C3 INQUIRY DESIGN - NORFOLK | \$20.00 |
| 2/8/2023 | 3.00 | JASON HARRIS | NASES LEGISLATIVE CONFERENCE - LINCOLN | \$460.00 |
| | | | | \$810.00 Total |



**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

February 8, 2023

Doug Willoughby
Board of Education
Columbus Public Schools

Dear President Willoughby and Members of the Board:

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

\$35.00 - Kramer Child Development Center
\$1,516.80 - Columbus After School Program
\$16,213.09 - CMS DTYI grant purchases

\$11.16 - Classy Cookers of CMS Cookbooks
\$20,292.09 - Columbus ICE
\$418.82 - STEM Supplies

Band Boosters

\$226.89 - Sundae Funday Supplies

Post Prom

\$487.76 - Prizes
\$73.61 - Printing and Postage

North Park PTO

\$85.73 - Polar Express Cookies
\$423.00 - AR Bowling

Vocal Music Boosters

\$171.16 - Variety Show Supplies
\$200.00 - New World Dinner Show Room Rental

West Park PTO

\$300.00 - Spirit Day Supplies
\$147.79 - Holiday Rotation Craft Project
\$33.81 - Printing
\$210.41 - Christmas Cookies
\$18.99 - Teacher Christmas Gift for Classroom

The total contributions for the month of January was **\$40,866.11**

The total contributions for the FY 2023 total is **\$40,866.11**

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

Thank you for your consideration.

Sincerely,



Nicole Anderson
Director of Marketing & Foundation



CIA Department Updates

February 13, 2023

Cognia Update

Standard Areas of Excellence

- Learners benefit from a formal structure that fosters ***positive relationships*** with peers and adults.
- The **governing authority** demonstrates a commitment to learners by **collaborating with leaders** to uphold the institution's priorities and to drive continuous improvement.
- **Leaders demonstrate expertise** in **recruiting, supervising, and evaluating** professional staff members to optimize learning.
- **Professional staff members** implement curriculum and instruction that are aligned for **relevancy, inclusion, and effectiveness**.
- **Curriculum and instruction** are augmented by reliable information **resources and materials** that advance learning and support learners' personal interests.



Cognia Update

Board of Education Interviews

April 3rd

11:30-12:00

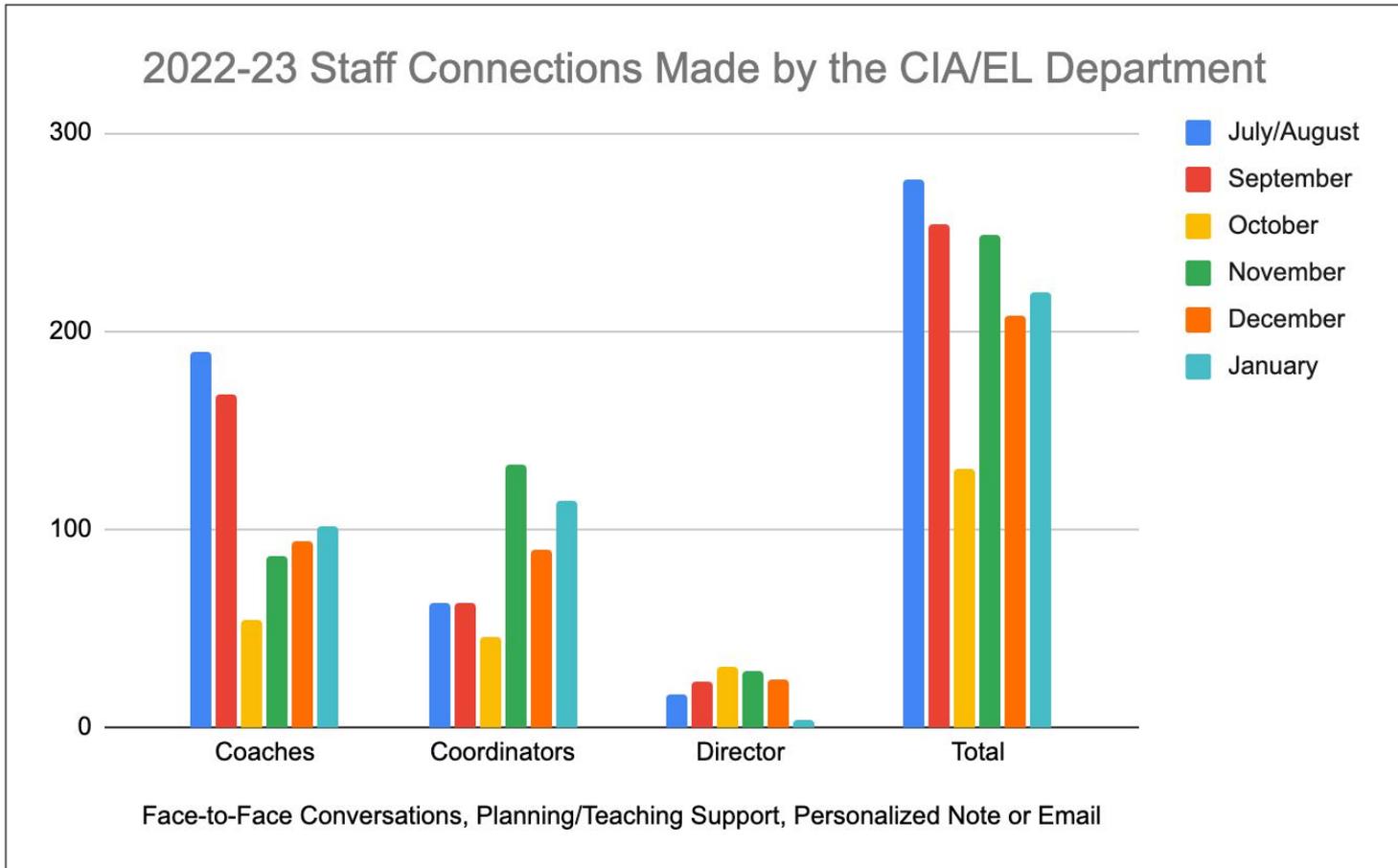
CPS Administration Building

CPS Executive Summary

- History
- Demographics
- Governing Authority
- Philosophy of Education
- Curriculum
- Classroom Instruction
- Personnel Management
- Learner Performance
- District Strategic Plan



CIA Department Staff Connections



Columbus Public School District Executive Summary January 2023

History

The Columbus Public School (CPS) District has been in existence since 1860. CPS is the only public school inside the Columbus, Nebraska city limits. Columbus is 98% urban and 2% rural according to Citydata.com. Columbus, Nebraska's population is just over 24,000. Currently, CPS features five elementary schools, one middle school, one high school, the Pathways facility that provides an alternative setting for middle and high school students, the Sixpence Program that provides a free prenatal program to age 3 as a free in-home service working with the family to build on the child's development, the Cassette House which provides life skills education to support students who are 18-21 on an IEP, the CPS Student Center that houses the district's early childhood special education staff and student services staff, the CPS Maintenance Facility that is the central location for maintenance and the transportation hub, and the CPS Administration Building which houses the following departments: Human Resources, Finance, Technology, Curriculum and Instruction, English Learners, Marketing and Foundations, and the Superintendent's Office. Four of the five elementary schools currently include preschool classrooms. However, CPS is in the process of building the Kramer Education Center which will provide preschool and daycare services. The goal is for the early learning center to open in the fall of 2023. All district administration departments will also move to the Kramer Education Center upon completion.

Demographics

The current student enrollment number is 3,936 in grades K-12 and 187 students are enrolled in preschool. The district staff includes 290 classified employees, 292 full-time certificated teachers, 21 counselors, 4 school psychologists, 6 professional licensed staff, 14 site-based administrative leaders, and 6 district-level administrators including the superintendent. Demographically, the student population is 48% Hispanic, 2% Two or More Races, and less than 1% combined Asian and Native American, with 51% of the student families qualifying for federal free and reduced lunch assistance. The special education population is 17%. The primary languages spoken at home are the following: 62% English, 36% Spanish, and 1% French. Over the past three years, we have seen an increase in English Learners, Spanish and French as the primary language spoken in the home, and students who qualify for federal free and reduced lunch assistance.

Governing Authority

CPS is governed by a six-member board with the support of the superintendent. Every board member is elected through the City of Columbus election process, and board member elections are staggered so that 3 board members are up for reelection every 2 years. The board holds internal elections every other year in January to name the president and the vice-president of the Board. As part of the board bylaws, these positions may be held for no more than 2 consecutive years. As part of the overall training process, each board member must attend training through Nebraska School Boards Association on policy making, procedures, and ethics every year they serve. Board policy is adopted as necessary and can be accessed by all

stakeholders on the district website. The board provides a listening session for classified and certified staff at each site once per year. The governing board's main responsibilities are policy, budget, and working closely with the superintendent to achieve the district's mission and vision. Generally, two board meetings are held each month. A committee as a whole working/listening session meeting is held on the second Monday of each month and the regular/action meetings are held on the third Monday of each month.

CPS is led by Superintendent Dr. Troy Loeffelholz who has been in that role since 2010. During that time, he has led all 5 district and 14 building leaders through the Transformational Leadership Program. He leads weekly district leadership meetings, monthly elementary and secondary administration meetings, monthly combined K-12 administrative meetings, and monthly Superintendent Advisory Committee meetings consisting of classified and certified staff members representing all building sites.

Dr. Loeffelholz successfully led the district through a successful bond election in 2013, which allowed for the construction of a new high school and remodeling of the previous high school, and converting it into the new grades 5-8 middle school. Dr. Loeffelholz is currently holding community listening sessions to gauge the community's support for a new bond campaign due to increased student enrollment and program needs.

