

Committee As A Whole
Monday, January 9, 2023 5:30 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. Lost Creek Presentation

I.F. Board Special Functions

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

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

I.F.3. Appointments by the Board President

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

I.F.5. Approval of Financial Institutions

I.F.6. Approval of School Attorneys

I.F.7. Approval of Media Outlets

I.F.8. Appointment of Dr. Troy Loeffelholz as the Affirmative Action
Coordinator

I.F.9. Appointment of Chip Kay and Tim Kwapnioski as the Title IX
Coordinators

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

I.F.11. First Reading of Policy 102.00 Educational Philosophy of the School District

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

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

I.G.3. Certified Personnel

I.G.4. Classified Personnel

I.G.5. 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. Policies

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

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

I.K.3. Updates

I.L. Student Services

I.L.1. Policies

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

I.L.2. Administrative Functions

I.L.3. Updates

I.M. Superintendent's Report

I.N. Board Sharing

I.O. Adjourn

A close-up photograph of a bald eagle's head, showing its dark grey feathers, white forehead, and large yellow beak. The eagle is looking slightly to the right. The background is a blurred, dark brown color.

Lost Creek Elementary

January 9, 2023

New Classified Staff at Lost Creek



Izabella Perrault



Shai Sprau



Raina Cheloha

New Classified Staff at Lost Creek



Kimberly Gusman

New Certified Staff at Lost Creek



Cassandra Weishaar



Sierra Umland



Sydney Hansen

Levels 1, 2 & 3
are
foundational



High Reliability Schools

Expectation Stations & Mini Expectation Stations

At the beginning of each semester, we rotate through our expectations for all parts of the buildings and grounds and situations. We added “Mini Expectation Stations” after Thanksgiving break and will add again after Spring Break.



[Expectation Stations January 2022](#)

Soar Tickets and You Rocks!

S·O·A·R· T·I·C·K·E·T·S

Student's Name: _____

Safe

Respectful

Responsible



Classroom

Hallway

Bathroom

Playground

Lunch room

PE

Music

Tech

Anchor

Other

Mr. Holys

YOU ROCK!

CPS School Board

Lost Creek Eagles

Signed _____ Date _____

T81401 AY6 ©TRENDO enterprises, Inc., St. Paul, MN 55164 USA Made in USA

Eagle Time!

Each Wednesday this semester our cross grade level friends get together for about 20 minutes to review and practice our WMC and Boys Town skills of the week. The skills are introduced during our Monday morning assembly and then shared again during our Eagle Time. Second semester our Eagle buddies will get together once a month to practice our expectations and our BIST Goals for Life.

[Accepting No For an Answer](#)

Would You Rather...

Ride on the Polar Express or Live in a Giant Gingerbread House?



B.E.A.K Awards-Because Educators Kick****

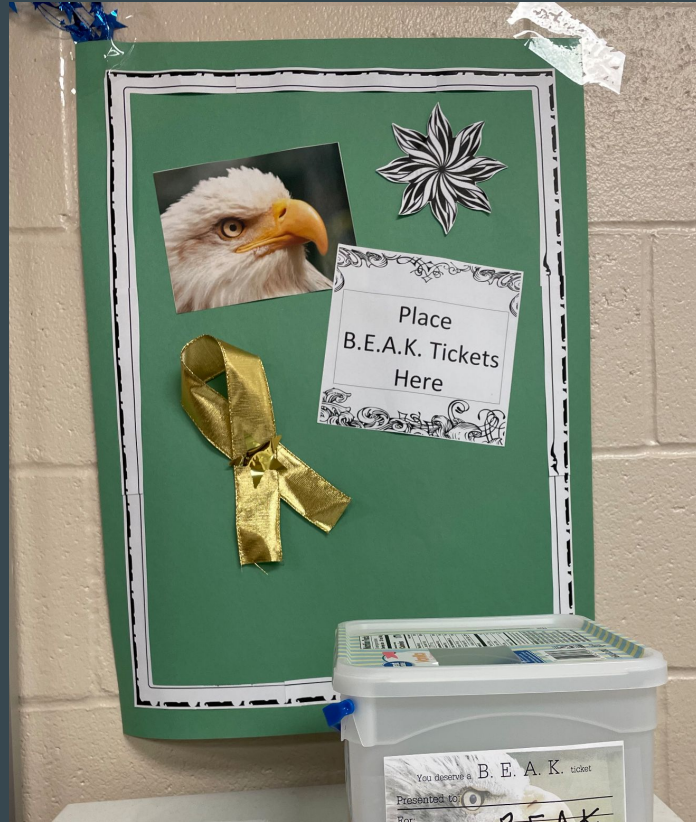
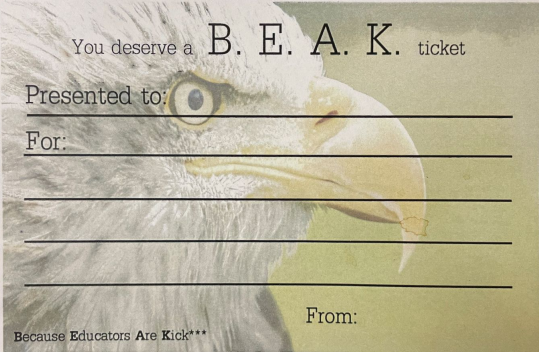
You deserve a B. E. A. K. ticket

Presented to: _____

For: _____

From: _____

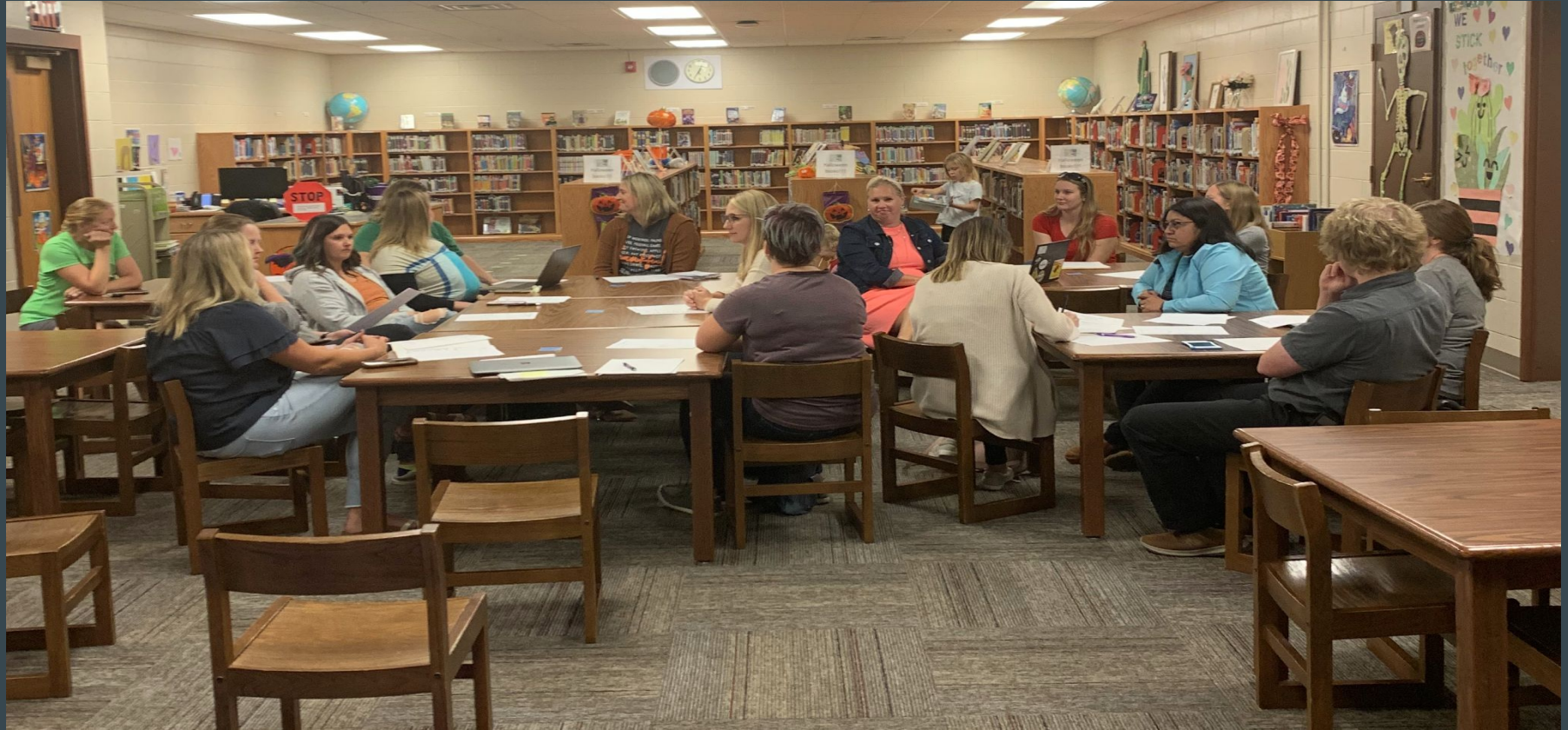
Because Educators Are Kick***



Where's Waldo?



