

# E- NEWSLETTER

## Columbus School District

JANUARY, 2019

LEARNING TODAY; Leading Tomorrow

### 2019-2020 and 2020-2021 Calendars

The Columbus School Board approved school calendars for two years on Monday, December 10<sup>th</sup>.

Based on the feedback from the surveys to parents and staff, the following changes were made in the calendars:

- Summer school dates are listed on calendar
- Over 60% of respondents reported that late start format did not meet their family scheduling needs
- Respondents wanted a longer spring break
- Only one early release or late start per month
- Early Release will now be two hours (released at 1:15 PM). This will maintain the number of minutes but allow families to meet schedules.
- All early releases (including the ones before a holiday, will now be at 1:15; unless it is an emergency.
- Alternating late starts with early releases will allow for support staff training.

In addition, in an effort to make the calendar more user friendly, an easier to read version is available for students/parents. A copy of that calendar can be found on page 16 of the newsletter. The calendars are also available on our website at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us).

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Calendars  
available online.  
Make your plans  
now!



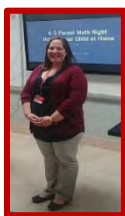
Students in Mrs. Glenda Crook's class try to figure out which block to remove in Jenga.

# Columbus Elementary School & Discovery Charter School

Principal Beth Hellpap  
Dean of Students Karin Westlake

## Principal's Corner

December has been an exciting month at CES/DCS. Students are writing work that has been shared with peers, teachers and families. Our little readers are growing leaps and bounds from the beginning of the year and they are using their reading powers to strategize tricky words. Our mathematicians have been working hard on their home links and math strategies for solving number problems. All around, it has been a successful semester of learning. I often hear parents ask how they can help their child at home. The answer is ultimately simple...make it fun. Have highly engaging books available for them to read or talk through real life number situations for example, cooking, paying for groceries or counting coins. The more fun you make it, the better! Here are parent articles about [math](#) and [reading](#). Enjoy!



## Kindergarten Through Grade 5 Parent Math Night

Thanks to all who attended the K-5 parent math night. It was great to see parents learning about the online tools available for your child at home. You can access Connected by going to the CES or DCS website or by clicking [here](#). For more information about your student's username and passwords for Connected, please contact your child's teacher.

## CES/DCS Students Carol at District Office



Music teacher Mrs. Loest and CES & DCS students performed four holiday songs for the District Office staff on December 19<sup>th</sup>.



## CES/DCS is looking for Community Volunteers to Mentor Children

For over 10 years, CES/DCS has had a mentoring program to support our students. These mentors have been high school students, teachers, administrators, support staff and community members. These mentors spend 15-30 minutes, once a week with a student. They pick an activity the child is interested in, for example, playing board games, basketball or arts and crafts. If you are interested in being a mentor you will need to contact Principal Beth Hellpap. She will have you fill out the required paperwork and provide additional training.



## Teachers share a silly skit to spread some holiday joy at the CES/DCS winter assembly

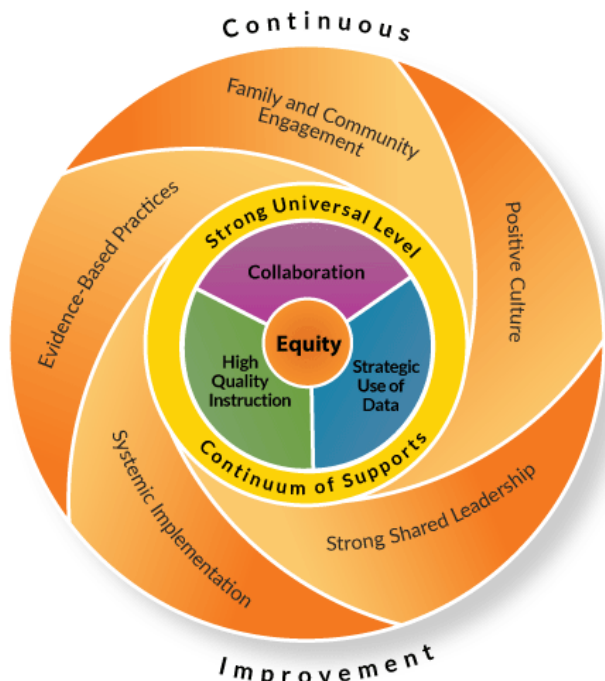


Some traditions should never go away! For as long as we can remember, the elementary students have joined together in body and voice at the winter assembly. The music teacher prepares the students with a set of songs that range from general winter, Christmas, Hanukkah and Kwanzaa. As a grand finale, the teachers perform a skit. This year's performance was a rousing rendition of Rudolph the Rednosed Reindeer with a twist. This silly parody had a serious side of reminding students how to treat one another and stand up for themselves when needed. Overwhelming applause and laughter from the student body concluded the 2018 assembly.

# Student Services Department

## Introducing MLSS (Multi-Level Systems of Supports)

In 2017, the Department of Public Instruction released the Wisconsin Framework for Equitable Multi-Level Systems of Supports. In this article, the authors introduced the Multi-Level Systems of Support (MLSS). MLSS is a systemic, continuous-improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Below describes the essential components of MLSS.



WI Dept of Public Instruction, 2017

**Equity:** Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income (CCSSO, 2017)

### **High Quality Instruction and Assessment:**

Curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive and data-driven.