Philosophy of Education - Mission, Vision, and Values

Columbus Public Schools does not focus exclusively on any particular educational philosophy. The philosophy can be found in Policy 102 - Educational Philosophy of the School District. The district is dedicated to promoting an equal opportunity for quality public education to all students. The school district strives to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime. Each building places an emphasis on reading, math, science, and social studies, and also offers classes in physical education, health, music, and technology. The middle school provides a well-rounded education for students in grades 5 - 8. Along with core classes, exploratory courses are offered in Music, Art, STEM, FCS, Technology, and Spanish. The high school provides a variety of core and elective courses, as well as numerous dual-credit college courses, career-related certifications, and programs of study. The high school also houses a state-of-the-art STEM facility. The philosophy includes the district's mission and vision.

The mission and vision of CPS are as follows:

Mission: Engaging all learners to achieve success.

Vision: Columbus Public Schools will continuously and passionately strive to be a high performing learning community that will effectively meet the unique learning needs of each and every student. To attain this vision we are:

- Committed to a clear and shared focus on student learning.
- Committed to a safe and supportive environment for learning and teaching.
- Committed to high levels of communication, trust, support and accountability with all stakeholders.

The staff and community value education, learning, and growth for students and staff. CPS has a thorough professional development (PD) program to support new teachers, current teachers and leaders, and classified staff. All new teachers attend four days of PD in July to receive comprehensive training in the Well-Managed Classroom (Tier I Behavior Management), an overview of the Marzano Focused Teacher Evaluation Model, technology training, curriculum resources overview, HR onboarding, and meet and greet the School Board. New teachers also receive additional PD in early August with a focus on working with their mentors and receiving onsite support from building leaders. Once a year the district provides “select-a-session” PD so teachers have the autonomy to grow in their interest or most needed area. The sessions are provided by district leaders, site leaders, certified staff members, and trainers from outside the district. Another PD session is aligned to areas of improvement that have been determined in the district strategic plan. After the PD, site leaders lead their staff through reflection and application of the PD, specific to their building needs. The district dedicates district collaboration work time and PLC time in the school calendar to focus on continuous school improvement goals to help close Tier I achievement gaps.

The mission and vision statements are to be evaluated by a district advisory team. The team will be led by the superintendent and the team will consist of members from the Board of Education, district and site leaders, certified and classified staff, students, and community members after the 2023 Cognia Accreditation Process.

Curriculum

CPS follows a ten-step process that can be found in the Curriculum “How To” Support Guides District Google Folder, when writing curriculum. The core curriculum of mathematics, English Language Arts, science, and social studies are constructed around the most recent version of the Nebraska Core Content Standards that are adopted by the board of education. The exploratory and elective courses use one of the following standards to create the curriculum: national standards, State of Nebraska standards, or district standards. The grade level or content teams of teachers work collaboratively, with guidance from members of the Curriculum and Instruction Department, creating curriculum following a systematic, written method. Once written the BOE approves the curriculum. After approval, the standards are bundled. Proficiency scales are then written, aligned to the standards and created for every grade and course at CPS and are the heart of the curriculum. The grade-level standard expectation is written as a learning goal and is found at the Score 3.0 on the proficiency scales. Teacher teams create unit plans that include daily pacing, formative and summative assessments that are aligned to the proficiency scales, and determine which resource(s) will be used for instruction. It is recommended reteach/retest days are built into the unit pacing so students have more than one opportunity to show proficiency on the summative assessments. The core curriculum is updated once new standards have been adopted by the Nebraska Department of Education and local BOE.

Board policy requires at least two high-quality instructional materials to be piloted by teacher teams before making a recommendation to the BOE for purchase approval. This allows the

teachers the opportunity to determine if the resource is aligned with the district curriculum and if the traditional and online resources can easily be used by students and teachers.

Classroom Instruction

Elementary classes are homeroom based with students traveling to specialized classes such as music, physical education, and technology. All elementary classes are structured around core content areas of mathematics, language arts, science, and social studies. Every student has an iPad and technology is integrated into all core content classes. Daily elementary curriculum instruction is as follows: Reading 90 minutes, Writing/Spelling 20-40 minutes, Math 65-70 minutes, Science and/or Social Studies 40-50 minutes, Specials 50 minutes, WIN Time (Tier II Supports) 30 minutes, Kindergarten and 1st-grade students have fewer minutes as compared to older elementary students due to including centers and/or an additional recess. The elementary school counselors provide regularly scheduled lessons to all students. Additionally, all elementary students have a 40 minute lunch/recess period and one additional 15 minute recess/break period. Teachers have daily flex time from 35-50 minutes to determine core content learning support based on student needs. All elementary sites utilize the MTSS Model and meet monthly as grade-level teams, led by the site principal, to determine Tier II and Tier III student needs. Instructional minutes are adjusted on average one day a week to accommodate time for grade level/content teacher teams to conduct continuous school improvement cycles or provide collaboration time for district/building tasks. Standards-based grading and reporting are used at the elementary level.

Middle school classes for 5th and 6th-grade periods are approximately 34 minutes in length and 7th and 8th-grade periods are approximately 40 minutes four times a week. Math and ELA are double-blocked periods, which equals 68 - 80 minutes of core instruction. Most weeks, students attend shorter periods one day a week to accommodate time for grade level/content teams to conduct continuous school improvement cycles or teacher collaboration. High school classes are approximately 50 minutes in length four days a week. Like in the MS setting, students attend shorter periods one day a week to accommodate time for grade level/content teams to conduct continuous school improvement cycles or teacher collaboration. Traditional grading and reporting by using percentages and letter grades is used at the secondary level. All secondary students have their own devices and technology is encouraged when appropriate in the curriculum and pacing.

All K-12 daily instruction is centered around the unit proficiency scales. CPS teachers have been trained in the Marzano Focused Teacher Evaluation Model (FTEM). Domain 1 is Standards-Based Planning, Domain 2 is Standards-Based Instruction, Domain 3 is Conditions for Learning, and Domain 4 is Professional Responsibilities. Teachers are encouraged to plan units using the proficiency scales. Building leaders have led teachers through FTEM professional development over Domains 2 & 3. Domain 2 requires teachers to determine if the daily lesson objectives require foundational learning, deeper thinking (level of the standard), or complex thinking (above standard expectations). This would determine what instructional element/technique is called for from the Focused Teacher Evaluation Model. The instructional technique also helps teachers determine if they will be facilitating the learning or providing

traditional instruction. Monitoring for the desired effect of the element is paramount by using student evidence. Domain 3 of FTEM helps teachers place an emphasis on increasing student engagement and building a community of learners.

The district purchased the Synergy Assessment Module with the hopes of conducting grade level/course level common assessments electronically so the results could be analyzed to find gaps and/or omissions in the curriculum and use the results during PLC meetings. However, the Synergy Assessment Module is no longer being purchased because the system did not work as promised. Creating assessments in the module was clunky and very time consuming compared to creating assessments in Google Suites. Teachers who piloted the Assessment module reported student frustrations with testing and lackluster data reports. The district is working through Google Suites to create an Assessment system to track student success.

Personnel Management

All certified employees are evaluated using one of the Marzano Evaluation Models. All instructional teachers are evaluated using the Marzano Focused Teacher Evaluation Model as described above. All media specialists, school counselors, speech-language pathologists, school psychologists, instructional coaches, and coordinators are evaluated using the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model. All of the building principals and the English Learner coordinator are evaluated using the Marzano Focused School Leader Evaluation Model. The district directors and superintendent are evaluated using the Marzano District Leader Evaluation Model.

The entire evaluation process and models are goal-based and focus on growth. The district provides access to the models and a library of supports using the iObservation Platform through Learning Sciences. All probationary teachers are required to have an informal (less than a full class period) and formal observation (full class period) each semester. All tenured teachers are required to have at least one informal observation each semester. Tenured teachers are required to develop a growth plan with the building principal during year 1 of receiving tenure. The growth plan is reviewed and updated during year 2 of the cycle. Year 3 of the cycle requires a formal observation and a final update of the growth plan. The cycle starts over every three years. All observations and growth plans are scored, updated, and stored on the online platform. This allows users to see areas of growth and areas that need further development. Each teacher receives a summative performance assessment using the data stored in iObservation at the end of each school year. The goal of the district is that all staff members will reach the Applying Level on the scored elements by the end of the probationary period. Teachers or staff who are not at this level receive instructional leadership support from the building principal. A building principal may request instructional coaching for a teacher. Teachers who consistently do not meet expectations are placed on a formal improvement plan and if the plan is not met will not have their contract renewed.

While hiring a diverse staff is a goal at CPS, there is much work to be done to have our teaching staff reflect the diversity of our student populations. The latest demographic data released by the Nebraska Department of Education is for the 2021-22 school year. CPS reported over 96%

of the teaching staff as White, 3% are Hispanic, and 0% are Black. The student demographics reported for the same year were 51% White, 44% Hispanic, and 2% Black. The Human Resource Director has implemented several strategies to increase the advertisement of teaching positions in more diverse areas of Nebraska and the United States. CPS in collaboration with American Association of School Personnel Administrators (AASPA) has compiled a Teacher Shortage Summit White Paper which includes best practices for recruiting and retaining a diverse staff. CPS is developing a current CPS student-to-teacher pipeline and CPS para educator-to-teacher pipeline. The student and paraeducator population has a closer match to our current student demographic population and is locally invested in the area.