PTO Collaboration and Planning to Support our Eagles!



Lost Creek PTO Activities




Fall Festival

JOIN US FOR A PTO SPONSORED EVENT
pumpkin patch, hay and games
POPPYS PUMPKIN PATCH

October 11th 2019 during private hours of
5:00 to 8:00pm; 55275 837RD Norfolk


Email Erin at erindentev@gmail.com with any questions
\$4.50 HT



Freddy's
FROZEN CUSTARD &
STEAKBURGERS®

Give Back Night For:
Lost Creek Elementary

Date: November 9th, 2021
Time: 5-9pm



COOKIE DOUGH FUNDRAISER

Just in time for holiday baking,
help your Lost Creek PTO raise some
dough this holiday season!

Orders due: **Friday, Nov. 12**
Order pickup: **Thursday, Dec. 2**

Please make checks payable to:
Columbus Public Schools Foundation

\$7 per 3-lb
container
(makes 33 cookies)

- Chocolate chip
- Monster
- Snickerdoodle
- M&M
- Oatmeal Raisin
- Peanut Butter
- Sugar



Please Join Us for
Cookies with Santa!

cookies-bingo-Short Show

THURSDAY, DECEMBER 9 TH
6:30-8:00PM

lost creek elementary

wear your PJS
PTO SPONSORED EVENT

FREE EVENT!

take a
Photo
With
Santa!

Cookies with Santa 2022



Lost Creek Student Council

- Leadership
- Monthly meetings
- Sucker Sales
- Red Ribbon Week
- Caroling
- Holiday Food Drive
- Penny for Patients Drive



Levels 1, 2 & 3
are
foundational



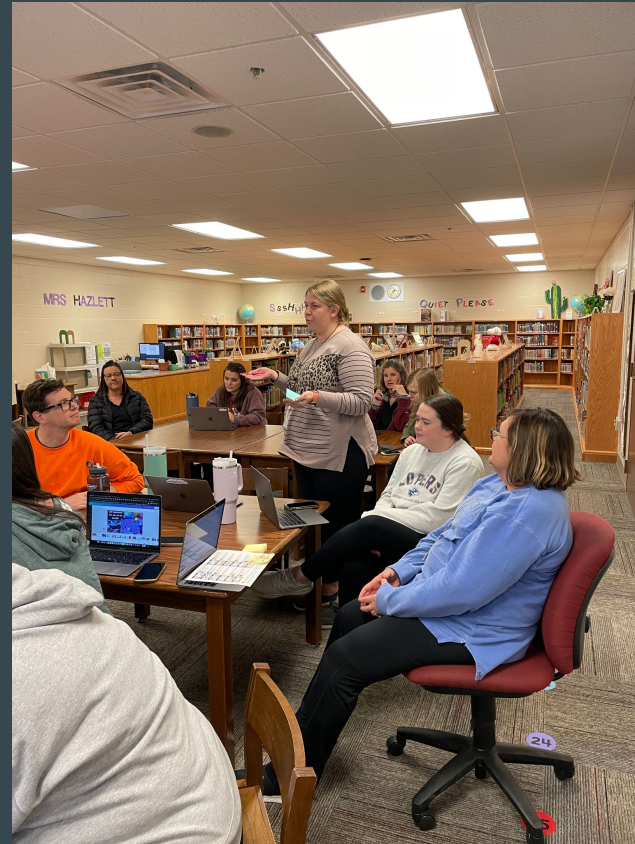
High Reliability Schools

Four Questions of Our 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?

Data Into Action

Lost Creek Data Into Action Final Results 2023 Cycle 1



High Reliability Schools Level 2 Staff Survey

30 Total Responded

Indicator	Lost Creek		Level 2: Effective Teaching in Every Classroom
2.1	3.65		2.1-The school leader communicates a clear vision as to how instruction should be addressed in the school.
2.2	3.56		2.2-Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
2.3	3.71		2.3-Predominant instructional practices throughout the school are known and monitored.
2.4	3.42		2.4-Teachers are provided with clear, 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	3.20		2.5-Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
2.6	2.90		2.6-Teachers have opportunities to observe and discuss effective teaching.
Average	3.41		

Upbeat Surveys Fall 2022

[Upbeat Survey Results Fall 2022](#)

Levels 1, 2 & 3
are
foundational



High Reliability Schools

PROFICIENCY SCALE

1

BELOW PROFICIENT

I still need help and support from my teacher to do the simpler parts of the standard.



2

APPROACHING PROFICIENT

I am getting close to meeting expectations and I can do the simpler parts of the standard independently.



3

PROFICIENT

I meet the expectations described in the standard and can do them independently.



4

HIGHLY PROFICIENT

I have a deep understanding of the standard and can demonstrate it in complex ways.



Proficiency Scales and Reporting

Rating Scale	Learning Goal: I can use word structure to help me to read and spell.
4	I no longer need a reading intervention.
3	I can apply my knowledge of sounds and spelling patterns to read, write and spell grade level text.
2	I can produce sounds to match spellings in isolation and with words including: vowels, consonants, vowel teams, closed syllables, open syllables, consonant-le, r-controlled vowels, clusters, blends digraphs, schwa, Greek and Latin roots, prefixes, and suffixes
1	I recognize the spelling patterns as something I have done before, but I can't use them without the teacher's help.
0	This is new to me and I cannot do this right now even if I have help from the teacher.

Reading Specialist

2nd Grade Classroom

How Well Do I Know

Learning Goal (2.3.3.a)	
I can solve money word problems.	
4	For example, I can... <ul style="list-style-type: none"> solve multi-step money word problems. create multi-step money word problems.
3	I can... <ul style="list-style-type: none"> solve money word problems using addition. solve money word problems using subtraction.
2	I can... <ul style="list-style-type: none"> identify money values (dollar bill, quarter, dime, nickel, penny). count groups of mixed coins. count on from a given number by 1s, 5s, 10s, and 25s.
1	With help from the teacher, I can... <ul style="list-style-type: none"> identify money values (dollar bill, quarter, dime, nickel, penny). count groups of mixed coins. count on from a given number by 1s, 5s, 10s, and 25s.

Learning Goal (2.1.6.e & 2.1.6.f)	
I can retell the main idea and details from an informational text.	
4	For example, I can... <ul style="list-style-type: none"> read an informational text at or above grade level and write a summary that includes the main idea and details.
3	I can... <ul style="list-style-type: none"> retell the main idea and details from an informational text.
2	I can... <ul style="list-style-type: none"> identify a supporting detail from an informational text with prompting. I can identify the main idea from an informational text.
1	With help from the teacher, I can... <ul style="list-style-type: none"> identify a supporting detail from an informational text. identify the main idea from an informational text.

Grades K - 8 Scale	
4.0 Exceeding	Always/Above and Beyond
3.0 Meeting	Consistently
2.0 Progressing	Sometimes
1.0 Beginning	Rarely

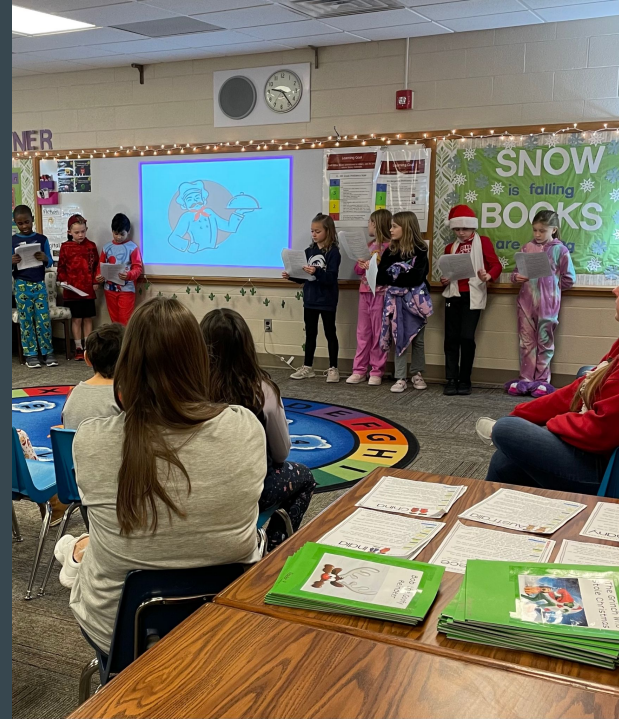
Grades K - 8 Work Habits	
Be Safe	Keeps hands, feet, and objects to self.
	Follows school and classroom rules
Be Respectful	Follows instructions
	Respects self, others, and environment
	Accepts "no" for an answer
Be Responsible	Completes work on time
	Stays on task
	Seeks help and asks questions

4th Grade Classroom

New Gym Projector at Lost Creek



Reader's Theater



SOME
PEOPLE
ARE WORTH
MELTING
FOR



President - Vice President Meeting

1. Board Committees
2. Transition with Mr. Molczyk
 - a. January 9th
 - b. Election of President & Vice President
3. Questions
4. How Much Do You Want to be Involved?