**Strategic Use of Data:** Ongoing, reflective, and collaborative analysis of implementation and outcomes data in a problem solving process to inform improvement and achieve equity.

**Collaboration:** A systematic process of learners, families, educators and the community working together to ensure the academic, behavioral, social, and emotional success of every learner.

**Family and Community Engagement:** Families and communities are active partners and key collaborators in achieving the goal of success for every learner.

**Continuum of Supports:** High quality instruction, collaboration, and strategic use of data of varying intensity to equitably address the needs of every learner.

**Strong Universal Level of Support:** Instruction, assessment, and collaborative systems and practices are accessible, effective, and reflective of every learner.

**Systemic Implementation:** Programs, practices, roles, and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.

**Strong Shared Leadership:** Representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district levels.

**Positive Culture:** A collective sense of purpose and commitment to ensure the wellbeing, sense of belonging, safety, and success of every learner.

**Evidence-Based Practices:** Use of programs, practices, and procedures with the best available evidence balanced with the fit to the school's and district's population and values.

In next month's newsletter, information will be provided about how this process will support your child in their learning.

## News from the Principal's Desk

One of the most influential changes that has happened this year for grades 6, 7, and 8 is the implementation of 90-minute blocks of time in English/Language Arts and Mathematics. It has been a large change and has definitely changed the delivery of the content in these classes.

In English/Language Arts the instructors have always been challenged with how to cover Wisconsin curricular standards in reading, writing, language, speaking, listening, and viewing in a short amount of time. We also have implemented curricular changes to provide rigorous and inclusive curriculum. The Units of Study in Writing and Reading was developed by Teacher's College at Columbia in New York. As expectations for students rises, so do the needs of our classrooms. This curriculum, chosen over the past two years, gives "teachers the tools to empower students" and provides teachers "with the direction and skills that are so crucial". To quote a student from last year, "Mr. G. all we do now is read and write all the time." That is a good thing. As a former middle school language arts teacher, it really makes me smile.

An example of a state standard (expectation) for 7th grade would be to "write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content." This requires kids to introduce, develop, and study a topic that is then written well with transitions, specific language, and structure to make the new learning meaningful. You can see why 90 minutes is necessary if we have to accomplish many steps for one topic. Yet, the 90 minutes is not delivered the same way every day.

There is a specific architecture to the Units of Study instruction. Instructors are asked to make a **Connection** to grab the student's prior knowledge, and then to share a very concise **Teaching Point** which keeps the focus of the steps for the day. Teachers are tasked to also **Demonstrate** step by step the reading and writing before the students go off and practice the skill that builds. Later in the class, students are paused **Actively Engaged** with the lesson to give them a chance to ask questions, clarify directions, and hear the teaching point again. Then, the kids go off and work again. Often, new learning is added again to get the kids to develop the skill further. At the end of the lesson a **Link** or **Goal** is given to capture the content of the day.

It is not easy work, but it is good work. We have seen progress in the skills of your students and have seen progress in the amount of material we can cover. It has challenges, but we as a school, are doing our best to keep up with necessary support needed to make sure that all of our students head off to high school with the skills that they need.

Research and quotes from **Writing Pathways**, Grades 6-8, by Lucy Calkins and Audra Kirshbaum Robb, Heinemann, Portsmouth, New Hampshire, 2014.

## Third Grade Text Surgery



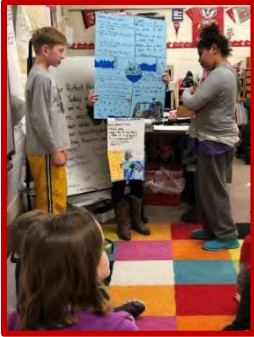
Some of our third grade doctors performed surgery - during literacy time. Part of our third grade curriculum is to teach students to recognize **text features**. Text features help our young readers gain a better understanding of information in media. Text features can be in the form of graphs, tables, maps, photos, pictures, captions, or sidebars in a book, article, or online. Wearing surgical masks and using specialized tools helped our young learners emphasize the importance of text features and information.



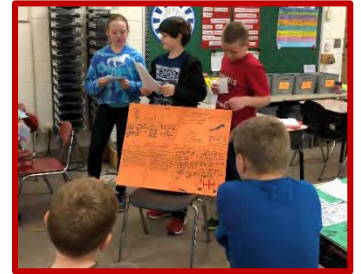
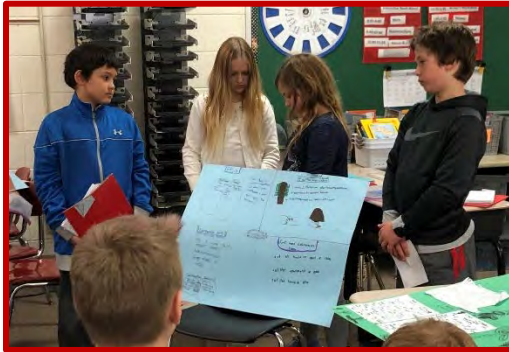
## CIS “Extreme Weather”



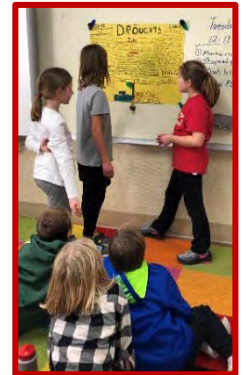
The Units of Study for 4th grade currently celebrated the completion of “Extreme Weather” to accomplish standards in nonfiction reading skills including synthesizing texts, comparing texts, and presenting information. Children were asked to read about various extreme weather topics: hurricanes, floods, droughts, tornadoes, tsunamis, and earthquakes. After researching the first topic, they were asked to research another topic to compare similarities and differences. All this work was done in groups so that collaboration and team building skills were emphasized.