Learner Performance

Students in grades 3-8 are required to take the NSCAS Growth in ELA and Mathematics and students in grades 5 and 8 also take the Science test. Students in grade 11 are required to take the NSCAS ACT in the areas of Reading, English, Mathematics, and Science. Additionally, learners in grades 4 and 8 participate in the National Assessment of Education Progress (NAEP). Results from these assessments over the past years have been varied. We have discovered there are gaps in assessment data from the Covid-19 Pandemic for the year 2019-2020, in 2020-2021 the NSCAS Growth Science was a field test and no scores were available, and at times there were different sets of standards being assessed. However, the trend for overall district scores according to data shared by NDE shows a decrease in proficiency in ELA, Math, and Science for students in grades 3-8. Another trend is the state proficiency rate is consistently higher than the district proficiency rate. There is an increase in proficiency by 11th-grade students in ELA, Mathematics, and Science on the NSCAS ACT. In 2021-22 the district proficiency rate outperformed the state's proficiency rate in all three categories. Science is where our students performed the best in 2021-22. Over 64% of students in grades 5 and 8 showed proficiency in Science and 49% of 11th-grade students showed proficiency on the NSCAS ACT. The areas that need most attention are ELA and Mathematics.

Columbus Public School District Strategic Plan

The current CPS District Strategic Plan 2018-2022 consists of three goals.

Academic Goal:

Was established to create a PreK-12 education plan to prepare our students for successful integration into college and/or career opportunities. Academic goals are centered around;

- Increasing the number of kindergarten students who have attended preschool.
 - This has been a top priority for the district and BOE.
 - The past five years have been dedicated to taking the necessary steps to open the Kramer Early Childhood Center in the fall of 2023.
- Having 100% of students on track or above with reading and math achievement and 100% of students proficient with priority standards.
 - The intended outcome of this measure has not been achieved.
- Another measure of this goal is to have 100% of graduates on track with college and/or career readiness.

- There has been an increase in more high school students earning dual-college credits, career certifications, and completing programs of study.
- The final measure of this goal is that 100% of teachers will show competence with the Super 7 Instructional elements.
 - CPS implemented a new teacher-evaluation model this school year because only having teachers and evaluators focus on seven elements in the old model caused limitations to growth and evaluations.

Social-Emotional Goal:

Was established to address the social and emotional needs of all our students that are affecting their academic development.

- This goal aimed to have 100% of students in crisis receive services within an effective time frame.
 - One way CPS has met this goal is by hiring additional licensed mental health practitioners and social workers.
- This goal also focuses on increasing attendance.
 - Chronic absenteeism has doubled to over 18% last year so CPS will need to address this area. This goal also focuses on decreasing the number of office referrals.
- This goal also focuses on our Tier 1 Behavior Management expectations.
 - Time, energy, and resources have been dedicated to providing PD on Well-Managed Classroom, Tier I Behavior Model, for all staff.
 - All teachers received BIST training and support, Tier II Behavior Interventions, which offers strategies for one-on-one support.
 - Both Well-Managed Classroom and BIST provide teachers strategies to use when students are misbehaving or are in crisis, that in the end, allow more students to remain in the classroom.

Facility Goal:

Was established to provide facilities with a network system necessary to equip, sustain and enhance the educational programs of the district with the following measures.

- This goal focuses on connectivity in a 1:1 environment in each building.
 - The district has increased connectivity for students and staff by upgrading all technology systems and infra-structures.
- This goal also works to ensure all schools are compliant with all required safety drills and staff and students report feeling safe at school.
 - Schools are monitored for accountability through Google Suites.



COLUMBUS PUBLIC SCHOOLS

To: Board of Education
Fr: Dr. Troy Loeffelholz and Dr. Chip Kay
Re: TERIP Applications for 22-23

The following certified staff members have properly submitted their request to be approved for the Temporary Early Retirement Incentive Program (TERIP) by the deadline of February 9, 2023. Each employee, if accepted will also be simultaneously considered as submitting their resignation per retirement effective at the end of the 22-23 school year.

By policy, each person accepted waives their cash payment for unused days and in turn chooses to accept an annual payment each September in 2023, 2024, and 2025 for the amount of annual single health/dental insurance for retirees per the EHA policy cost. In 2023, \$11,138; 2024, \$11,918; 2025, \$12,752.

Mick Bubak, PE/Health/Fitness at the High School
Extra Duty Football, Wrestling, and Track
2012-2023, 11 Years at CPS

Linda McMullin, Media Specialist at Centennial Elementary
2007-2023, 16 Years at CPS

Stacy Smith, PE/Health/Fitness at the High School
Extra Duty Cross Country, MS Track, C Club, and Strength Coordinator (Females)
1991-2023, 32 Years at CPS

“Engaging All Learners to Achieve Success”

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

ColumbusPublicSchools.org

To: Board of Education
From: Leonard Kwapnioski, Jason Harris
CC: Dr. Loeffelholz
Date: February 9, 2023
Re: SRP (Stand Response Protocol K12)

It is our recommendation that the Board of Education accept the updated language in the SRP 2023 version 4.1 The biggest change from 2015-2023 is the change from Lockout to Secure (here is a video that explains the change):

<https://iloveguys.org/videos/SRP-2021-Changes.mp4>

With that change, posters and other materials would need to be updated.

Between 2021 and 2023 the only difference in the manuals is updated statistics and additional resources. The i Love u guys Foundation plan to update the manual every 2 years to keep statistics up to date and to include new resources they find or create. However, they do not intend to make broad changes to the program often. Since its inception in 2009 there was a major change in 2015 with the addition of **“Hold”** and then in 2021 with the change from **“Lockout”** to **“Secure”**. The i Love u guys Foundation doesn't not want to constantly make changes because that puts a burden on the organizations that use their system and to reprint materials and re-train staff. The i Love u guys Foundation will only make major changes if they feel it is absolutely necessary and has a major benefit.

Let me know if you have any questions.

Thanks.
Leonard and Jason

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Implementing The Standard Response Protocol
In a K12 Environment

K12 SCHOOLS AND DISTRICTS



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

2023

PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

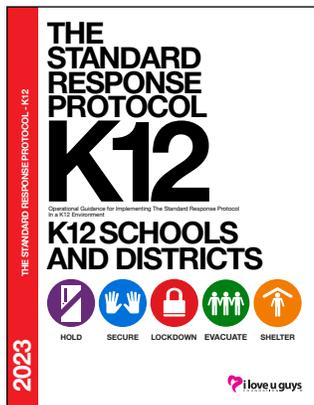
It means to be in the midst of those things and still be calm in your heart.



STANDARD RESPONSE PROTOCOL®

SRP 2023 K-12 CHANGE HISTORY VERSION 4.1

| AUTHOR/CONTRIBUTOR | VERSION | REVISION DATE | REVISION COMMENTARY |
|------------------------------------|---------|---------------|--|
| John-Michael Keyes | 1.0 | 2009-03-02 | Original content |
| Russ Deffner
John-Michael Keyes | 2.0 | 2015-01-08 | Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP |
| Tom Kelley (TxSSC) | 2.1 | 2017-12-02 | Content, edits, formal inclusion of the Standard Response Protocol Extended "Hold in your classroom". Texas School Safety Center version |
| John-Michael Keyes | 2.2 | 2018-05-22 | Content, edits. Colorado School District Self Insurance Pool version. |
| John-Michael Keyes | 3.0 | 2019-06-05 | Incorporated "Hold in your classroom or area" into the Standard Response Protocol |
| John-Michael Keyes | 4.0 | 2020-01-17 | Replaced Lockout Action with Secure Action |
| Ellen Stoddard-Keyes | 4.0 | 2020-06-23 | Added new content and incorporated suggestions. |
| I Love U Guys Foundation | 4.1 | 2022-6-15 | Additional Guidance, Detail and Resources |



The Standard Response Protocol 2023 K12

Operational Guidance for Schools, Districts, Departments and Agencies

Version 4.1 ISBN-13: 978-1-951260-07-1



DEDICATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation. This book is dedicated to Emily.

FORWARD

The original concept of this program came from recognizing that most school safety plans focused on response to individual incidents. Since there is no way to predict every single type of incident, that method leaves gaps in response. It is fairly common, after a tragedy, to hear someone say “I didn’t think that would happen here,” so the assumption is that there was no response plan for it.

Many safety plans The Foundation looked at contained similar actions being used for the various incidents, but they were called different things. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. This is a life skill that stretches far beyond school.

This book contains guidance on using the actions, as well as discussions and other considerations when using The Standard Response Protocol.

ACKNOWLEDGMENTS

The Keyes family is primarily grateful to responders Deputy Chief A.J. DeAndrea and Deputy Mike Denuzzi for opening the door for discussion and communication in the aftermath of the tragedy, and to former investigative reporter Paula Woodward for making the introduction. (There’s a story there...)

Thanks to Ted Zocco-Hochhalter for introducing us to emergency management for safer schools, and to Katherine Zocco-Hochhalter for bringing humanity to the conversation, and to both for sharing their knowledge and friendship.

STAFF

Need we say more? At the release of this version, The Foundation employs five people full time, all of whom bring unique skills, curiosity and intelligence to these materials, so it’s all hands on deck.

Current Staff:

Allyson Jones, Communications Manager, Carly Posey, Mission Director, Dan Rector, Emergency Management Planner, Ellen Stoddard-Keyes, Operations Director, and John-Michael Keyes, Executive Director

BOARD OF DIRECTORS

Chris Zimmerman, Craig Straw, Dave Bauer, Frank DeAngelis, Heilit Biehl, James Englert, Louis S. Gonzalez, Martha Vargas, Murphy Robinson, and Pat Hamilton.