2023 Board Committees - Vote on Jan 16, 2023

NASB Delegate Assembly - Mike Jeffryes
CPS Foundation Adhoc - Candy Becher and Mike Jeffryes
NASB Legislative Relations - Mark Brown
School Bell- Theresa Seipel

Committees

Negotiations - Becher, Seipel
Curriculum/Americanism - Becher, Brown
Finance and Facilities - Molczyk, Seipel
Policy/Americanism - Brown, Jeffryes
Social Emotional - Seipel, Becher
Safety and security - Jeffryes, Molczyk

COLUMBUS PUBLIC SCHOOLS

ENROLLMENT OPTION: MAXIMUM STUDENT ENROLLMENT LIMITATIONS

REGULAR EDUCATION PROGRAMMING

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

The following resident student maximums are recommended for the 2023-2024 school year. When a building or grade level reaches the ratios indicated in the table, option enrollment and within-district transfers will be closed to those sections. However, as reasonable, the District may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

GRADE LEVEL	MAXIMUM TOTAL PER CUT OFF NUMBER	STUDENT/TEACHER RATIO	GRADE LEVEL PROJECTED 2023-24 ENROLLMENT
K	265	19:1	
1	265	19:1	285
2	265	19:1	271
3	275	23:1	300
4	275	23:1	289
5	285	23:1	307
6	285	23:1	303
7	285	23:1	258
8	285	23:1	336
9	285	23:1	296
10	285	23:1	316
11	285	23:1	321
12	285	23:1	330

SPECIAL SERVICES PROGRAMMING

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

COLUMBUS PUBLIC SCHOOLS

**STUDENT-WITHIN-DISTRICT TRANSFER: MAXIMUM STUDENT ENROLLMENT
LIMITATIONS
REGULAR EDUCATION PROGRAMMING**

According to Policy 502.09, the most recent applicable policy pertaining to Student-Within-District Transfer, the Board of Education by the March meeting will determine the maximum number of students in each section the Columbus School District No. 71-0001 may receive in any program, class, grade level, or school building.

The following student maximums for the closure of each section for transfers are recommended for the 2023-2024 school year. However, as reasonable, the District may accept option students above these limitations if additional sections are added to accommodate the growth of resident student enrollment.

GRADE LEVEL	WITHIN DISTRICT TRANSFER	TARGET STDNT/TCHR	PROJECTED 23-24 ENROLLMENT
K	19	20:1	
1	19	20:1	285
2	19	20:1	271
3	23	25:1	300
4	23	25:1	289
5	N/A	25:1	307
6	N/A	25:1	303
7	N/A	25:1	258
8	N/A	25:1	336
9	N/A	25:1	296
10	N/A	25:1	316
11	N/A	25:1	321
12	N/A	25:1	330

SPECIAL SERVICES PROGRAMMING

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

Exhibit

Revised: 2/09/15

Revised: 2/15/16

Revised : 2/20/17

Revised: 2/19/18

Revised: 2/11/19

Revised: 2/17/20

Revised: 1/18/21

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Any student who is a ward of the state or court, or who is residing in a residential setting in the district for reasons other than to receive an education shall be provided educational services in accordance with state statute 79-215 including such reimbursement to the district as may be due under the statute.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska. When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

Legal Reference:	Neb. Statute 79-215
Cross Reference:	101 District Organization and Basic Commitments
	503 Student Attendance
	801 Transportation

Policy
Adopted: 9/11/06
Policy Revised: 8/9/10

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 8/9/10

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.

Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident district prior to the option district's consideration for acceptance.

The application for option enrollment does not require a release from the resident district and the receiving district has forty-five days to issue acceptance or rejection if:

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

For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the reasons for rejection and the process for appealing the decision to the State Board of Education.

The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline. For those applications, the option district shall notify the parent/guardian, and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

The board shall adopt a resolution setting forth its specific standards for acceptance and rejection of applications as an option school. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the

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

An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

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

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

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

Legal Reference: Neb. Statute 79-215
79-232 to 246
NDE Rule 19.008

Cross Reference: 503 Student Attendance
801 Transportation

Policy
Adopted: 09/11/06
Amended: 11/09/09
Amended: 10/21/13
Revised: 10/16/17

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 10/21/13
Reviewed: 2/17/14
Reviewed: 2/9/15
Reviewed: 9/20/16
Reviewed: 9/18/17
Reviewed: 2/12/18
Reviewed: 1/18/21
Reviewed: 1/10/22

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

The Mission of the Columbus Public Schools:

“Engaging all learners to achieve success”

The Vision of the Columbus Public Schools:

As the cornerstone of educational excellence in our community, We 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 our **Mission Vision** we must **are**:

- maintain a clear and shared focus on student learning;
- set and maintain appropriately high expectations for students and for each other;
- frequently and systematically monitor the learning of each student to appropriately respond to each student's learning needs;
- expect and provide for high levels of commitment, collaboration, and communication among students, parents, staff, and community members;
- continuously implement, in all grades and subject areas, an articulated and effective curriculum that aligns with recognized standards and is supported by appropriate instructional and assessment practices;
- provide a safe and supportive environment for learning and teaching;
- provide effective instructional leadership in each classroom, each building, and the District;
- value diversity in ways that enrich student learning and our community; and
- implement professional development activities for staff that support their efforts to appropriately use the best practices of high-performing schools.

- 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.

As a school corporation of Nebraska, the Columbus Public School District, acting through its School Board, is dedicated to promoting an equal opportunity for a quality public education to its students. **These opportunities are** within the limitations of the school district's ability and willingness to furnish financial support to provide for a students ~~in cooperation with their parents and the school district community, the opportunity to develop a healthy~~ academic, 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. ~~The board endeavors through the dedication of the school district's resources, to encourages students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, The board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.~~

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will ~~assist the students' preparation for life shall be instructed as~~ **be a** part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility, and respect for authority.

Legal Reference:	Neb. Statute 79-526 79-701
	NDE Rule 10.012.01A
Cross Reference	103 Equal Educational Opportunity 104 Educational and Operational Planning 205 School Board Policy Process

601 Goals and Objectives of Instructional Plan
603 Curriculum Development

Policy
Adopted: 12-08-03
Revised: 07-14-08
Revised: 11-10-08
Revised: 09-13-10
Revised: 01-17-11
Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Columbus Public Schools 2023-2024 *Discoverers* Calendar - V1

August 2023							1
S	M	T	W	Th	F	Sa	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

September 2023							2
S	M	T	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

October 2023							3
S	M	T	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

November 2023							4
S	M	T	W	Th	F	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

December 2023							5
S	M	T	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

August
 4-8 New Teacher Professional Development
 9-14 Teacher PD/Workday/Staff Meeting, Collaboration
 1st Day 6th, 7th, 8th 10th, 11th, 12th Grades Only
 15 1st Day Kindergarten (Half of Students) 3:25 dismissal
 16 1st Day 1st-5th & 9th Grades ONLY, Ele 12:00 Dismissal
 16 1st Day Kindergarten (Half of Students) 3:25 dismissal
 17 Grades 1-12 Full Day, No kindergarten

September
 4 Labor Day - No School
 22 K-12 - 12:00 PM Dismissal
 25, 28 Middle School Parent-Teacher Conferences
 26, 28 Elementary Parent-Teacher Conferences
 27, 28 MS/HS Parent-Teacher Conferences
 28 Teacher PD AM, Conferences PM -No School for Students
 29 No School

October
 20 1st Quarter Ends (43)
 Grades K-8 - 12:00 PM Dismissal/Report Card Prep
 Grades 9-12 - Full Day
 23 Teacher Work Day/RC - No School for Students
 Grades Completed and due by 4:00pm
 24 2nd Quarter Begins

November
 22-24 Thanksgiving Break - No School

December
 8 PK-12 - District PD/Collaboration (Select-A-Session)
 21 2nd Quarter Ends (41)
 K-12 - 12:00 PM Dismissal
 21 Teacher Work Day (Report Cards) - No School for Students
 Grades due by 4:00pm
 25-29 Christmas Break - No School

January 2024							6
S	M	T	W	Th	F	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

February 2024							7
S	M	T	W	Th	F	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29			

March 2024							8
S	M	T	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

April 2024							9
S	M	T	W	Th	F	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