The pictures show the students getting ready to present their information. Kids loved the nonfiction of the unit and enjoyed the research. The partnerships were really successful as they learned from each other. Our curriculum uses the word “expert” to describe a young learner that has completed this work. Ask your expert about their topic and see how much they can now teach you.



*Weather Experts share what they learned.*



## CIS/DCS Project Unify Night

*By EmmaJo Peck & Mikenna Boettcher*

On Tuesday, November 20th the CMS project unify had a meeting with the CIS and DCS students. We had a turnout of 55 students along with the members of the CMS Project Unify. We started off the meeting with an icebreaker to get to know each other. Next, we set up a scavenger hunt for the students to find various supplies for a craft project. The craft was a turkey. Once the groups finished the hunt, they came back together to start the turkey. They had multiple supplies including paper, feathers, marker, crayons, and glue. All the kids had a lot of fun and so did the CMS Project Unify members! The next combined event will be held on Tuesday, January 22<sup>nd</sup> after school. For more information or to get involved, please contact Advisor Abby Vosters at [avosters@columbus.k12.wi.us](mailto:avosters@columbus.k12.wi.us)



## Eighth Graders Visit Columbus High School

On Friday, December 14th, current CMS 8th grade students traveled over to the high school as part of their ongoing year-long High School Transition program. This visit allowed 8th grade students to get hands-on experience in four different career and technical education programs, while also allowing students to get an idea of what courses are offered for incoming freshman students next year in each area. The four areas included: Business & Technology, Technical Education, Agriscience, and Project Lead the Way.

In Business & Technology, students split into three groups and were able to do a variety of different things using technology and applying business practices to real-life simulations. One of the stations included students utilizing a computer program to run their own football team franchise. They were charged with setting

ticket prices, concession stands and trying to generate revenue utilizing these things plus getting people interested in attending their games.

In Agriscience, students learned different types of dog classifications and played Pictionary using clues based on careers in agriculture.

In Project Lead the Way, students were split into pairs and were tasked with assembling the longest bridge possible using two wooden blocks and one single piece of paper. Students could manipulate the paper anyway they

wanted, the only stipulation when measuring is the paper could not touch the table. The winning group was able to space the blocks out 38.5 inches wide while having the paper not touching the table.

In the technology education group, students learned about the different classes offered in the shop. Then students were able to go their separate ways and choose what project they wanted to complete. Students had the opportunity to make their own fishing jigs and lures, they could use the foam cutters to create a shape and design. They also were able to do some welding of certain things and use the wood-block cutters to create their initials or name out of wood.





## Music, Music, Music

On December 13, the Columbus Middle School music department featured their bands and choirs in a festive winter concert. Jake Hammer (Director of bands), Tim Emery (Director of choirs), and Accompanist, Karla Hoffman all contributed to making the evening a complete success.



*Photos submitted by Troy Tadych*

The 6th grade choir started off the concert with some "Jingle Jingle Jazz" and continued through another selection. Their final song reminded us all that this is "The Most Wonderful Time of the Year." This group was followed by the 6th grade band students proving they have learned many things in their ensemble. Songs featured were the "Simple Gifts of Christmas" and a creative three-part theme titled "1st Holiday Suite" which featured many of the percussion instruments.



Next the 7th and 8th grade choirs took the stage to perform "All I Want For Christmas is You" featuring the solo talents of Miss Avery Black. The next song, "Ding, Dong, Merrily on High" featured the male vocalists and displayed the progression of multiple parts in one song. There is always a noticeable change in young male voices when they enter the 7th and 8th grade choir.



Our last group which performed was the 7th and 8th grade band. The group started with "The Runaway Sleigh", a classic mellow rendition of "In the Bleak Midwinter" and completed the concert with selections from "The Polar Express".

And, a huge shout out to all the

parents, relatives and friends that were in our audience. The "house was packed" and it was a great way to see many families and wish them all a happy and safe holiday season.

## Catching Up With Charlie



*Claire Westlake, Alyssa Ekern, Ada Basten, and Julia Miller glaze oil paint over grisaille acrylic paintings.*

base layer during. Once the values are all there, students glaze color over the top; the glaze allows all of the value modeling to show through and slowly build up vibrant colors. Junior Claire Westlake said, "This is my favorite painting that I have ever done." Most students have not worked with an underpainting before so it is a new approach to the medium.

Once completed, student paintings will be on display at CHS and some at the Capitol Conference Art Show which takes place annually at the end of April.

Painting is one of the classes offered through the CHS Art Department. Students in Painting are advancing their technical painting skills, stretching canvases, and developing original content for their pieces. One project that students are working on is creating an underpainting and then glazing color into the piece. By painting the image in grayscale first, students can focus on tonal development while painting the



*Jewel Hunt and Lillian Jordan stretch a canvas for painting.*

## Giving Back

Students and adults alike, live very busy lives with lots of things going on, from work, to school to sports, and everything in between. But, students at Columbus High School always seem to find time to give back and help others, especially during the holiday season. It all started in November when the National Honor Society held a bean bag tournament, where all the proceeds went to the Red Cross Disaster Fund.