Whereas many nonprofits have a combative relationship with their Boards, we have always treasured ours for their dedication and wisdom.

AUTHORS AND CONTRIBUTORS

We are incredibly grateful to the people who have helped with the development of the programs. For contributions to content we are grateful to the following people:

Dr. David Benke (former teacher and former Board member) for Teacher Guidance;

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting) for content contribution and training expertise;

Russell Deffner (Advisor/Contractor/Volunteer) for Incident Command Guidance;

Tom Kelley (School Safety Training and Education Specialist, Texas School Safety Center) for content contributions;

Ian Lopez (Director of Safety & Security, Cherry Creek Schools) for content contribution;

John McDonald (Executive Director, Safety, Security and Emergency Planning, Jefferson County Public Schools) for ongoing discussion and input on what’s really going on in the world;

Joleen Reefer (City and County of Broomfield Ret.) for the phrase, “Locks, Lights, Out of Sight”;

Jaclyn Schildkraut (PhD, Associate Professor, Department of Criminal Justice, State University of New York at Oswego) for accuracy and research on drill and guidance;

Heidi Walts (Commander, Northglenn Police Department) for being the best sister and sister-in-law to John-Michael and Ellen, and also giving excellent guidance when they needed it the most.

ADJUNCT INSTRUCTORS

They conduct trainings around the country on a part time basis, bringing their expertise and knowledge to the table. And they bring back information about how we can improve the programs

Current Adjunct Instructors:

Stacy Avila (Arvada Police Dept. Ret.)

David Benke, retired teacher and former Board member

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting)

Pat Hamilton (Chief Operating Officer, Adams 12 Five Star Schools)

Chris Zimmerman (Principal, Cimarron Middle School, Douglas County)

CONTACT INFORMATION

The “I Love U Guys” Foundation can be reached online at <https://iloveuguy.org>.

Email: srp@iloveuguy.org

The “I Love U Guys” Foundation
P.O. Box 489, Placitas, NM 87043

“Tactics are intel driven.”

What we plan is based on what we know.

“But the environment dictates tactics.”

But what we do, is based on where we are.

– Deputy Chief A.J. DeAndrea
– Civilian Translation: John-Michael Keyes

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MISSION

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

THE “I LOVE U GUYS” FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an “as is” basis. Please visit our website (<https://iloveguys.org>) for the detailed information.

There are some links to resources in this book. In most PDFs they will be clickable, but The Foundation cannot guarantee that the actual source is still available at that site.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The “I Love U Guys” Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use (details in the MOU and NOI documents) or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a commercial license. Please contact The “I Love U Guys” Foundation for more information and costs.

ABOUT SRP 2023

Since 2015, The Foundation offered optional classroom training that included “Hold in your classroom.” In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

With SRP 2021, the Hold action was incorporated into the Standard Response Protocol and the Lockout action was changed to Secure.

For SRP 2023, there is expanded guidance, the introduction of the “SRP Lockdown Drill,” and new communications guidance.

Although the SRP 2021 version is still valid, The “I Love U Guys” Foundation recommends updating to the newer version as soon as feasible.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know. But your school, your agencies, and your environment, will ultimately dictate what you do.

THE “I LOVE U GUYS” FOUNDATION MOU

Some schools, districts, departments and agencies may desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. For a current version of the MOU, please visit iloveguys.org.

The purpose of an MOU is to define responsibilities of each party and provide scope, and clarity of expectations. It affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation’s materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

This can be emailed to srp@iloveguys.org

NOTICE OF INTENT

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveguys.org and let us know.

FAIR USE POLICY

These materials are for educational and informational purposes only and may contain copyrighted material the use of which has not always been specifically authorized by the copyright owner. In accord with our nonprofit mission, we are making such material available for the public good to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

The "I Love U Guys" Foundation IRS 501(c)3 est. 2006 asserts this constitutes a 'fair use' of any such copyrighted material as provided in Section 107 of the US Copyright Law. In accordance with Title 17 U.S.C. Section 107, these materials are distributed without profit to those who have expressed a prior interest in receiving the included information for criticism, comment, news reporting, teaching, scholarship, education and research.

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If your copyrighted material appears in our materials and you disagree with our assessment that it constitutes 'fair use,' contact us.

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt-in to receive periodic blog posts and newsletters via email.

Our Commitment to Program Users: We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations. This policy applies to all information received by The "I Love U Guys" Foundation, both online and offline, as well as any electronic, written, or oral communications. Please see our website for the full Privacy text.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold
2. Core actions and directives are not modified
 - 2.1. **Hold** - "In Your Room or Area."
 - 2.2. **Secure** - "Get Inside, Lock Outside Doors"
 - 2.3. **Lockdown** - "Locks, Lights, Out of Sight"
 - 2.4. **Evacuate** - A Location may be specified
 - 2.5. **Shelter** - State the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Complete the NOI and email it to srp@iloveuguys.org
 - 3.2. Send an email to srp@iloveuguys.org
4. The Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from iloveuguys.org, and is provided to The "I Love U Guys" Foundation by emailing it to srp@iloveuguys.org
5. The following modifications to the materials are allowable:
 - 5.1. Localization of Evacuation events
 - 5.2. Localization of Shelter events
 - 5.3. Addition of organization logo

ONE DEMAND

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what's going on.

Certainly, temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at srp_rfc@iloveuguys.org. Please include contact information, district, department or agency, including daytime phone.



STANDARD RESPONSE PROTOCOL®

INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the “Terms of Art, which are actions,” and “Directives” defined by this protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <https://iloveguys.org/The-Standard-Response-Protocol.html#Intro>

A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a “Directive” of a certain “Term of Art.” For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

TIME BARRIERS

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

THE POWER OF A LOCKED DOOR

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report* says this:

“The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”

In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel window next to the classroom door.

“SRP is not a replacement... it’s an enhancement to your existing safety plans.”

In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman

Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any locked classrooms.

BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

**FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION Presented to Governor Dannel P. Malloy State of Connecticut March 6, 2015 - Document page 238 - Appendix A-I.1*



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school "Evacuate to a different building," and later "Evacuate to the bus zone."

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.



STANDARD RESPONSE PROTOCOL®

CONSIDERATIONS, AND HOW TO BEGIN

This section of the guidance gives references for building and progressing your Emergency Operations Plan. It defines conditions, actions, responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

EMERGENCY OPERATIONS PLAN

To create or review your EOP, a good resource is the Readiness and Emergency Management for Schools Technical Assistance Center.

Go to rems.ed.gov. Click the Tools button, and in the dropdown menu, choose K12 Emergency Management Virtual Toolkit.

PREREQUISITES: NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



FEMA

1. IS 100.C: Introduction to the Incident Command System
2. IS-700.B: An Introduction to the National Incident Management System
3. IS 362.A: Multihazard Emergency Planning for Schools

These courses are available online at no cost on the internet at <http://training.fema.gov>. Anticipate one to three hours per course to successfully achieve certification. The courses are offered at no charge. Please note: The "I Love U Guys" Foundation is not affiliated with FEMA.

RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see suggestions to contact local or regional responders. Whether it's law enforcement, emergency services, the fire department, or your county emergency manager, communication with these local resources is essential.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some school districts are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state and see what's available.

If you would like to speak with other schools or districts prior to utilizing the Standard Response Protocol, contact The "I Love U Guys" Foundation at info@iloveuguy.org and we may be able to connect you with a school or district near you that has a similar profile and/or similar challenges.

TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modifications with local fire authorities. Some will allow a locked classroom door to be propped open during the school day, while some will not. Variances in local Fire Codes and applications will help determine the options for your schools.

DOORS, LOCKS AND STRESS

A consistent observation by first responders is that human beings have difficulty completing even routine tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills, which can impede an act as normal as inserting a key to lock a door.

If your classroom doors cannot be locked using gross motor skills from the inside of the classroom, keeping the classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter the classroom for other reasons, it provides an essential layer of protection against intruders.



STANDARD RESPONSE PROTOCOL®

WHO STARTS?

For obvious reasons, a person in authority at the school or district level would have to approve the use of the SRP. While they may be the authority, however, it's usually a security person or someone from the safety team (Liaison) who actually initiates the process.

If the organization has an MOU with The "I Love U Guys" Foundation that person is the Authorized Liaison, meaning that we communicate directly with them about updates and new materials.

Either way, the Liaison is the person who organizes and schedules internal training, puts up posters, and plans for outward communication. They may engage the district communication person to plan messages to educate parents and the community on the SRP.

MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources is critical. It is insufficient to rely on a conversation or handshake between entities who would respond to an incident or provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

An SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created in order to guide schools in creating effective MOUs with local first responders. Download it from the SRP section at <https://iloveguys.org>

TRAINING RESOURCES

SRP Training

While the SRP materials may be downloaded and implemented at no cost, The Foundation can provide on-site or online training for a cost, and has worked with a number of organizations in providing training workshops.

Send training inquiries to training@iloveguys.org.

Do-It-Yourself Training

The "I Love U Guys" Foundation also provides a number of print, video, and presentation materials which can be downloaded.

It is recommended that a refresher training be conducted for students and staff in schools at least once during the school year using the materials. This can be as easy as showing a 7-minute video. Check <https://iloveguys.org> frequently for new and updated materials.

WHAT ABOUT PARENTS AND GUARDIANS?

The Foundation provides informational SRP handouts for schools to send home or email to parents. These describe the SRP actions and directives, and also let parents know what they should expect to see and do during and after an incident.