May 2024							10
S	M	T	W	Th	F	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

January
 1 No School
 2, 3 Teacher PD-No School for Students
 4 3rd Quarter Begins
 19 PK-12 - District PD/Collaboration (Strategic Plan)

February
 9 K-12 - 12:00 PM Dismissal
 12, 16 Middle School Parent-Teacher Conferences
 13, 16 Elementary Parent-Teacher Conferences
 14, 16 MS/HS Parent-Teacher Conferences
 15 Teacher PD AM, Conferences PM -No School for Students
 16 No School

March
 7 3rd Quarter Ends (42)
 Grades K-8 - 12:00 PM Dismissal/Report Card Prep
 Grades 9-12 - Full Day
 8 Teacher Work Day/RC - No School for Students
 Grades due by 4:00pm
 11-15 No School - Spring Break
 18 4th Quarter Begins

April
 29, 1 Easter Break
 19 Teacher Work Day/Collaboration - No School for Students

May
 15 Final Senior Attendance Day
 16 4th Quarter Ends (42)
 K-12 - 12:00 PM Dismissal
 Graduation
 19 Teacher Work Day (Report Cards) - No School for Students
 20 Teacher Work Day (Report Cards) - No School for Students
 20 Grades due by 4:00pm

Key:

- Early Dismissal Elem 2:15 HS 2:35 MS 2:35
- Professional Development or Workday/No School for Students
- Beginning/End of Quarter
- No School for Teachers and Students
- K-12 early dismissal
- Graduation

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 2508 27th Street, PO Box 947
 Columbus Public Schools
 Phone: 402-563-7000

High School Hours - 8:10 a.m. - 3:40 p.m.
 Wednesday Early Dismissal - 2:35 p.m.

Middle School Hours - 8:00 a.m. - 3:30 p.m.
 Wednesday Early Dismissal - 2:35 p.m.

Elementary School Hours - 8:00 a.m. - 3:25 p.m.
 Wednesday Early Dismissal - 2:15 p.m.



Updated 3/22/22

Calendar Facts

- There are 168 student contact days in the calendar.
- The last day of school is scheduled for May 19th.
- The district may start at 10:00 a.m. due to inclement weather.
- Students may have to make up days of attendance if the the district accumulates 4 or more days due to weather.

Committee As A Whole
Monday, December 12, 2022 5:30 PM Central

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

Candace Becher: Present
Mark Brown: Present
Michael Jeffryes: Present
Doug Molczyk: Present
Theresa Seipel: Absent
Douglas Willoughby: Present
Present: 5, Absent: 1.
Michael Jeffryes: Absent
Present: 4, Absent: 2.

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

Motion to excuse Theresa Seipel board member. Passed with a motion by Candace Becher and a second by Douglas Willoughby.

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

Motion to excuse Mike Jeffryes. Passed with a motion by Doug Molczyk and a second by Candace Becher.

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

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. North Park Elementary Presentation

Bob Hausmann, Principal, presented information about North Park Elementary. He shared details about the new staff in his building. Two first year teachers and the others with experience coming in, also a new health aid was hired. Mr. Hausmann talked about the school improvement process, using "Data Into Action". He shared some of the new terminology being used in research data, looking at the differences, focusing on the learning gaps and student struggles. This research also involves determining the instructional gaps and finding new strategies that have not been used. Mr. Hausmann said there have been two surveys that give good information in the moment. Surveys being used at North Park are the

UpBeat Survey and High Reliability Schools Survey. A couple of the big data points Mr. Hausmann shared was the growth in diversity of staff and cultural competency. He emphasized the understanding to be responsive to people that are not exactly like you or I. Mr. Hausman said North Park staff is one big family, they try to do an activity outside of school once a month, it's good to know each other as people, not just colleagues. Like many other buildings, Mr. Hausmann said his staff has created their own trust accelerators. North Park has developed non-negotiables for students that all staff teach and reinforce. They use the 9 Well Managed Classroom Social Skills and the 3 BIST Skills at North Park. Mr. Hausmann said there are common expectations posted and taught around the building at Expectation Stations. There is a positive behavior theme used in their building "Exploring New Heights", this includes the use of a 4:1 ratio for positive feedback. Students earn tickets for good behavior. He said they have a community partnership with the CCC Men's Basketball Team, they are assigned to classrooms 5 times. They will come to speak at assemblies, read with students, eat lunch, a free recess with an athlete, really great incentives for students. North Park celebrates Students of the Month.

I.F. Board Special Functions

I.F.1. Acceptance of Superintendent's Letter of Intent to Return

Troy Loeffelholz, Superintendent said by contract he is to send a letter of intent that says he is staying and adds a year if the board is so inclined. Dr. Loeffelholz told the board they would need to vote by the March board meeting on a contract extension.

I.F.2. CHS Course Handbook 2023-2024

Dave Hiebner, CHS Principal said that typically the course handbook is presented in January, however, they want to move registrations up in the calendar. Mr Hiebner said there are no major adjustments. It was noted that the Title IX statement needed to be updated. EL Courses did change, he said the theme is to get students the credits they need and get students in a good position for language. The addition of Culinary Skills I and II completes that pathway. A Technical Sciences college legal course was added, it will be taught by Adam Whitmore.

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

Chip Kay, Director of Finance and Human Resources gave a report on the financial statements. Financial Report M2 is showing balances a little behind in the general fund, which is expected. He said revenue is behind this year, we are waiting on reimbursements. Bond payments have been sent, the 2012 bond has been retired. Mr. Kay shared Report M3, property taxes and state aid will reimburse monthly, and SPED reimbursements will start coming in January. Waiting on federal reimbursements of 2.3 million. Mr. Kay said there was nothing remarkable in the M4a report.

I.G.3. Certified Personnel

Mr. Kay said CPS contracts long term substitutes by semester in case a hire is made for second semester. If we are unable to fill positions, we can ask them to return, we have four returning, as listed on the memo.

I.G.4. Classified Personnel

Mr. Kay said the classified staff situation is fluid, there are about 5 positions open. Positions are getting filled quickly. Mr. Kay said wages are competitive, we have not mastered how to retain people.

I.G.5. Class of 2022 Mid-Term Graduates

Mr. Hiebner shared information regarding the CHS mid-term grads, he said there are 52 in this cohort year. The spreadsheet shows the month they are taking their diploma and if they are walking at graduation. Anyone listed as 2022 would have been a senior last year.

I.G.6. Professional Travel

Dr. Loeffelholz highlighted items on the travel report, coaches traveling to state tournaments, and a music convention. He said we allow people to attend to get better at what they do.

I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz said November contributions were \$21,455.03 month; to date for the year were \$342,425.40. He also said that the daycare center will need a separate board from the Foundation Board.

I.I. Curriculum and Instruction

I.I.1. Policies

I.I.1.1. First Reading of Policy 603.01 Curriculum Development

The Superintendent recommends that the Board approves the First Reading of Policy 603.01 Curriculum Development, as submitted. Passed with a motion by Douglas Willoughby and a second by Doug Molczyk.

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

I.I.1.2. First Reading of Policy 603.02 Curriculum Adoption

The Superintendent recommends that the Board approve the First Reading of Policy 603.02 Curriculum Adoption, as submitted. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

This policy has a change in language, assures they are in order to adopt reading for curriculum. Based on state standards.

I.I.1.3. First Reading of Policy 603.03 Curriculum Guides and Course Outlines

The Superintendent recommends that the Board approves the First Reading of Policy 603.03 Curriculum Guides and Course Outlines, as submitted. Passed with a motion by Mark Brown and a second by Douglas Willoughby.

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

There was discussion on the statement about some courses not having state standards.

I.I.1.4. First Reading of Policy 603.04 Curriculum Evaluation

The Superintendent recommends that the Board approve the First Reading of Policy 603.04 Curriculum Evaluation, as submitted. Passed with a motion by Candace Becher and a second by Mark Brown.

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

This policy gives parents an opportunity to object.

I.I.1.5. First Reading of Policy 603.05 Experimental or Innovative Projects

The Superintendent recommends that the Board approve the First Reading of Policy 603.05 Experimental or Innovative Projects, as submitted. Passed with a motion by Douglas Willoughby and a second by Doug Molczyk.

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

Discussion regarding the omission of the word piloting and experimenting.

I.I.1.6. First Reading of Policy 604.01 Basic Instruction Program

The Superintendent recommends that the Board approve the First Reading of Policy 604.01 Basic Instruction Program, as submitted. Passed with a motion by Mark Brown and a second by Douglas Willoughby.

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

Cleaned up language, changed grade levels to K-4 and 5-8.

I.I.1.7. First Reading of Policy 605.04 Religious Based Exclusion From a School Program

The Superintendent recommends that the Board approves the First Reading of Policy 605.04 Religious Based Exclusion From a School Program, as submitted. Passed with a motion by Candace Becher and a second by Mark Brown.