It didn't stop there. The Student Council helped organize a book drive at the high school, where students brought in gently used books for community members in need or want for the Community Giving Back event.





There were a number of student groups who participated in the Kids Against Hunger Event with the Fall River/Columbus Rotary Club. The girls basketball team, the boys basketball team, the Interact Club, and Student Council all helped package almost 37,000 meals.



A number of Student Council members have been volunteering as bell ringers for the Salvation Army as well. Interact and National Honor Society members also helped with a variety of tasks, including selling concessions and collecting food donations. The Student Council has also helped organize a giving tree at CHS with donations going to the NICC Foundation (*Neighbors in Constant Care*) here in Columbus.

And finally, the National Honor Society helped with Breakfast With Santa as part of the community event. High school students are typically very busy

with events and things going on in their own lives, but are always willing to help others in need, especially during the holiday season when help is needed the most.

## Concert Preparations



*Columbus High School Band, under the direction of Tim Meinholz, is shown practicing for the winter concert.*

See page 10 for upcoming high school music dates.



*Columbus High School treble choir prepares for the concert. Director Tim Emery instructs the students on their musical pieces.*

## Department News:

### Columbus High School Music

The music department is very busy and has a number of exciting performances and events coming up as winter is upon us. On January 19<sup>th</sup>, 2019, the Columbus High School Music Department will be presenting the annual Jazz Cabaret featuring internationally known jazz guitarist Rick Haydon from Southern Illinois University. Contact Tim Meinholz at [tmeinholz@columbus.k12.wi.us](mailto:tmeinholz@columbus.k12.wi.us) for more information.

The month of February is busy with Jazz Lab, beginning their clinic and competitive season, attending Jazz On The Prairie. Students will be attending clinics throughout the day, performing for judges and performing with one of the world class jazz clinicians in an evening concert. District Solo and Ensemble will be hosted by Lake Mills High School on February 24<sup>th</sup> giving students the opportunity to receive great feedback in large ensembles and/or solos. Students earning a starred first rating in class A music will have the opportunity to move on to the state level festival.

March brings three wonderful events to celebrate Music in our School's month. The Jazz Lab 1 will be competing in the Shawano Jazz Festival on Saturday, March 9<sup>th</sup>. This will be a rated event putting jazz ensembles in ranking orders from 1<sup>st</sup> to last. The following weekend (March 15-17) the CHS Music Department will present the musical "Little Shop of Horrors" in the high school gym. The month will end with the Band-O-Rama Concert presented by the Columbus School District Instrumental Music Department on Thursday, March 21<sup>st</sup>. All students involved with band will be performing in their own groups and will combine for one mass band selection.

In April, the Symphonic Band, Treble Choir and Concert Choir will be participating in District Large Group Festivals. Columbus High School will be hosting the Large Group Band Contest on April 10<sup>th</sup>. As the month ends so will the arrival of the State Solo and Ensemble contest hosted by UW-Whitewater. Students in events earning a starred 1st rating at district festival will have an opportunity on Saturday, April 27<sup>th</sup> to perform for a state level judge.

In May, the final performances of the year occur. On Monday, May 6<sup>th</sup>, the CHS Music Department will host the annual spring concert at 7 pm. The following Saturday evening, on May 11<sup>th</sup>, students will be recognized for their accomplishments with the music awards ceremony, Noteworthy Night beginning at 7 pm. This event will be hosted by the Jazz Ensembles. Memorial Day weekend will bring two important community performances including graduation and the Memorial Day Parade and Ceremony.

### High School Music Important Dates

- ♪ January 19 – Jazz Cabaret
- ♪ February 24 – District Solo & Ensemble
- ♪ March 9 – Shawno Jazz Festival
- ♪ March 15 – 17 – Musical – Little Shop of Horrors
- ♪ March 21 – Band-O-Rama Concert
- ♪ April 10 – Large Group Band Contest at Columbus
- ♪ April 27 – State Solo & Ensemble
- ♪ May 6 – CHS Spring Concert
- ♪ May 11 – Music Awards
- ♪ Memorial Day Weekend – Graduation & Memorial Day Parade

# School Board

## UPDATE

### Spring Election

People interested in running for school Board must file their Declarations of Candidacy and Campaign Registration Statement by 5 PM on **Wednesday, January 2, 2019**. School Board Member Mary Arnold filed non-candidacy papers on December 10<sup>th</sup>.

### School Board Meeting Schedule

- r Monday, **January 14, 2019** 7 PM at City Hall
- r Monday, **January 28, 2019** 7 PM at City Hall
- r Monday, **February 11, 2019** 7 PM at City Hall
- r Monday, **February 25, 2019** 7 PM at City Hall

### Community Learning Update

#### Chess Club

Chess Club has been sponsored through Community Learning Services since 2002. When 5th grade teacher Dawn Stovall heard that it had been a number of years since the students of CMS had an advisor for Chess Club, she wanted to revitalize the program. Ever since then, the club has been up and running, usually offering both fall and spring sessions, so kids of all ages and at any school can learn the game. You don't have to know how to play chess to join. In fact, many club members start out as elementary students and continue through middle school. Each week a new strategy or tip is introduced, and the students are able to play a number of games with each other. At the end of the season, students play in a final tournament to determine the Chess Club Championship. Hundreds of students over the years have enjoyed learning the game and improving their skills. Come check us out! The spring season will begin on Tuesday, March 5th.