While it's important to make sure parents understand this outward-facing part of your safety plan, finding the best method to deliver the information can be challenging. Here are some ways schools communicate the SRP to parents:

- * Back to school events
- * Email a link to the parent handout from the school website twice a year. That can be accompanied by student lessons on SRP.
- * Flyers at parent teacher conferences
- * A short training on Back to School night
- * School Accountability Committee safety procedure review
- * One district we're aware of publishes a short magazine periodically to send to the parents with school information. They put in a 2-page spread on the SRP, along with articles about what's going on at the school.





MESSAGING

Email, Text, and Auto Dialer

COMMUNICATION

Every school's Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of incident, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the students and staff as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that.

Communication to parents and guardians is critical as well. It's likely that a number of them will show up at the school no matter what's going on, so letting them know what's happening and what to do is a must.

INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Having a Communication Team in your school and/or district is good practice in order to keep lines of communication ongoing for everyday events and activities.

Many school districts have a full-time Communication/PIO supervisor. Within a school, there is usually at least one person who manages the low-level event and activity communication along with their primary job.

High-level event information should be as clear, concise, and complete as possible. Create a policy for protocol and content for each communication channel to maintain consistency.

DIRECT COMMUNICATION

It is safe to assume that most schools/districts communicate regularly with the student families through email.

In an emergency, add alternate methods for communication such as text and phone, which aren't used as frequently. Doing so will alert the recipients that this is more important than daily communication.

Decide which methods of direct communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members.

SOCIAL MEDIA CHANNELS

Most school day disruptions don't require any social media engagement, but if it is beneficial to alert the community of an incident, decide which channels are the best fit for your community. This is reliant on internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

CONTACTS

After determining the best methods to use, decide who you will need to communicate with in each situation. Certainly staff and parents, but also students depending on the age group. Asking parents to keep their contact information updated is critical. Add responders, dispatchers and media contacts as needed.

TIME

For certain incidents, there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the incident is essential. Have some basic message formats pre-approved and ready to use.

CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an unexpected early dismissal requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

Any situation that requires emergency communication for an incident will also require a follow-up.

If the school or district has a web page with information about what each SRP Action means and what the directives are, include a link to that page.

Plan on how you will be providing updates if those are needed, and include a link or reference to that site so recipients know where to look.



SAMPLE MESSAGING FOR EACH SRP ACTION

The following sections contain detailed instructions and considerations for each of the Standard Response Protocol Actions.

Each section has sample messaging for that specific Action, and when and how it can be used.

FREQUENCY

Not all Actions will require an immediate communication response. For instance, if you anticipate a Hold or Secure taking no longer than 20 minutes, there's probably no need to alert anyone. If it looks like it will take longer, consider sending something out, since the situation has now become a bigger disruption to the day.

PREPARATION

A tabletop exercise is a start; basically, it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. Think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

TWO MINDS

There are different messaging philosophies regarding how much information is too much information. In some events, a detailed description of the SRP Action and the steps taken by the school in response to the event are warranted. Guidance for this type of communication can be found under "Messaging to Parents" in the Hold, Secure, Lockdown, Evacuate, and Shelter sections.

For other events, a more generic message may provide enough information. The goal of the generic message is to inform the broader community that one of the SRP Actions was implemented but that no further action is required on their part. Think of it as a way to put parents, guardians, and others at ease.

Alternatively, the generic message can be used immediately following the protocol activation if details are unknown. In that case, a statement that "more information will be sent out via *(insert a link to them to click on).*"

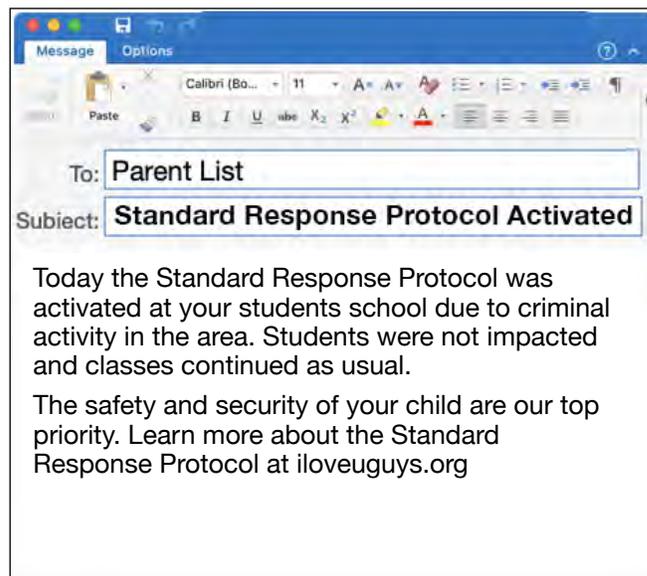
GENERIC STANDARD RESPONSE PROTOCOL MESSAGE TO PARENTS

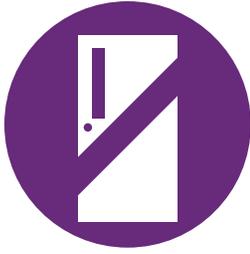
Subject: Safety Notification - [School Name] Activated a Standard Response Protocol

Dear Parent or Guardian,

Today the Standard Response Protocol was activated at [School Name] due to [state the reason(s) that you used the action(s) of the Standard Response Protocol].

The safety and security of your child are our top priority. Learn more about the Standard Response Protocol at iloveguys.org/The-Standard-Response-Protocol.html





HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear.

Thank you for your assistance in making this Hold work smoothly."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Current Hold during the school day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Current Hold at the end of the day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Text Message

[School Name] has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

Notification that a Hold occurred during the day

Email

Subject Line: Safety Notification - Hold Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Hold from *[start time]* to *[end time]* due to *[state the reason for the Hold]*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? *

* The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more.



SECURE

Get inside Lock Outside Doors

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

SCHOOL IS SECURED
MONITORED ENTRY AND CONTROLLED RELEASE



ESCUELA BAJO PROTECCIÓN
ENTRADA VIGILADA Y SALIDA CONTROLADA

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INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.



EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.



SECURE

Get inside Lock Outside Doors



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in italic type.

Current Secure Action during the school day

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? *

Current Secure Action at the end of the day

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? *

Text Message

[School Name] is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

Notification that school was in Secure Action

Email

Subject Line: Safety Notification - Secure Ended at *[School Name]*

Dear Parent or Guardian,

Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.

What is the Secure Action? *

* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

[Link to either your website or *iloveguys.org/The-Standard-Response-Protocol.html* for them to learn more.](#)



LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: “Lockdown! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.

“Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!”

ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building’s exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders’ entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A “safe zone” should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the “SRP Lockdown Drill” section of this book.



LOCKDOWN

Locks, Lights, Out of Sight

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

THE DURATION OF A LOCKDOWN

A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: “We’re in Lockdown. I’m okay and I’ll update you every 5 minutes.” Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, “Pick me up at Lincoln Elementary in one hour. Bring your ID,” might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



LOCKDOWN

Locks, Lights, Out of Sight



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. Include the information here, or in a separate communication thread.

Current Lockdown

Email

Subject Line: Safety Notification - Lockdown Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here *[link to the platform you'll be updating]*

What is a Lockdown?*

Text Message:

[School Name] is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here *[link to social media page/site]* for updates.

Phone Call

Parents, *[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our *[social media page/site]* for ongoing updates.

Lifted Lockdown

Email

Subject Line: Safety Notification - Lockdown Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Lockdown from *[start time of Lockdown]* to *[end time of Lockdown]* due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority.

What is a Lockdown? *

Text Message

The Lockdown at *[School Name]* has been lifted. Please check your email or voicemail for more information.

Phone Call

Parents, the Lockdown at *[School Name]* has been lifted. The school was in Lockdown from *[state Lockdown start time]* to *[state Lockdown end time]* due to *[state the incident that occurred]*. Thank you for your patience while we worked with first responders to respond to the situation.

* Lockdown is called when there is a threat or hazard inside the school building. The Lockdown Action demands locking interior doors, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. If students are unable to get behind a locked door, they are trained to self-evacuate. If your child contacts you to let you know that they safely self-evacuated, please contact the district at *[District Phone Number or Safety Hotline]* to notify us your child is safe.

Link to either your website or [loveuguy.org/The-Standard-Response-Protocol.html](https://www.loveuguy.org/The-Standard-Response-Protocol.html) for them to learn more.



EVACUATE

A Location may also be provided

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: <https://iloveguys.org/The-Standard-Reunification-Method.html>

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from iloveguys.org/The-Standard-Response-Protocol.html

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-

site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Evacuation with a return to school anticipated

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]*. Please check your email and voicemail for details and information.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email for details and information.

Evacuation with early dismissal planned

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email and voicemail for details.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email for details and information.

Evacuation to an off-site location

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* which renders the building unsafe at this time. Students can be picked up at *[alternate location]* after *[time]*. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

Phone Call

Parents, *[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

[Link to either your website or *iloveguys.org/The-Standard-Response-Protocol.html* for them to learn more.](#)



POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

“On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process.”

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

“(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)”

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy

SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy.”

For a tornado, an example would be:

“Shelter for a tornado. Go to the tornado shelter.
Shelter for a tornado. Go to the tornado shelter.”

After the danger has passed:

“Students and staff, the Shelter is released. All clear.

Thank you for your assistance and patience during the Shelter.”

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).



SHELTER

State the Hazard and Safety Strategy



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

Shelter (Current)

Email

Subject Line: Safety Notification - Shelter Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] is currently Sheltering due to [state reason for Shelter].