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

The policy allows parents an opt-out option if it violates their religious belief. The school dictates what the alternative assignment/work is for the student.

I.I.1.8. First Reading of Policy 606.01 Instruction Materials Selection and Adoption

The Superintendent recommends that the Board approve the First Reading of Policy 606.01 Instruction Materials Selection and Adoption, as submitted. Passed with a motion by Douglas Willoughby and a second by Mark Brown.

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

Procedure for future selection and adoption of instructional materials. Removes trends, we follow the standards. This includes all resources, books and supporting materials.

I.I.1.9. First Reading of Policy 606.02 Instructional Materials Inspection

The Superintendent recommends that the Board approve the First Reading of Policy 606.02 Instructional Materials Inspection, as submitted. Passed with a motion by Mark Brown and a second by Candace Becher.

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

This policy clarifies materials inspection.

I.I.1.10. First Reading of Policy 606.03 Objection to Media and Instructional Materials

The Superintendent recommends that the Board approve the First Reading of Policy 606.03 Objection to Media and Instructional Materials, as submitted. Passed with a motion by Doug Molczyk and a second by Mark Brown.

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

I.I.1.11. First Reading of Policy 1005.05 Community Involvement in Decision-Making

The Superintendent recommends that the Board approve the First Reading of Policy 1005.05 Community Involvement in Decision-Making, as submitted. Passed with a motion by Douglas Willoughby and a second by Candace Becher.

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

Shares ways to communicate with CPS, we always want them to be engaged.

I.I.2. Administrative Functions

I.I.3. Updates

I.J. Business Operations and Human Relations

I.J.1. Policies

I.J.2. Administrative Functions

I.J.2.1. Fundraising Application to be approved

I.J.3. Updates

I.K. Buildings & Sites/Technology

I.K.1. Policies

I.K.2. Administrative Functions

I.K.3. Updates

I.L. Student Services

I.L.1. Policies

I.L.2. Administrative Functions

I.L.3. Updates

Jason Harris, Director of Student Services and Special Education said he has attended 2 job fairs and had spoken with 7 of the 20 Speech and Language candidates, tomorrow they travel to Wayne State, where there will be 9 candidates. He also wants to invite the potential candidates to the district, so they can have good knowledge about CPS. He said he will communicate with principals when that get together is scheduled.

I.M. Superintendent's Report

Dr. Loeffelholz gave the days and times for the Community Facilities meeting, Wednesday 6:30 at Nantkes; Thursday 6:30 at the CHS Concert Hall. He said there were good results from the staff meetings. Data is showing 88% of staff would support the bond issue if the levy stays the same.

Dr. Loeffelholz talked about upcoming work to be done, in January a cost packet will be put together. Reimbursement forms were shared from state convention expenses.

I.N. Board Sharing

Board Sharing at next week's meeting.

I.O. Adjourn

Meeting adjourned at 6:46pm.

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, December 12, 2022.

President

Secretary

Regular Meeting
Monday, December 19, 2022 5:30 PM Central

Columbus High School
3434 Discoverer Drive
Columbus, NE 68601

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

I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

Motion to excuse Mr. Molczyk. Passed with a motion by Michael Jeffryes and a second by Mark Brown.

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

Mr. Molczyk was excused from the meeting.

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

Mike Jeffryes read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Presentations

I.G.1. Sixpence Presentation

Sixpence Presentation by Ann Chavez and Jill Lorenz. They shared information about the program, the types of services being provided, and the opportunities they give families they are serving. Ms. Chavez has been with Sixpence for 6 years and Ms. Lorenz has been with the program for 2.5 years. They said the program runs through the whole state. Some of the programs service families through home visits others are center based. They shared information about the criteria, there are 4 main factors, all dependent on the needs of the student. They serve children prenatal-3. The program in Columbus was started in 2013, at this time they are serving 23 children. Ms. Chavez and Ms. Lorenz said they give families opportunities to bond, they teach parents how to be the child's first teacher. They provide diapers and wipes to all families. The program facilitates a family engagement event once a

month. They also partner with several programs in the community to give them all the resources they may need.

Ms. Chavez and Ms. Lorenz are both certified to check car seats for safety. They shared a Snapshot report that offered information regarding the grant they work under, which requires state reporting. The report shows information on family stressors, the three assessments to monitor language outcomes, and the assessment on social emotional outcomes. There is also a family satisfaction survey in the spring, they evaluate their Sixpence Experience and parent-child interactions. They also noted their successes with the program.

I.H. Board Special Functions

I.H.1. Acceptance of Superintendent's Letter of Intent to Return and extension of contract through 2026.

Motion to accept the Superintendent's Letter of Intent to return and contract extension through 2026, as submitted. Passed with a motion by Candace Becher and a second by Mark Brown.

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

Troy Loeffelholz, Superintendent commented on it being a very rewarding year, and there is no place he would rather be.

I.H.2. CHS Course Handbook 2023-2024

The Superintendent recommends that the Board approve the CHS Course Handbook 2023-2024, as submitted. Passed with a motion by Theresa Seipel and a second by Mark Brown.

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

Dave Hiebner said the Title IX statement had been changed as discussed last meeting.

I.H.3. Approval of CM @ Risk Interview Team

The Superintendent recommends that the Board approve the following people to serve on the selection team for a Construction Manager for future projects. Passed with a motion by Candace Becher and a second by Theresa Seipel.

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

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

I.J. Consent Agenda

Motion to approve the Consent Agenda Passed with a motion by Mark Brown and a second by Michael Jeffryes.

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

I.J.1. Approval of Minutes

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

I.J.3. Financial Report M5

Chip Kay, Director of Finance and Human Resources shared the information on the M5 Financial report. He said this time of the year gets pricey for utility costs. There will be no checks written the next two weeks. Dr. Kay said we have spent about 40% of the budget at this time, which is about right.

I.J.4. Certified Personnel

I.J.5. Classified Personnel

I.J.6. Class of 2022 Mid-Term Graduates

I.J.7. Professional Travel

I.K. Acceptance of Gifts/Donations

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

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

Yea: 5, Nay: 0, Absent: 1

It was noted that there will be one more report for the Foundations fiscal year.

I.L. Curriculum and Instruction

I.L.1. Policies

I.L.1.1. Second and Final Reading of Policy 603.01 Curriculum Development

The Superintendent recommends that the Board approves the Second and Final Reading of Policy 603.01 Curriculum Development, as submitted. Passed with a motion by Mark Brown and a second by Candace Becher.

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

Yea: 5, Nay: 0, Absent: 1

I.L.1.2. Second and Final Reading of Policy 603.02 Curriculum Adoption

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 603.02 Curriculum Adoption, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

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

Yea: 5, Nay: 0, Absent: 1

I.L.1.3. Second and Final Reading of Policy 603.03 Curriculum Guides and Course Outlines

The Superintendent recommends that the Board approves the Second and Final Reading of Policy 603.03 Curriculum Guides and Course Outlines, as submitted.

Passed with a motion by Michael Jeffryes and a second by Candace Becher.

Doug Molczyk: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes:

Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

Teresa Hausmann, Director of Curriculum, Instruction and Assessment said it has taken over 6 years to get scales written, the policy reflects the new language and the work that is being done.

I.L.1.4. Second and Final Reading of Policy 603.04 Curriculum Evaluation

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 603.04 Curriculum Evaluation, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

Doug Molczyk: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes:

Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

I.L.1.5. Second and Final Reading of Policy 603.05 Experimental or Innovative Projects

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 603.05 Experimental or Innovative Projects, as submitted. Passed with a motion by Mark Brown and a second by Theresa Seipel.

Doug Molczyk: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes:

Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

Mrs. Hausmann shared information as to why the word piloted, should be used with this policy.

I.L.1.6. Second and Final Reading of Policy 604.01 Basic Instruction Program

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 604.01 Basic Instruction Program, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

Doug Molczyk: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes:

Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

I.L.1.7. Second and Final Reading of Policy 605.04 Religious Based Exclusion From a School Program

The Superintendent recommends that the Board approves the Second and Final Reading of Policy 605.04 Religious Based Exclusion From a School Program, as submitted. Passed with a motion by Michael Jeffryes and a second by Mark Brown.

Doug Molczyk: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes:

Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

I.L.1.8. Second and Final Reading of Policy 606.01 Instruction Materials Selection and Adoption

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 606.01 Instruction Materials Selection and Adoption, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

I.L.1.9. Second and Final Reading of Policy 606.02 Instructional Materials Inspection

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 606.02 Instructional Materials Inspection, as submitted. Passed with a motion by Mark Brown and a second by Candace Becher.

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

Discussion about the difference in this policy is that this is regarding materials already in use.