#### Running Club

Running Club has been sponsored through Community Learning Services for the last three years. Any student in the community is welcome to join running club if they are in grades 3-12. Running Club meets every Monday throughout the school year from 3:30-4:30. Students start off by doing some warm-up activities that might include stretching and getting the muscles loose, from there they make their way outside (in all types of weather) to run up to 3 miles. After they return from their wonderful run they make their way inside to do a cool down activity. This might include stretching, yoga, strength training and other activities that help make the body strong. There are four wonderful running coaches that switch off throughout the year. Mrs. Markle, Ms. Hayes, Mr. Burckardt, and Mrs. Coughlin. If you are interested in participating in Running Club please contact Cori Denk at 920-350-0370



# Donation Opportunities

## Columbus/Fall River Food Pantry Needs Your Help!

The Columbus/Fall River Food Pantry is currently helping over 180 families in the Columbus and Fall River area. Your continued support and generosity make this possible. We are a volunteer organization and 100% of your donations go towards feeding people in our local communities. Monetary donations may be dropped off at Farmers & Merchants Union Bank or Old National Bank. Non-perishable, non-expired food donations can be dropped off at Pick n Save, Mauer's Hometown Market, or at your local church. They need the following items:



|                |                  |                                                |                 |
|----------------|------------------|------------------------------------------------|-----------------|
| Cereal         | Pancake Mix      | Syrup                                          | Canned Fruit    |
| Soup           | Crackers         | Baked Beans                                    | Peanut Butter   |
| Jelly          | Pasta            | Rice                                           | Spaghetti Sauce |
| Canned Meat    | Cake Mix         | Frosting                                       | Mac & Cheese    |
| Spaghettios... | Hamburger Helper | Canned Vegetables<br>(not corn or green beans) | Toilet Paper    |

If you have questions or are planning a food drive, or have a large amount of food to donate, please contact Colleen @ 920-210-6266. Thank you for your continued support!

## Blessings in a Backpack

Hunger doesn't take the weekends off! In the Columbus Area, one in four children are receiving free/reduced meals. Blessing in a Backpack program will provide food for over 100 children weekly. This food keeps hunger pangs at bay until children return to school on Monday morning but the impact goes beyond that. Survey results show that children fed by Blessings in a Backpack experience the following impact on their lives

- ☐ feel cared about by their community
- ☐ feel they are helping their family
- ☐ get into less trouble
- ☐ find it easier to learn at school

Blessings in a Backpack is a 501 C (3) non-profit organization currently feeding over 89,000 children in nearly 1100 schools in 47 U.S. states and the District of Columbia. 100% of all money raised is used to feed our local kids.



\$100 feeds one child on the weekends for one 38-week school year through the Blessings in a Backpack program. Donations may be made online:

<https://www.blessingsinabackpack.org/donate-to-a-specific-program-or-school/>

To have funds directed to Columbus Middle School, people should enter "Columbus, WI #1869" in the Designation section field "Enter Program/School Below."

Checks are also welcome! Put "**Columbus, WI #1869**" in the Memo section and mail to  
Blessings in a Backpack      P.O. Box 950291      Louisville, KY 40295

**Contributions are tax deductible.** Questions regarding the Columbus Blessings in a Backpack program may be directed to Cori Denk at 920-350-0370 or Keith Loppnow at 608-444-6171.



## Lamers Bus Lines & Columbus School District Work Together for Increased Bus Safety

Across the nation this school year there have been a number of tragic school bus related accidents resulting from drivers who share the road with buses not obeying the STOP arm and amber flashing lights of a stopped bus. While Columbus School District has not experienced an accident, Lamers Bus Lines drivers have reported some unsafe situations to the district and authorities. We ask all drivers to be on the lookout for yellow school buses every day, all day. Our district and neighboring districts have buses on the road at all times throughout the day for routes, field trips and sporting events. Bus drivers do their best to ensure that children board and unboard their buses safely by stopping in a safe place, extending their STOP arm and turning on their amber lights.

It is up to those they share the road with to obey the STOP arm and flashing lights by not passing on the right OR left if approaching from the rear NOR passing if approaching from the front (unless a median is present). Bus drivers who observe a violation of this law do report to the bus company who then report to the district and authorities. A violation may result in a deduction of six points and a \$300 fine for the violator.

While drivers who share the road with buses do their part to keep students safe, school administration and Lamers drivers are making the onboard bus environment safer for passengers. Columbus School District families learned earlier this year of the district-wide implementation of an improved Positive Behavior System (PBS) within the buildings. In December, Columbus Elementary School/Discovery Charter School Principal Beth Hellpap met with the Lamers Bus Lines bus drivers to discuss how PBS can be implemented on the bus as an extension of the classroom. Together, the group identified how students can be responsible, respectful and safe on the bus just as they are in the classroom.