The safety and security of your child is our top priority. We are actively monitoring the situation.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Text Message

[School Name] is currently Sheltering due to [state reason for Shelter]. Please check your email and voicemail for more information.

Phone Call

Parents, [School Name] is currently Sheltering due to [state reason for Shelter]. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

Shelter (Past)

Email

Subject Line: Safety Notification - Shelter Ended at [School Name]

Dear Parent or Guardian,

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

[Link to either your website or \[iloveguys.org/The-Standard-Response-Protocol.html\]\(https://iloveguys.org/The-Standard-Response-Protocol.html\) for them to learn more.](#)

Text Message

The Shelter at [School Name] has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

Phone Call

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

* Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

[Link to either your website or \[iloveguys.org/The-Standard-Response-Protocol.html\]\(https://iloveguys.org/The-Standard-Response-Protocol.html\) for them to learn more.](#)

SEQUENCING

The Actions



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.



ENVIRONMENT

Dictates the Tactics

WHERE YOU ARE DICTATES WHAT YOU DO

The SRP was designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment. It is not necessary to list every possible scenario that may occur, as the protocol provides universal response actions. A school's action in response to a fire is an evacuation. To prepare for this evacuation drills are practiced, not fire drills. This is the same response that would occur due to a gas leak, or long-term power outage in winter conditions. By preparing for and practicing evacuation drills the school is prepared for any eventuality that may require the staff and students to leave the school location.

Your specific environment will dictate what additional plans or resources you may need. For example, a school in Alaska must think about warming locations for winter evacuations while a school in Arizona will need to think about cooling areas for a summer evacuation.

GLASS. LOTS OF GLASS

Glass is always one of the weakest points of building security. As more and more schools are built with the open concept, we are seeing walls of glass throughout buildings. While beneficial for increased light and a sense of openness, they provide little protection. If your school has interior glass walls or large interior windows we recommend you plan to purchase window film and some sort of shade system. The film will increase the strength of the glass and the shades will offer concealment.

Similar steps should be taken on the perimeter of buildings. Main entrances traditionally have large glass doors. Film is appropriate here as well. Be sure to inspect your school and note areas of potential weakness and address them appropriately.

DISTRIBUTED CAMPUS

Some school locations have a distributed campus with multiple buildings spread out over the property, similar to a college environment. The layout of a distributed campus brings unique challenges for school and district staff. Your jurisdictions will need to develop specific policies for each action. Additionally, it will be crucial for staff to be expertly trained on the process so they can use their judgment when needed. Nearly every action will have variations that may be necessary for a distributed environment.

Both Hold and Secure can be applied to the entire school property or only to specific buildings as appropriate. Whoever enacts the protocols will need to provide enough details for proper decisions to be made. If exact details are unknown then it is best to treat each building as an individual school and place the entire property into the protocol until more information is known.

During the Secure Action, there is some type of threat outside the school building. The action is for everyone to move inside, lock outside doors, and continue the day as usual. In a distributed campus more information about the threat is going to be needed.

If the threat is on school property, such as a dangerous animal roaming the grounds, then each building should go into Secure with students remaining where they are.

If the threat is off the property and a perimeter can be established then it may be appropriate for movement between buildings to occur but no one on or off the school property. An alternative approach could be to have security or law enforcement escort students and staff between buildings. The exact situation and your school's specific layout will determine your actions.

If the exact location of the threat is unknown, then it is better to err on the side of caution and keep everyone within their respective buildings.

A Hold will need to be handled similarly. If the reason for a Hold only affects a single building then it may be appropriate for only that building to go into the Hold protocol. However, you will need to make sure no students or staff are leaving other buildings and entering the Hold area.

TEMPORARY OR MODULAR BUILDINGS OR CLASSROOMS

Additional policy will be needed if your school has temporary or modular buildings. One option is to treat them in the same way as a distributed campus. Alternatively, if it is appropriate, and depending on the size of the school, students and staff from these areas can be brought into the main building.



MATERIALS

And a Note for your Printer

NOTE TO PRINTERS

All materials are available to download from <https://iloveguys.org/The-Standard-Response-Protocol.html>

This material may be duplicated for distribution per “SRP Terms of Use,” which reads as follows:

Terms of Use: District/school is responsible for physical material production of any online resources provided by The Foundation. The District/school is not required to utilize printing services provided by The Foundation for production of support materials.

What this means: You may have print these yourself or send them to a printer.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

PRINTING THE BOOKS

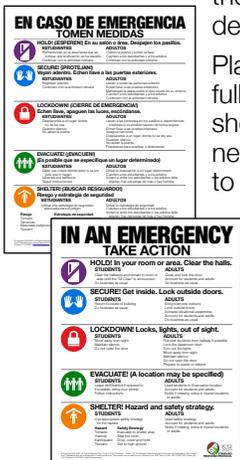
Books have been laid out with a 5 pica (.83”) interior margin and a 4 pica (.67”) exterior margin to facilitate duplex printing of the materials. Books can be finished using common bindery methods: perfect bind, comb bind, spiral bind, saddle stitch, or punch for a 3-ring binder.

SRP CLASSROOM POSTER

This K12 SRP overview wall poster was created to be printed and placed on walls in order to remind everyone of the different SRP actions and allow teachers to start the conversation about SRP with their students.

Placing posters is an essential step in the full implementation of the SRP. The poster should be displayed in every classroom, near building entries, and at the entrances to the cafeteria, auditorium and gym. The Shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5 x 11”) and tabloid size (11 x 17”), in English and Spanish.



PUBLIC ADDRESS PROTOCOL POSTER

The Public Address Protocol Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word format. The public address is repeated twice each time the public address is performed.

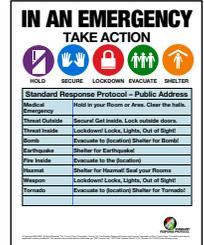
Hold! In your room or area. Clear the halls.

Secure! Get Inside. Lock outside doors.

Lockdown! Locks, Lights, Out of Sight.

Evacuate! To a Location.

Shelter! State the Hazard and Safety Strategy.



INFORMATION FOR PARENTS AND GUARDIANS

Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience for even the small disruptions in a school day.

They need to understand their roles in any incident. The letter-size handout is in PDF format and can be emailed or printed to hand out. It describes what is expected of people in the school, and outlines the roles of the parents and guardians during Secure and Lockdown events.



Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district.

Additionally, there is a web page for parents to go to for detailed information and conversations. Your school or district is welcome to post this on your website for easy access.

The Parent Handout is available in accessible PDF formats in English and Spanish.



MATERIALS

And a Note for your Printer

STATUS POSTERS

Letter-size posters for use to communicate the status of the school during drills or incidents.

These include posters for two levels of Secure conditions, and a Lockdown Drill Poster.



VIDEO TRAINING

There are some videos you can download from <http://iloveguys.org>, or YouTube, to use for training purposes.

The Standard Response Protocol (SRP) for Students (7:26)

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

Lockdown Drill with Standard Response Protocol (3:35)

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

For the Little Ones

There are links on the website to training modules that were created for younger students by school districts. We link to those with permission by the creators.

ID CARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".

POCKET GUIDE

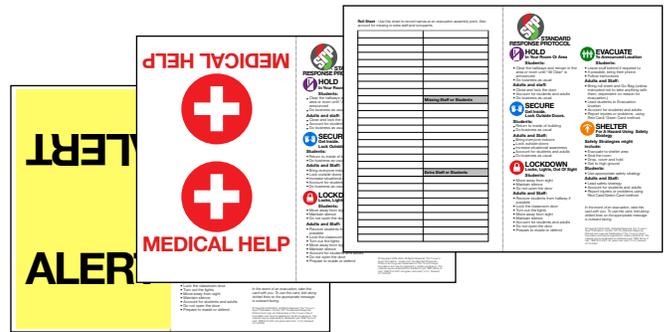
This is a quick guide to the five actions. It folds to the size of a business card to fit in wallets, pockets, and ID cardholders. It prints on two sides of letter-size paper and there are three to a page.

RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly and visually identify the status of the teachers' classes after an evacuation.



Green Card (OK) - All students accounted for, No immediate help is necessary

Red Card (Help) - Extra or missing students, or vital information must be exchanged

Red/GREEN/Med Card

Red and White Cross (Medical Help) - Immediate medical attention is needed

Red/GREEN/Roll Card

This includes a roll sheet for users to record who is in their group.

Red/GREEN/Alert Card

The Alert card is used to indicate there is a problem in your group and you need assistance.



DRILLS

vs. Functional & Full-Scale Exercises

Here are some definitions and descriptions of drills and exercises. This is a compilation from various sources and includes the important points from each one. It includes information gained by experience with actual drills and exercises in schools and districts.

DRILLS VS. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually a “Drill Game or Functional Exercise.”

School lockdown drills are not synonymous with functional exercises. Nor are they understood and practiced properly. According to FEMA (see Appendix A), exercises help build preparedness by allowing organizations to test and validate plans, determine strengths, and identify areas for improvement.

SCENARIO, OR NO SCENARIO

It is important to note that any type of exercise can be conducted with or without a scenario. The I Love U Guys Foundation recommends an all-hazards approach to exercise design and development, where the main goal is to practice or test a specific capability. For example, a functional exercise could be designed to practice inter-agency coordination in response to a large-scale power outage. The reason for the outage does not matter. At times a scenario can enhance the realism of an exercise but it is not needed.

The I Love U Guys Foundation uses this approach during reunification exercises and it is also recommended for Evacuation, Lockdown, Secure, and Hold drills.