I.L.1.10. Second and Final Reading of Policy 606.03 Objection to Media and Instructional Materials

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 606.03 Objection to Media and Instructional Materials, as submitted. Passed with a motion by Theresa Seipel and a second by Mark Brown.

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

I.L.1.11. Second and Final Reading of Policy 1005.05 Community Involvement in Decision-Making

I.L.2. Administrative Functions

I.L.3. Updates

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 1005.05 Community Involvement in Decision-Making, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

Mrs. Hausmann updated enrollment numbers, she said numbers have increased from August by 202 students, 140 are EL students. She said the select a session professional development was successful, there were 19 certified staff that gave presentations. She gave high praise to Brandi Fleming and Jess Volker for their work to get this set up. Mrs. Hausmann talked about NSCAS testing, the goal of winter testing for growth data and the staff connections from November.

I.M. Business Operations and Human Relations

I.M.1. Administrative Functions

I.M.1.1. Fundraising Application to be approved

The Superintendent recommends that the Board approve the Fundraising application, as submitted. Passed with a motion by Mark Brown and a second by Theresa Seipel.

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

I.M.1.2. Surplus Approval

The Superintendent recommends that the Board approve the items listed as surplus property. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

I.M.2. Updates

Dr. Kay said he will meet with the Negotiations Committee in January to share array data, and the first list of items.

I.N. Buildings & Sites/Technology

I.N.1. Administrative Functions

I.N.2. Updates

Dr. Loeffelholz, gave the Building and Sites update. The Kramer wall tile went up and was from two different suppliers, it did not match up, they were asked to redo the project.

The RFP for the CASSETTE House being sent out this week. The cost has doubled for the project. The new space is fantastic. Dr. Kay said some ESSER funds will be used and depreciation money, so there are some options.

I.O. Student Services

I.O.1. Administrative Functions

I.O.2. Updates

I.P. Superintendent's Report

Dr. Loeffelholz gave an update on programming needs for the increased number of EL and special education students. These needs will have to be prioritized. He also shared information about the community facilities meetings and the surveys that were sent out. He said January

4th will be a review of the requests, January 9th approval of candidates to interview. Interviews will be on January 11th.

I.Q. Board Sharing

The board shared great wishes for a merry Christmas and a good break. A big thank you to the maintenance and custodial staff for all the hard work they are doing. Also, shared good thoughts for all to stay healthy.

II. Executive Session

III. Adjourn

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

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

Yea: 5, Nay: 0, Absent: 1

Meeting adjourned at 6:52.

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, December 19, 2022.

President

Secretary

Columbus Public Schools
 Summary of Cash Balances
 December 31, 2022

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 3,902,006.18		
	Attachment M5 (prior Bd Mtg)			\$ 410,050.61		
	GEN FUND - GREAT PLAINS STATE BANK	\$ 3,789,104.02	\$ 2,213,049.72	\$ 4,312,056.79	\$ 1,690,096.95	\$ 5,450,538.23
	Interest		\$ 861.77			
	GEN FUND- GP SAVINGS	\$ 1,014,271.99	\$ 861.77	\$ -	\$ 1,015,133.76	
	Dividends		\$ 1,660.35			
	Management Fees			\$ 215.41		
	Investment Gain		\$ 218.55			
	GENERAL FUND - FNB TRUST	\$ 923,802.36	\$ 1,878.90	\$ 215.41	\$ 925,465.85	\$ 950,895.84
	General Fund -Cash Balance				\$ 3,630,696.56	
Depreciation-GF	Dividends		\$ 4,477.68			
	Management Fees			\$ 547.54		
	Investment Gain		\$ 123.39			
	DEPRECIATION - FNB	\$ 2,348,211.46	\$ 4,601.07	\$ 547.54	\$ 2,352,264.99	\$ 2,298,332.44
Temporary Funds -GF	PAYROLL - PINNACLE BANK	\$ 223,903.91	\$ 3,674,596.54	\$ 3,644,922.18	\$ 253,578.27	\$ 229,205.59
	PAYFLEX - PINNACLE BANK	\$ 55,706.53	\$ 10,401.83	\$ 10,353.88	\$ 55,754.48	\$ 45,264.92
Activities	Administration	\$ 951,533.26	\$ 17,105.12	\$ 16,428.31	\$ 952,210.07	\$ 877,115.84
	Middle School	\$ 127,330.26	\$ 5,304.33	\$ 5,708.09	\$ 126,926.50	\$ 111,641.07
	High School	\$ 562,491.67	\$ 55,632.62	\$ 42,663.89	\$ 575,460.40	\$ 510,357.24
	ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,641,355.19	\$ 78,042.07	\$ 64,800.29	\$ 1,654,596.97	\$ 1,499,114.15
Nutrition Fund	Other income		\$ 874.58			
	Interest Income		\$ 690.24			
	State Reimbursement		\$ 254,313.60			
	Rct to Expenditures		\$ 8,992.64			
	Student/Staff Meals		\$ 63,522.79			
	NUTRITION FUND - CORNERSTONE BANK	\$ 743,495.55	\$ 328,393.85	\$ 266,899.83	\$ 804,989.57	\$ 507,871.59
Bond Fund	B.O.K. Financial		\$ -	\$ 3,168,310.53		
	Platte County Treasurer		\$ 14,240.69			
	Dividends		\$ 11,340.31			
	Management Fees			\$ 901.45		
	Investment Gain		\$ 27.70			
	BOND FUND - FNB	\$ 3,866,036.34	\$ 25,608.70	\$ 3,169,211.98	\$ 722,433.06	\$ 201,436.23
Special Building Fund	Dividends		\$ 723.63			
	Management Fees			\$ 92.88		
	Investment Loss			\$ 95.29		
	SPECIAL BLDG FUND - FNB TRUST	\$ 398,351.65	\$ 723.63	\$ 188.17	\$ 398,887.11	\$ 406,036.91
	Capital One Public Funding			\$ 37,999.50		
	Carroll Seating Company			\$ 2,169.65		
	Commonwealth Electric Company			\$ 171,938.60		
	Kucera Painting, Inc.			\$ 18,000.00		
	Midlands Mechanical Inc.			\$ 60,776.95		
	Midwest Automatic Fire Sprinkler			\$ 6,390.00		
	Midwest Glass Service Inc.			\$ 32,899.50		
	Mueller & Schoepf Drywall Inc.			\$ 39,861.00		
	Rutt's Heating & Air Conditioning, Inc.			\$ 36,900.00		
	Stonebrook Exterior			\$ 28,118.99		
	T-C Ceilings Inc			\$ 19,800.00		
	Walker Foundations, Inc.			\$ 16,346.00		
	SPECIAL BLDG FUND - BANK OF THE VALLEY	\$ 2,053,114.26	\$ 6,438.23	\$ 471,200.19	\$ 1,588,352.30	\$ 1,558,507.42
	Special Building Fund - Cash Balance				\$ 1,987,239.41	

Columbus Public Schools
General Fund Revenue Detail
December 31, 2022

Account Number	Description	Budget	Month To Date	Year To Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$24,325,478.00)	(\$81,917.81)	(\$7,768,761.83)	(\$16,556,716.17)	31.94%
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)	(\$177,265.33)	(\$737,839.72)	(\$1,605,160.28)	31.49%
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)	(\$5,896.39)	(\$33,253.90)	\$18,253.90	221.69%
01.1.01540.000.000	Income from Real Property	(\$25,000.00)	(\$3,000.00)	(\$3,000.00)	(\$22,000.00)	12.00%
01.1.01801.000.000	CASP /Parent Fees	(\$35,000.00)	(\$8,505.00)	(\$29,373.00)	(\$5,627.00)	83.92%
01.1.01910.000.000	Rental Fees	\$0.00	\$0.00	(\$200.00)	\$200.00	#DIV/0!
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$4,695.00)	(\$20,305.00)	18.78%
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$16,246.49)	(\$96,080.88)	(\$58,919.12)	61.99%
01.1.03110.000.000	State Aid	(\$14,316,378.00)	(\$1,431,638.00)	(\$5,726,552.00)	(\$8,589,826.00)	40.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,602,545.00)	(\$331,741.00)	(\$331,741.00)	(\$2,270,804.00)	12.75%
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	\$0.00	(\$46.15)	\$46.15	#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%
01.1.03535.000.000	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)	(\$70,781.00)	(\$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%
01.1.03599.000.000	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%
01.1.04505.000.000	ESSA Title I Receipts	(\$568,214.00)	\$0.00	\$0.00	(\$568,214.00)	0.00%
01.1.04509.000.000	ESSA Title II Receipts	(\$106,004.00)	\$0.00	\$0.00	(\$106,004.00)	0.00%
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%
01.1.04525.000.000	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)	\$0.00	\$0.00	(\$79,934.00)	0.00%
01.1.04528.000.000	Title III Immigrant	(\$54,397.00)	\$0.00	(\$12,223.00)	(\$42,174.00)	22.47%
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,163.00)	\$0.00	\$0.00	(\$149,163.00)	0.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$34,643.00)	(\$18,395.34)	(\$59,987.11)	\$25,344.11	173.16%
01.1.04995.000.000	FEMA/Federal Disaster Funds	\$0.00	(\$55,848.23)	(\$55,848.23)	\$55,848.23	#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%
		(\$49,857,913.00)	(\$2,201,234.59)	(\$15,081,795.43)	(\$34,776,117.57)	30.25%
	Transfers		0			
	Reimbursements/Refunds		\$ (15,492.56)			
	Interest- other accounts		\$3,677.43			
	TOTAL REVENUE		\$2,213,049.72			