Principal Hellpap and Columbus Intermediate School/Columbus Middle School Principal Loren

Glasbrenner then created the Cardinal Way Every Day Bus Matrix as a guide for students and drivers to manage behavior on the bus. Negative bus behaviors result in the driver sending minor or major referrals to the building principals. These referrals are treated the same as referrals that occur in the building. Columbus School Bus students riding the bus for field trips, extracurricular trips and home-to-school routes are reminded of these positive behavior expectations to be responsible, respectful and safe!

| The Cardinal Way – Every Day                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                      | Bus                                                                                                                                                                                                                                  | Explanations                                                                                                                                                                                                                                                                                                                                                  |
| <b>Responsible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Arrive on time for the bus.</li> <li>Know your bus number/animal and schedule.</li> <li>Report any problems to the driver.</li> <li>Obey the driver.</li> </ul>                               | <ul style="list-style-type: none"> <li>Be waiting for the bus before it pulls up to the stop.</li> <li>This will ensure you get on the correct bus.</li> <li>All situations regarding safety must be reported to an adult.</li> <li>Listen to the driver's directions. They are the person in charge of the students on the bus.</li> </ul>                   |
| <b>Respectful</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Respect the driver and other riders.</li> <li>Use appropriate language &amp; volume.</li> <li>Sit in your designated seat.</li> <li>Clean up any messes.</li> <li>No name calling.</li> </ul> | <ul style="list-style-type: none"> <li>All riders need to be respectful to all people on the bus including the driver.</li> <li>Level 1 voice will allow for the bus driver to hear while they drive.</li> <li>If you have assigned seats you must sit in them.</li> </ul>                                                                                    |
| <b>Safe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self.</li> <li>Remain in your seat.</li> <li>Plan for your travel.</li> <li>No food/drink/candy.</li> <li>Last two seats (back of bus) empty.</li> </ul>     | <ul style="list-style-type: none"> <li>Items should stay in backpacks if they cause a problem.</li> <li>Your body should face forward and not in the aisle.</li> <li>Dress for the weather.</li> <li>No food/drink/candy for choking and allergy purposes.</li> <li>Keep these seats empty for safety reasons - unless the bus is completely full.</li> </ul> |
| <p><b>Our priority: Teaching students about our expectations is important:</b><br/>           We believe that the bus is an extension of the school and the safe rules should be carried out in all settings.<br/>           The drivers have a very important job - to keep the students safe.<br/>           When all the expectations are followed, the drivers can do their best to safely transport students in Columbus School District.<br/> <b>Cardinal Way - Everyday.</b></p> |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                               |

# Curriculum & Instruction

## What Happens During Reading and Writing Workshop

A few weeks ago, I was reminded about the importance of communication about curriculum and learning in school. In 2017-18, Columbus School District set a plan in place to systemically change literacy curriculum. Units of Study Writing was introduced in grades K-8 during the 2017-18 school year, and in 2018-19, Units of Study Reading was implemented in grades K-8 along with Units of Study Phonics in grades K-2.

The focus of this article is on how teachers utilize Units of Study to teach students literacy. Each grade level has a reading and a writing workshop, and each workshop has different units throughout the year focused around different kinds of reading and writing.



During a reading workshop, the focus of study may be either fiction or non-fiction. At all grade levels, students read several books during a unit but are given a lot of choice in what they read because when a student is interested in a topic or has a little previous knowledge of a topic, their engagement is higher. During a reading workshop, teachers model and directly teach skills such as strategies to figure out unfamiliar words and figuring out point of view. After the large group mini lesson, students have opportunities to

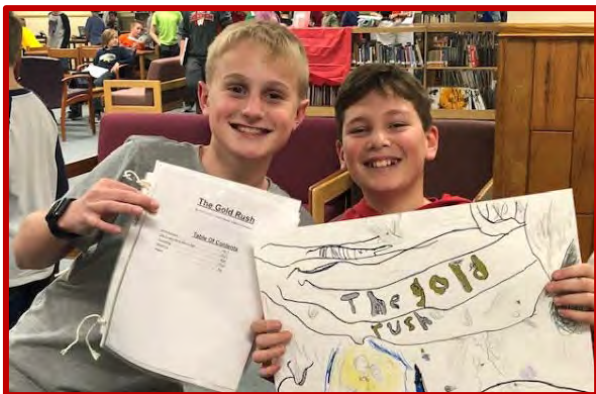
apply the strategies the teacher models to their own reading, all while being supported by work in reading clubs, partnerships, small groups facilitated by their teacher or one-to-one conferring with their teacher.

In a writing workshop, teachers provide direct instruction on the writing process, craft, genre, and mechanics of writing. Like reading workshops, after the group mini-lesson, students have the opportunity to apply what they learned to their own writing.

Often, reading and writing workshops connect in some way allowing students to transfer knowledge, sometimes even across content areas. For example, 5th grade just finished a unit where in reading workshop, the focus was tackling more complex nonfiction texts. At the same time, in writing workshop, the focus was on writing through the lens of history through research reports. Reading, writing, and history all came together seamlessly. Like all units, students ended with a "celebration" which is really a cool way to share their work and knowledge learned.



An old Latin proverb states, "By learning you will teach; by teaching you will learn." Students had reports, posters, and shared learning by teaching others about topics they may not have personally studied. The excitement of sharing knowledge is contagious. While celebrations differ from grade level to grade level, unit to unit, the constant is that students have the opportunity to demonstrate their learning in some fashion.



In addition, based on grade level, teachers also teach literacy outside of reading and writing workshops through shared reading experiences with kids, interactive read aloud lessons, and language/phonics work.