DRILL

The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

Drills are for staff and students, and are educational opportunities to practice life safety skills. For example, an evacuation drill is conducted at schools worldwide regularly. A fire alarm goes off, students line up and head outside. There is no trauma in these events because there is no simulation of a threat or hazard. Schools do not light fires in the hallways to simulate an evacuation due to fire.

Lockdown drills are similar. There is no simulated violence needed to conduct them. The only information needed is for the protocol to be enacted, “Lockdown, locks, lights, out of sight,” and then students and staff perform the proper functions.

EXERCISE - TWO CATEGORIES

There are several types of exercises, which are divided into two categories. The categories are discussion-based exercises and operations-based exercises.

Discussion-based exercises are designed to introduce concepts to organizations. They allow individuals to become familiar with policies and procedures. Seminars, workshops, tabletops, and games are types of discussion-based exercises. Some of those will include talking about scenarios and regional hazards, and what sort of response might be required for those specific issues.

Operations-based exercises involve actual response actions and are used to practice or validate plans and policies. The learning objective is to test response, capacity, and resources across the system. Students are rarely asked to engage with these. An exercise can include a description or enactment of an incident, but doesn't have to.

Exercises are broader in scope than drills, and are designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an exercise, or to observe it. You will probably be introducing scenarios they have thought about, and this level of engagement can be useful.

In a Functional Exercise, participants perform their duties in a simulated environment. Functional exercises typically focus on specific team members and/or procedures and are often used to identify process gaps associated with multi-agency coordination, command and control.

The “I Love U Guys” Foundation’s reunification exercises (Rex) are an example of a functional exercise. During these, participants test and practice the capabilities of the reunification team to properly reunite students with the appropriate parent or guardian. The exercise starts with notification that students were evacuated from the school and are already at the reunification site.

A Full-Scale exercise is similar in execution to a Functional exercise and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real incident. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.



SRP

Lockdown Drill

SRP EVOLUTION

In developing the Standard Response Protocol, The “I Love U Guys” Foundation took the following approach:

- * Identify the hazard;
- * Develop response;
- * Train;
- * Practice;
- * Drill;
- * Exercise.

PROBLEM IDENTIFICATION

The first priority of the SRP was to introduce common, plain language responses to various events. An assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media, and first responders. The core areas examined were:

- * Something happening outside the school;
- * Something is happening inside of the school;
- * How to get out of the school;
- * Natural or man-made hazards;
- * Keeping the halls clear.

DEVELOP RESPONSE

Given those conditions, the Standard Response Protocol was developed, piloted and released.

TRAIN

The next step in the process is providing training to students and staff on each of the response protocols, which can be done with the downloadable materials.

PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.

COMMUNICATING ABOUT DRILLS

Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

LOCKDOWN DRILL GUIDANCE

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “muscle memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a Lockdown drill is for practicing an action, not an event. An actual Lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on <https://iloveguys.org/The-Standard-Response-Protocol.html>. Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference for using window coverings.

Additionally, the following instructions should be delivered to students.

- Locate yourself at a point in the classroom where you can no longer see out the corridor window.
- Maintain silence. No cell phone calls.
- Discuss the cell phone policy based on Lockdown guidance on page 22.

PARTNERSHIPS

School-level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

THE EMERGENCY RESPONSE TEAM

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience and specialized training and skills for use in district emergency operations.

THE LOCKDOWN DRILL TEAM

During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and those administrators from another school.

STAFF NOTIFICATION

When Lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

It is critical to identify any specific issues that may cause challenges for students with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

THE PRE-DRILL BRIEFING

Prior to the Lockdown drill, a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

- Review the floor plan and team member assignments;
- Expected drill duration;
- The door knock and classroom conversation;
- Potential student or staff distress;
- Ensure law enforcement has access to keys to unlock all doors.

ANNOUNCING THE LOCKDOWN DRILL

When using public address to announce a Lockdown drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that it's a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

"Lockdown. Locks, Lights, Out of Sight. This is a drill.

Lockdown. Locks, Lights, Out of Sight. This is a drill."

Alternately, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

"This is a drill. Lockdown. Locks, Lights, Out of Sight"

"This is a drill. Lockdown. Locks, Lights, Out of Sight,"

or

"We are going to conduct a Lockdown drill. Please listen for the Lockdown announcement."

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point, a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in Lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The "I Love U Guys" Foundation to assist in documenting the Lockdown drills. It can be copied from the following page or downloaded.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you're in agreement.

THE CLASSROOM CONVERSATION

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and action items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after-action review process.



STANDARD RESPONSE PROTOCOL[®]

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

I SEE YOU OFFER TRAINING. DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts, departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN SECURE AND LOCKDOWN AGAIN?

The term "Secure" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get inside. Lock outside doors," which signals to bring people in and lock exterior doors. While it calls for heightened situational awareness, it also allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Secure. If the threat is inside the building, Lockdown.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both Secure and Lockdown protocols may be called sequentially. In this case, use Secure to get people inside and lock exterior doors. When the perimeter is Secured, this may become a Lockdown if the threat is persistent and appears to be coming closer. Exterior doors would stay locked.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No, we don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked, leave them locked. Be sure you have a plan that allows first responders to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a lockdown and the arrival of first responders.

A lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant and deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, among other items.

CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. Hold "In your room or area. Clear the halls."

2. Secure “Get inside. Locks outside doors”
3. Lockdown “Locks, Lights, Out of Sight”
4. Evacuate followed by the announced location
5. Shelter followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the public address poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 10.0 or QuarkXPress 2019 (15.2.1).

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

The Public Address Poster, and all MOUs and NOIs are produced in Word. The other materials are not. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies and organizations are free to use the materials under the “Terms of Use” outlined in this document and in the Memorandum of Understanding.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don’t need to ask permission. But, it would be great if you let us know that you’re using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement, and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

When you submit a completed MOU or NOI, you will be added to our database and notified when updates and new materials are available.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders. Either one means that you will receive notification of updates and new materials.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?

We often speak with school safety stakeholders who have implemented the SRP but haven’t mentioned it to us. Please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal of having clear communication in a crisis.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states, we have co-branding agreements with “umbrella” organizations (school district insurance pools, school safety centers, etc.). In those states, we ask that you also include the umbrella organization’s branding.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show stopper. If your IT group prefers, just copy the materials to your site.

DOES THE SRP WORK WITH “RUN, HIDE, FIGHT?”

In 2014, the Department of Education suggested “Run, Hide, Fight” as the preferred response to an active shooter. We don’t believe the practice is mutually exclusive to the SRP, as that is a single-incident response. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the “Run, Hide, Fight” materials. The Department of Education states “These videos are not recommended for viewing by minors.”

DOES THE SRP WORK WITH A.L.I.C.E.?

Again, we don’t believe that SRP and A.L.I.C.E. (single incident response) are mutually exclusive.

DOES THE SRP WORK WITH “AVOID, DENY, DEFEND?”

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that “Avoid, Deny, Defend” from Texas State University has the best positioning, linguistics and actions. This response was created for adults and is for use in workplaces.

<http://www.avoiddenydefend.org>



DRILLS

FEMA Guidance

APPENDIX A - FEMA GUIDANCE

FEMA provides a description of each exercise and drill. The following information is from FEMA resources. The chart on the right page is their Building Block chart, and the descriptions here are how FEMA describes what each one entails, and the expected outcomes.

For in-depth learning, see IS-120.C: An Introduction to Exercises: (<https://training.fema.gov/is/courseoverview.aspx?code=is-120.c>)

DISCUSSION-BASED EXERCISES

SEMINAR

Seminars orient participants to or provide an overview into strategies, plans, policies, or procedures. Seminars can be valuable when an entity is developing new plans or making changes to existing plans or procedures.

Goals

- Orient participants to new or existing plans, policies, or procedures
- Research or assess interagency capabilities or inter-jurisdictional operations
- Construct a common framework of understanding

Characteristics

- Casual atmosphere
- Minimal time constraints
- Lecture-based

WORKSHOP

Workshops are more structured than seminars. Participant attendance and collaboration from relevant stakeholders is essential to obtain consensus and produce effective plans, procedures, and agreements.

Goals

- Develop a written product as a group, in coordinated activities
- Obtain consensus
- Collect or share information

Characteristics

- Broad attendance by relevant stakeholders
- Conducted based on clear objectives/goals
- More participant discussion than lecture-based seminar
- Frequently uses break-out sessions to explore parts of an issue with similar groups

Outcomes

- Emergency Operations Plans (EOPs)
- Mutual Aid Agreements
- Standard Operations Procedures (SOPs)

TABLETOP EXERCISE (TTX)

Tabletop exercises facilitate conceptual understanding, identify strengths, and areas for improvements, and/or achieving changes in perceptions. Participants are encouraged to problem-solve together through in-depth discussion. An effective TTX comes from active participants and their assessment of recommended revisions to current plans, policies, and procedures. It is important to have a facilitator keep the participants focused on the exercise objectives.

Goals

- Enhance general awareness
- Enhance roles and responsibility understanding
- Validate plans and procedures
- Rehearse concepts and/or assess types of systems in a defined incident

Characteristics

- Requires an experienced facilitator
- In-depth discussion
- Low stress, problem-solving environment

GAME

A simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation. Identifying critical decision-making points is a major factor in the success of games.