# Technology Update



Mrs. Stovall's class is utilizing the podcaster recording set up to create a video for their Westward expansion research and writing unit.



Learners in Ms. Brem's US History class are planning out a podcast comparing 1920's society to today.

Over the last year we have been working hard to increase learner access to technology tools for creation. This includes adding makerspaces, video and audio recording tools at all levels. This has allowed learners to create podcasts, documentaries, and videos demonstrating their understanding of complex topics. Integrating the coursework and technology has led to amazing learning opportunities for our learners. We are excited for what learners will create in 2019!!

## TECHNOLOGY



Changing the World. Lex came up with the idea to create a video to stop littering as part of a persuasive writing unit. Check out this [awesome video](#).



Flying the drone to capture aerial footage.

For more information about the Columbus School District Technology Program, contact Chet Bembenek, Technology Manager at 920-623-5950.

## Protect Kids Online Podcasts



The Wisconsin Department of Justice has created podcasts to help parents keep their kids safe online.

To listen:

<https://www.doj.state.wi.us/dci/icac/online-safety-tips-parents>

# 2019-2020 Calendar



## COLUMBUS SCHOOL DISTRICT

200 West School Street | Columbus, Wisconsin 53925 | 920.623.5950 | www.columbus.k12.wi.us

### 2019 - 2020 School Year Calendar

| July 19 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | Su | M  | Tu | W  | Th | S  |
|         |    | 1  | 2  | 3  | 4  | 5  |
|         |    | 8  | 9  | 10 | 11 | 12 |
|         |    | 15 | 16 | 17 | 18 | 19 |
|         |    | 22 | 23 | 24 | 25 | 26 |
|         |    | 29 | 30 | 31 |    |    |

#### July

1-3 Summer School - Session 1  
8-31 Summer School - Session 2

| August 19 |    |    |    |    |    |   |
|-----------|----|----|----|----|----|---|
| S         | M  | Tu | W  | Th | F  | S |
|           |    |    |    | 1  | 2  |   |
|           | 5  | 6  | 7  | 8  | 9  |   |
|           | 12 | 13 | 14 | 15 | 16 |   |
|           | 19 | 20 | 21 | 22 | 23 |   |
|           | 26 | 27 | 28 | 29 | 30 |   |

#### August

1-2 Summer School - Session 2  
28 Open House 4-6 PM

| September 19 |    |    |    |    |    |   |
|--------------|----|----|----|----|----|---|
| S            | M  | Tu | W  | Th | F  | S |
|              | 2  | 3  | 4  | 5  | 6  |   |
|              | 9  | 10 | 11 | 12 | 13 |   |
|              | 16 | 17 | 18 | 19 | 20 |   |
|              | 23 | 24 | 25 | 26 | 27 |   |
|              | 30 |    |    |    |    |   |

#### September

2 Holiday - Labor Day; No School  
3 1st Day of School  
18 Late Start; classes begin 2 hours late  
25 HS Parent Conf 5-8 PM

| October 19 |    |    |    |    |    |   |
|------------|----|----|----|----|----|---|
| S          | M  | Tu | W  | Th | F  | S |
|            |    | 1  | 2  | 3  | 4  |   |
|            | 7  | 8  | 9  | 10 | 11 |   |
|            | 14 | 15 | 16 | 17 | 18 |   |
|            | 21 | 22 | 23 | 24 | 25 |   |
|            | 28 | 29 | 30 | 31 |    |   |

#### October

7 K-8 Conferences - No School  
16 Early Release at 1:15 PM

| November 19 |    |    |    |    |    |   |
|-------------|----|----|----|----|----|---|
| S           | M  | Tu | W  | Th | F  | S |
|             |    |    |    |    | 1  |   |
|             | 4  | 5  | 6  | 7  | 8  |   |
|             | 11 | 12 | 13 | 14 | 15 |   |
|             | 18 | 19 | 20 | 21 | 22 |   |
|             | 25 | 26 | 27 | 28 | 29 |   |

#### November

1 End of Qtr; Early Release at 1:15 PM  
4 No School - In-Service Day  
13 Late Start; classes begin 2 hours late  
27 Early Release at 1:15 PM  
28/29 Thanksgiving Break; No School

| December 19 |    |    |    |    |    |   |
|-------------|----|----|----|----|----|---|
| S           | M  | Tu | W  | Th | F  | S |
|             | 2  | 3  | 4  | 5  | 6  |   |
|             | 9  | 10 | 11 | 12 | 13 |   |
|             | 16 | 17 | 18 | 19 | 20 |   |
|             | 23 | 24 | 25 | 26 | 27 |   |
|             | 30 | 31 |    |    |    |   |

#### December

11 Early Release at 1:15 PM  
11 HS Parent Conf 5-8 PM  
23-31 No School - Winter Break

| January 20 |    |    |    |    |    |   |
|------------|----|----|----|----|----|---|
| S          | M  | Tu | W  | Th | F  | S |
|            |    |    | 1  | 2  | 3  |   |
|            | 6  | 7  | 8  | 9  | 10 |   |
|            | 13 | 14 | 15 | 16 | 17 |   |
|            | 20 | 21 | 22 | 23 | 24 |   |
|            | 27 | 28 | 29 | 30 | 31 |   |