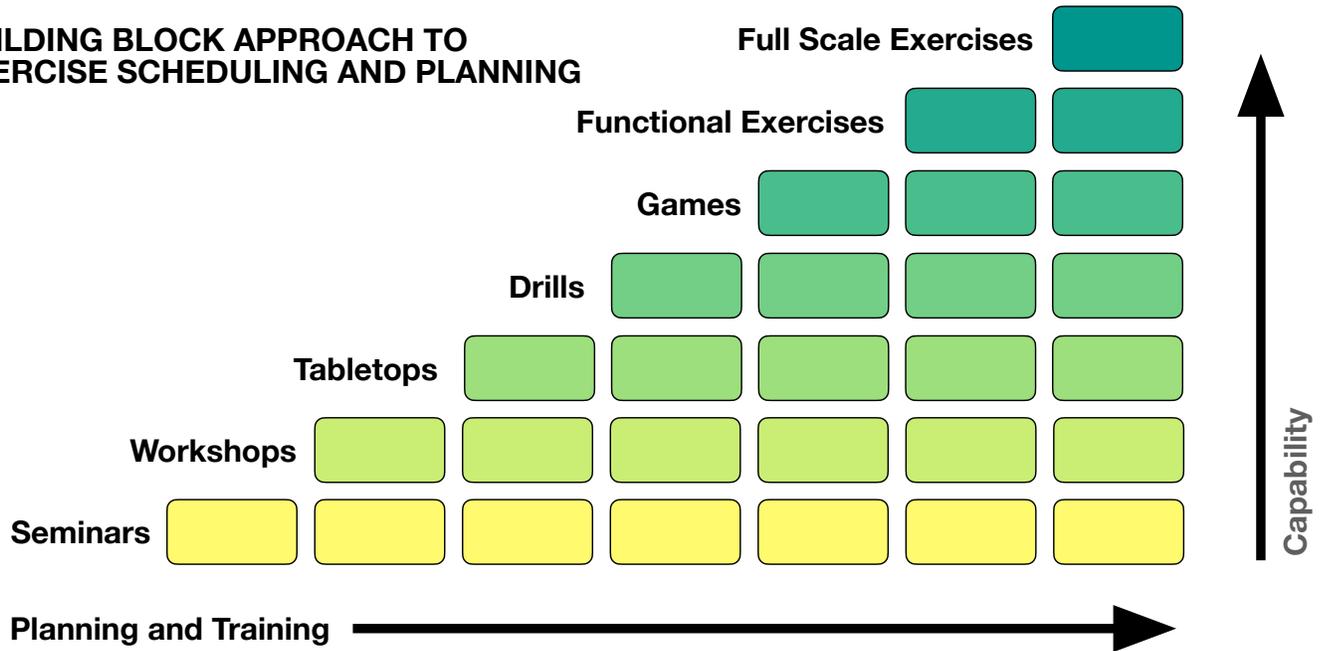
Goals

- Explore decision-making processes and consequences
- Conduct "what-if" analyses of existing plans
- Evaluate existing and potential strategies

Characteristics

- No actual resources used
- Often involves two or more teams
- Includes models and simulations on increasing complexity as the game progresses
- May include pre-scripted messages

BUILDING BLOCK APPROACH TO EXERCISE SCHEDULING AND PLANNING



OPERATIONS-BASED EXERCISES

DRILL

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency organization. Drills are commonly used to provide training on tasks specific to new equipment or procedures, to introduce or validate procedures, or practice and maintain current skills.

Goals

- Provide training on new equipment
- Evaluate new procedures, policies, and/or equipment
- Practice and maintain skills
- Prepare for more complex exercises

Characteristics

- Immediate feedback
- Realistic but isolated environment

FUNCTIONAL EXERCISE (FE)

These are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or inter-dependent groups of functions. FEs are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions.

Goals

- Validate and evaluate capabilities
- Focused on plans, policies, and procedures

Characteristics

- Conducted in a realistic, real-time simulated environment
- Simulated deployment of resources and personnel
- Use of SimCell and Master Scenario Events List (MSEL)
- Include controller and evaluators

FULL-SCALE EXERCISE (FSE)

Full-scale exercises (FSE) are high stress multi-agency, multi-jurisdictional activities designed to test coordinated responses and rapid problem solving skills. These are the most complex, resource-intensive, and possibly expensive exercises.

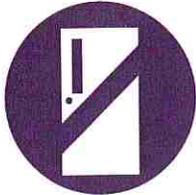
Goals

- Demonstrate roles and responsibilities as addressed in plans and procedures
- Coordinate between multiple agencies, organizations and jurisdictions

Characteristics

- High-stress environment
- Rapid problem solving
- Critical thinking
- Conducted in a realistic, real-time environment to mirror a real incident
- Mobilization of units, personnel, and equipment

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado

Hazmat

Earthquake

Tsunami

Safety Strategy

Evacuate to shelter area

Seal the room

Drop, cover and hold

Get to high ground

ADULTS

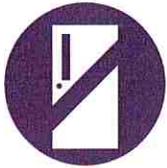
Lead safety strategy

Account for students and adults

Notify if missing, extra or injured students or adults



EN CASO DE EMERGENCIA TOMEN MEDIDAS



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

ESTUDIANTES

Permanezcan en el área hasta que se indique que la situación se ha resuelto
Continuar con la actividad rutinaria

ADULTOS

Cierren la puerta y echen la llave
Cuenten a los estudiantes y a los adultos
Continuar con la actividad rutinaria



SECURE! (¡PROTEJAN!)

Vayan adentro. Echen llave a las puertas exteriores.

ESTUDIANTES

Regresen adentro
Continúen con la actividad rutinaria

ADULTOS

Lleven a todas las personas adentro
Echen llave a las puertas exteriores
Mantengan la alerta sobre lo que ocurre en su entorno
Cuenten a los estudiantes y a los adultos
Continúen con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

ESTUDIANTES

Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta

ADULTOS

Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
Echen llave a las puertas interiores
Apaguen las luces
Desplácese a un lugar donde no se les vea
Guarden silencio
No abran la puerta
Prepárense para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

ESTUDIANTES

Dejen sus cosas donde estén si se les pide que lo hagan
Llévense sus teléfonos
Seguir instrucciones

ADULTOS

Dirijan la evacuación a un lugar determinado
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos



SHELTER! (¡BUSCAR RESGUARDO!)

Riesgo y estrategia de seguridad

ESTUDIANTES

Utilizar una estrategia de seguridad adecuada para el peligro

ADULTOS

Dirijan la estrategia de seguridad
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

Riesgo

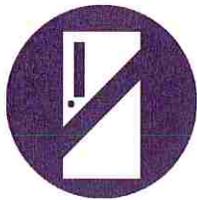
Tornado
Terremoto
Materiales peligrosos
Tsunami

Estrategia de seguridad

Evacúen a un área resguardada
Agáchense, cúbranse y agárrense
Sellen el salón
Diríjanse a terreno elevado



EN CAS D'URGENCE PASSEZ À L'ACTION



HOLD! (RESTEZ SUR PLACE!) Dans votre salle de classe ou votre secteur. Quittez les couloirs.

ÉLÈVES

Quittez les couloirs et restez dans vos salles de classe ou secteur jusqu'à l'annonce du "Tout est OK."

Reprenez vos activités habituelles.

ADULTES

Fermez et verrouillez les portes

Dénombrez les élèves et les adultes pour vous assurer de leur présence

Reprenez vos activités habituelles.



SECURE (SECURISEZ!)

Rentrez à l'intérieur. Verrouillez les portes extérieures.

ÉLÈVES

Retournez à l'intérieur du bâtiment

Reprenez vos activités habituelles.

ADULTES

Ramenez tout le monde à l'intérieur

Verrouiller les portes extérieures

Évaluez la situation et Sensibilisez

Dénombrez les élèves et les adultes pour vous assurer de leur présence

Reprenez vos activités habituelles.



LOCKDOWN (CONFINEMENT!) Serrures, lumières, hors de vue.

ÉLÈVES

S'éloigner du champ visible

Gardez le silence

N'ouvrez pas la porte

ADULTES

Récupérez les élèves qui se trouvent dans les couloirs si possible

Verrouiller la porte de la classe

Éteignez les lumières

Mettez vous à l'abri des regards

Gardez le silence

N'ouvrez pas la porte

Préparez-vous à vous enfuir ou à vous défendre



EVACUATE! (ÉVACUEZ!)

(Un lieu de rassemblement pourrait être précisé)

ÉLÈVES

Laissez vos affaires si nécessaire

Si possible, prenez votre téléphone

Suivez les instructions

ADULTES

Dirigez les élèves vers le lieu d'évacuation

Dénombrez les élèves et les adultes pour

vous assurer de leur présence

Signalez tout élève ou adulte manquant,

en supplément ou blessé.



SHELTER! (ABRITTEZ-VOUS!) Stratégie de danger et de sécurité.

ÉLÈVES

Utilisez la stratégie de sécurité appropriée au danger

Danger

Tornade

Substances dangereuses

Tremblement de terre

Tsunami

Stratégie de sécurité

Évacuer vers une zone d'abri

Scellez la pièce

Baissez-vous, couvrez-vous et restez sur place

Mettez-vous en hauteur

ADULTES

Diriger la stratégie de sécurité

Dénombrez les élèves et les adultes pour vous assurer de leur présence

Signalez tout élève ou adulte manquant, en supplément ou blessé.



To: Board of Education
From: Leonard Kwapnioski
CC: Dr. Loeffelholz, Dr. Kay
Date: February 9, 2023
Re: Cassette House Bid

It is my recommendation that the Board of Education reject the lone bid for the Cassette House project from Biermann Construction, Inc. The cost of the project exceeded our budget by more than \$100,000.00. I've had a discussion with Troy, Chip and our attorney about next steps but that has to wait until this is approved. Let me know if you have any questions.

Thanks.
Leonard