#### January

1 No School - Winter Break  
17 End of Qtr  
20 No School - Teacher Work Day

| February 20 |    |    |    |    |    |   |
|-------------|----|----|----|----|----|---|
| S           | M  | Tu | W  | Th | F  | S |
|             |    |    |    |    |    |   |
|             | 3  | 4  | 5  | 6  | 7  |   |
|             | 10 | 11 | 12 | 13 | 14 |   |
|             | 17 | 18 | 19 | 20 | 21 |   |
|             | 24 | 25 | 26 | 27 | 28 |   |

#### February

3 K-8 Conferences - No School  
17 No School - In-Service Day  
19 HS Parent Conf 5-8 PM

| March 20 |    |    |    |    |    |   |
|----------|----|----|----|----|----|---|
| S        | M  | Tu | W  | Th | F  | S |
|          | 2  | 3  | 4  | 5  | 6  |   |
|          | 9  | 10 | 11 | 12 | 13 |   |
|          | 16 | 17 | 18 | 19 | 20 |   |
|          | 23 | 24 | 25 | 26 | 27 |   |
|          | 30 | 31 |    |    |    |   |

#### March

18 Late Start; classes begin 2 hours late  
23-27 No School - Spring Break  
31 End of Qtr

| April 20 |    |    |    |    |    |   |
|----------|----|----|----|----|----|---|
| S        | M  | Tu | W  | Th | F  | S |
|          |    |    |    |    | 3  |   |
|          | 6  | 7  | 8  | 9  | 10 |   |
|          | 13 | 14 | 15 | 16 | 17 |   |
|          | 20 | 21 | 22 | 23 | 24 |   |
|          | 27 | 28 | 29 | 30 |    |   |

#### April

10 No School - Easter Break  
12 Easter  
13 No School - Easter Break  
22 Early Release at 1:15 PM  
29 HS Parent Conf 5-8 PM

| May 20 |    |    |    |    |    |   |
|--------|----|----|----|----|----|---|
| S      | M  | Tu | W  | Th | F  | S |
|        |    |    |    |    | 1  |   |
|        | 4  | 5  | 6  | 7  | 8  |   |
|        | 11 | 12 | 13 | 14 | 15 |   |
|        | 18 | 19 | 20 | 21 | 22 |   |
|        | 25 | 26 | 27 | 28 | 29 |   |

#### May

6 Late Start; classes begin 2 hours late  
25 Holiday - Memorial Day; No School

| June 20 |    |    |    |    |    |   |
|---------|----|----|----|----|----|---|
| S       | M  | Tu | W  | Th | F  | S |
|         | 1  | 2  | 3  | 4  | 5  |   |
|         | 8  | 9  | 10 | 11 | 12 |   |
|         | 15 | 16 | 17 | 18 | 19 |   |
|         | 22 | 23 | 24 | 25 | 26 |   |
|         | 29 | 30 |    |    |    |   |

#### June

4 End of Qtr  
4 Last Day of School  
4 Early Release at 1:15 PM  
15-30 Summer School - Session 1

approved by Board of Education 12/10/18

# Calendar / Upcoming Events

## January

| Monday                                                                            | Tuesday               | Wednesday                                          | Thursday                                                        | Friday                                     |
|-----------------------------------------------------------------------------------|-----------------------|----------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------|
|  | <b>1</b><br>NO SCHOOL | <b>2</b><br>◦ Classes Resume                       | <b>3</b>                                                        | <b>4</b>                                   |
| <b>7</b>                                                                          | <b>8</b>              | <b>9</b>                                           | <b>10</b><br>◦ Kindergarten Info Night 6-6:45 PM                | <b>11</b>                                  |
| <b>14</b><br>◦ School Board Meeting 7 PM, City Hall                               | <b>15</b>             | <b>16</b>                                          | <b>17</b><br>◦ End of Quarter<br>◦ CES/DCS Math Night 5:30-7 PM | <b>18</b><br>◦ No School – Teacher Workday |
| <b>21</b>                                                                         | <b>22</b>             | <b>23</b><br>◦ Kindergarten Info Night 5:30-6:15PM | <b>24</b>                                                       | <b>25</b>                                  |
| <b>28</b><br>◦ School Board Meeting 7 PM, City Hall                               | <b>29</b>             | <b>30</b><br>◦ Late Start, classes begin at 10 AM  | <b>31</b>                                                       |                                            |

## February

| Monday                                                                                                               | Tuesday                                   | Wednesday                                            | Thursday                                                                                        | Friday    |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                      |                                           |                                                      |                                                                                                 | <b>1</b>  |
| <b>4</b> NO SCHOOL<br>◦ K-8 Parent/Teacher Conferences                                                               | <b>5</b>                                  | <b>6</b>                                             | <b>7</b>                                                                                        | <b>8</b>  |
| <b>11</b><br>◦ School Board Meeting 7 PM, City Hall                                                                  | <b>12</b>                                 | <b>13</b><br>◦ Late Start, classes begin at 10 AM    | <b>14</b>  | <b>15</b> |
| <b>18</b><br>◦ Built in Snow Day  | <b>19</b><br>◦ In-Service Day – NO SCHOOL | <b>20</b><br>◦ CHS Parent/Teacher Conferences 5-8 PM | <b>21</b>                                                                                       | <b>22</b> |
| <b>25</b><br>◦ School Board Meeting 7 PM, City Hall                                                                  | <b>26</b>                                 | <b>27</b>                                            | <b>28</b>                                                                                       |           |