Check Number	Vendor	Amount
13562	WELLS FARGO EQUIPMENT FINANCE, INC	\$97,008.00
13563	SCHOOL DISTRICT #1-PAYROLL	\$3,545,666.38
13564	AMAZON CAPITAL SERVICES	\$1,132.46
13565	ASSOCIATED STAFFING, INC	\$3,206.53
13566	BAHEL BELE, SOPHIE	\$98.75
13567	BARTLING, LINDSAY	\$201.88
13568	BJOREM SPEECH PUBLICATIONS, LLC	\$69.00
13569	CAPITAL SANITARY SUPPLY	\$1,011.47
13570	CHAVEZ, ANN	\$519.38
13571	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$330.00
13572	DAVLIN, JOSIE	\$167.00
13573	DEEPE, JUDY	\$45.00
13574	DELP, EMILY	\$357.50
13575	EAKES OFFICE SOLUTIONS	\$2,620.00
13576	FILTER SHOP	\$477.90
13577	FISCHER, PAIGE	\$30.63
13578	GASSEN, LAURA	\$185.63
13579	GAUSMAN, KRISTEN	\$14.38
13580	GILLESPIE, MARCUS	\$358.75
13581	HACKETT, KRISTI	\$190.63
13582	HILL, JESSY	\$258.75
13583	HIRSCHMAN, ZAIDYA	\$8.72
13584	HOBY REGISTRATION	\$250.00
13585	HOYT, JOHN	\$151.77
13586	J.W. PEPPER & SON, INC	\$859.02
13587	JOHNSON, CHRIS	\$26.88
13588	KORTH, JACKIE	\$195.00
13589	KREIKEMEIER, JULIE	\$108.13
13590	LARSEN, CHANNA	\$226.26
13591	LESHER, AMBER	\$373.75
13592	LOPEZ, MARIA	\$337.50
13593	LORENZ, JILL	\$319.38
13594	LUEBBE, HEIDI	\$21.88
13595	MAHER, RACHEL	\$38.75
13596	MARVIN, SARAH	\$16.25
13597	MATHESON TRI-GAS INC	\$31.85
13598	MID-AMERICAN RESEARCH CHEMICAL	\$290.00
13599	MILLER, SINSIERRA	\$348.13
13600	MUNTZ, JANELLE	\$38.75
13601	MURPHY-1099, DAWN	\$875.00
13602	MYERS, ROBYN	\$45.63
13603	NOVAK, MEGAN	\$428.75
13604	PAYFLEX SYSTEMS USA, INC.	\$297.60
13605	PRESENCELEARNING INC	\$32,143.28
13606	QUADIENT FINANCE USA, INC	\$1,981.76

Check Number	Vendor	Amount
13607	RAMIREZ, ROSA	\$70.00
13608	ROBERTSON, KATIE	\$547.50
13609	ROSNO, DUNCAN	\$163.52
13610	SCHIEFFER, CHRISTA	\$58.75
13611	SKIPTON, CHRISTINE	\$113.13
13612	SLATTERY, KARI	\$31.88
13613	SPENCER, SAMANTHA	\$10.00
13614	STEALTH BROADBAND	\$5,690.88
13615	STERLING COMPUTERS	\$327.01
13616	STRONG, KAYLEE	\$365.00
13617	STUHR MUSEUM	\$336.00
13618	SUNBELT RENTALS	\$1,953.06
13619	T-BONE TRUCK STOP	\$11,400.06
13620	THE HOME DEPOT PRO	\$2,447.40
13621	THEGE'S WILD WEST BAR-B-QUE, LLC	\$5,948.53
13622	VOSS LIGHTING	\$175.86
13623	ZOUCHA, JOANNE	\$131.88
13624	MARVIN, SARAH	\$51.58
13625	PLATTE COUNTY TREASURER	\$9,058.32
13626	PLATTE COUNTY TREASURER	\$7,055.27
13627	AMAZON CAPITAL SERVICES	\$441.65
13628	CAPITAL ONE/WALMART	\$621.54
13629	HOBBY LOBBY	\$110.15
13630	HY-VEE FOOD STORES	\$754.78
13631	SUPER SAVER	\$563.76
13632	AMAZON CAPITAL SERVICES	\$1,003.15
13633	ALLEN, ETHAN	\$80.16
13634	BATES, LINDSEY	\$199.51
13635	COLUMBUS ARNOLD MOTOR SUPPLY	\$32.60
13636	DONOGHUE, TRACY	\$299.26
13637	EAKES OFFICE SOLUTIONS	\$25,110.30
13638	ENTERPRISE ELECTRIC-COLUMBUS	\$418.02
13639	FOLLETT CONTENT SOLUTIONS, LLC	\$1,244.49
13640	GRAFE, TARA	\$199.51
13641	HAKE, ANGELA	\$1,977.50
13642	JARESKE, CHRISTINA	\$224.45
13643	JARESKE, KELSEY	\$174.57
13644	KELLY SUPPLY CO.	\$546.60
13645	LUNCHTIME SOLUTIONS, INC	\$397.43
13646	MENARDS-COL	\$1,874.18
13647	MERRILL, KIM	\$352.70
13648	MICEK, ERICA	\$285.01
13649	MUCHMORE, KELLY	\$213.76
13650	NEWILL, TOBIE	\$127.50
13651	O'REILLY AUTO PARTS-COL	\$40.58

Check Number	Vendor	Amount
13652	ROBINSON, MEGAN	\$39.38
13653	SECURITY EQUIPMENT	\$3,628.78
13654	SETTLES, ERIN	\$162.09
13655	SONOVA USA, INC.	\$1,742.67
13656	STEMPEK, STACI	\$224.44
13657	TWOREK, DANIEL	\$199.51
13658	VIERGUTZ, NATISHIA	\$224.45
13659	WRIGHT, ABBEY	\$199.51
13660	ACCENT FLORAL AND GALLERIA	\$50.00
13661	AHRENS, KYLER	\$49.49
13662	BLICK ART MATERIALS	\$746.65
13663	DAU, PAYTON	\$375.63
13664	ESU #7 SPECIAL EDUCATION	\$23,882.56
13665	FIRST NATIONAL BANK OMAHA	\$15.00
13666	FIRST NATIONAL BANK OMAHA	\$137.02
13667	FIRST NATIONAL BANK OMAHA	\$208.81
13668	FIRST NATIONAL BANK OMAHA	\$705.81
13669	FIRST NATIONAL BANK OMAHA	\$201.10
13670	HIRERIGHT	\$103.20
13671	LINCOLN JOURNAL STAR	\$563.68
13672	MOSER, ELIJAH	\$49.27
13673	NCECBVI	\$4,600.00
13674	OCCUPATIONAL HEALTH SERVICES	\$90.00
13675	U AND I SANITATION LLC	\$1,860.00
13676	VIVIAL	\$69.90
13677	ASSOCIATED STAFFING, INC	\$4,641.18
13678	RUTT'S HEATING & AIR CONDITIONING, INC -	\$80,971.20
		<u>\$3,902,334.18</u>
	Voids Previous Months Check #'s 9743,10095,12829	<u>-\$328.00</u>
	Total Fund Expenditures	<u><u>\$3,902,006.18</u></u>

Travel Report
January 2023

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
12/7/2022	0.75	SARA COLFORD	WAYNE STATE ADVISORY COUNCIL MEETING - WAYNE	\$0.00
12/7/2022	1.00	JACLYN LONG	SPEAKER AT FCS ELEVATE CONFERENCE - WAYNE	\$165.00
12/13/2022	2.000	JILL SPALE	2022 DRUG SYMPOSIUM - NORFOLK	\$75.00
12/13/2022	0.625	AMY YOUNG	PICKUP FUNDRAISER COOKBOOKS - KEARNEY	\$165.00
12/16/2022	0.500	AUSTIN CARMICHAEL	CHS WRESTLING - GRAND ISLAND	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$405.00 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

January 4, 2023

Doug Molczyk
Board of Education
Columbus Public Schools

Dear President Molczyk and Members of the Board:

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

\$1,140.00 - Kramer Child Development Center
\$26.49 - Lighting of the Anchor
\$3,569.71 - Columbus After School Program
\$157.07 - Comfort Closet
\$60.00 - Educators Rising

\$6,556.94 - CMS DYTI grant purchases
\$3,088.80 - Classy Cookers of CMS Cookbooks
\$5,808.45 - CMS Holiday Spirit Coop
\$285.00 - Dual Credit Scholarship

Band Boosters

\$770.00 - CMF Advertising & Program Printing
\$1,585.00 - Waffleman
\$550.00 - HWAA Band Competition

Centennial PAC

\$80.04 - Santa supplies
\$104.71 - Gingerbread House Supplies

Emerson PTO

\$42.95 Popcorn Supplies
\$79.98 - Big Apple Bagels for Staff

Post Prom

\$102.30 - Mailing Postage and Supplies

North Park PTO

\$93.98 - Classroom Supplies

Lost Creek PTO

\$6,311.50 - Butter Braid Fundraiser
\$121.79 - Health Screening Supplies
\$56.01 - Ice Cream Social Supplies
\$127.19 - Field Trip Fuel
\$826.23 - Cookies with Santa Event

Sports Boosters

\$97.87 - Senior Flowers
\$3,060.00 - Fall Sport Support
\$6,000.00 - Summer Weights Program
\$1,057.60 - Program Printing

Vocal Music Boosters

\$11.20 - Printing
\$100.00 - Variety Show Prize

West Park PTO

\$256.91 - Stem Family Night Supplies
\$877.63 - Classroom Supplies
\$252.00 - Field Trip
\$151.00 - Santa Rotation Supplies
\$233.60 - Stickers

The total contributions for the month of December was **\$43,641.95**

The total contributions for the FY 2022 total is **\$386,067.35**

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

Thank you for your consideration.

Sincerely,



Nicole Anderson
Director of Marketing & Foundation

Columbus Public Schools
Learning Environment Observation Analysis

Evidence

1. Semester 1 Student Engagement Elements from the Marzano Focused Teacher Evaluation Model
2. Upbeat Teacher Surveys
3. Cognia Student and Family Surveys
4. Columbus Public Schools Fall 2022 Learning Environment Synthesis

In the fall of 2021, Columbus Public Schools teachers and principals were introduced to the Marzano Focused Teacher Evaluation Model (MFTEM). Throughout the 2021-22 school year, the administrators were trained on the new instrument. Full adoption and implementation of the new model occurred this school year, 2022-23. CPS chose to use the MFTEM analyzed data, rather than the Cognia ELEOT, because the principals wanted to maintain consistency using one observable instrument. The MFTEM data is valid and reliable because the entire model focuses on student evidence of the desired effect and is scored and collected using the iObservation Platform. The scoring criteria is specific for evaluators. For teachers to earn a score of 3.0 “Applying” level, the desired effect must be observable and displayed in the majority of students. For teachers to earn a score of 4.0, the desired effect must be observable and displayed in more than 90% of the students. In regards to the Learning Environment Observation Evaluation Criteria, the MFTEM received a 4 in the Instrument Quality because the purpose of moving to the MFTEM is to measure learner engagement in learning. The MFTEM received a 4 in Certification of Observers because all evaluators have received initial and ongoing training with the model along with side-by-side coaching to ensure consistent scoring. The MFTEM received a 4 in Observations because there is a minimum requirement of the teacher being observed for “not less than 50 minutes” for a formal observation. Additionally, CPS received permission to use the MFTEM data from the Cognia Director of Client Services after sharing the model and the rationale for using only one observable instrument. The Cognia student and family surveys and the Upbeat teacher surveys were used to gain additional insight into the learning environment. The Cognia and Upbeat surveys have been found to be valid and reliable based on the published White Paper Reports. However, the data is not able to help determine trends as all of the instruments have been used for less than two years.

Observation data was collected and analyzed at the building and district levels. Seven of the twenty-three elements from the MFTEM have been aligned to the Learning Environment. The elementary level had teachers who performed the highest in three of the seven elements with the following average observation score: Identifying Critical Content 3.08, Providing Feedback and Celebrating Progress 3.14, and Communicating High Expectations for Each Student to Close the Achievement Gap 3.29. The elementary and middle school levels performed the highest in one of the seven categories with the following observation score: Using Engagement Strategies 3.27. The middle school also performed the highest in another category with the following observation score: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom 3.32. The high school level had teachers who performed the

highest in two of the seven categories: Organizing Students to Interact with Content 3.1 and Establishing and Acknowledging Adherence to Rules and Procedures 3.35. Three of the seven elements are areas of concern at the middle level as the average observable score was below the district teacher's expectation of a score 3. The three areas are Identifying Critical Content 2.75, Organizing Students to Interact with Content 2.97, and Communicating High Expectations for Each Student to Close the Achievement Gap 2.9.

Overall, the highest areas for learner engagement as a system were Establishing and Maintaining Effective Relationships in a Student-Centered Classroom 3.29, Using Engagement Strategies 3.24, and Establishing and Acknowledging Adherence to Rules and Procedures 3.24. The district findings are supported by over 97% of teachers reporting they care about the well-being of the students, 87% of students in grades 3-5 reporting adults in my school show they care about us, and 77% of parents reporting adults in the school care about my children's well-being. Additionally, 85% of teachers report students are engaged in learning activities. This is an increase of 4% from the previous year. At least 75% of students in grades 3-5 reported having different tools to help them learn about things in the past 30 days. Also, 81% of students in grades 3-5, 65% of students in grades 6-12, and 78% of parents report digital tools have been used in the past 30 days to support learning. The lowest area for student engagement as a system is Identifying Critical Content from the Standards 2.95. This average is below the district teacher's expectation of a score of 3. This finding is supported by students in that 53% of students in grades 3-5 and 42% of students in grades 6-12 reported in the past 30 days adults asked what I thought about my lessons and learning activities.

A focus for Columbus Public Schools and the Marzano Focused Teacher Evaluation Model is to increase student achievement with highly engaged lessons. ***The theory of action the system is adopting is the following: By providing regularly scheduled side-by coaching and observation reflection for all the building principals in the Marzano Focused Teacher Evaluation Model, principals will increase his/her instructional leadership that will positively impact teacher instruction and student engagement.***

Columbus Public Schools Stakeholder Feedback Analysis

Evidence

1. Upbeat Teacher Surveys
2. Cognia Student and Family Surveys
3. Fall 2022 Cognia Student & Family Survey Analysis
4. Stakeholder Feedback Findings & Themes Fall 2022
5. LEP Program Review 2021-22

Columbus Public Schools (CPS) collects feedback in the form of surveys from teachers, students, and families. The feedback is used to guide decisions at the district and building levels. There have been a variety of teacher surveys used in the past, but in the last two years CPS has started using the Upbeat teacher surveys. The Cognia student and family surveys have been collected every five years, during accreditation years so trend data is not available.

CPS utilizes the Upbeat surveys that measure teacher engagement. This data is used to help increase teacher retention. Upbeat's white paper reports that the survey's item quality, test reliability and validity to be "sufficiently high". For the past two years, the Upbeat teacher survey has been administered in the fall and spring with an average of 87% response rate. The Cognia eProve student survey was administered to all students in grades 3-12 with an 85% response rate. The Cognia family survey was shared through all district digital platforms and had a 7% response rate. The following ratings have been determined for CPS in regards to the institution's stakeholder feedback package holistically: 4 in Item Quality because all protocols and surveys were proven as reliable and valid, 4 in Administration because all populations of teachers, students, and families were given the opportunity to complete the surveys, 1 for the Cognia family surveys and 3 for the teacher and student surveys for Number of Responses due to the percentage of participation listed above, and 4 in Equity of Responses because all subpopulations were represented in the teacher and student populations. Subpopulation data is not collected on the Cognia family surveys. Although the majority of the Cognia rubric scores are high, the surveys used in the analysis have not been administered frequently enough to determine trends. Additionally, we believe we could increase the percentage of responses to the Cognia family survey by sharing the survey with parents during fall parent-teacher conferences each year.

The areas the teachers responded to most favorably were in equity at 92%, care and commitment at 91%, and satisfaction and purpose at 90%. The biggest areas of improvement reported by the teachers were autonomy, teacher voice and leadership, and work/life balance. The items students in grades 3-5 responded most favorably were 93% indicated *they feel the adults in their school make sure they have what they need to learn*, 91% responded *the adults in my school know and do their work well*, and 89% responded *the adults help us believe we can do things*. The areas students in grades 6-12 responded most favorably were 77% responded *the adults make decisions that keep us safe*, 73% responded *the adults make sure we have the resources we need to learn*, and 67% responded *the adults in my school know and*

do their work well. The areas families responded to most favorably were 78% responded *the adults treat us with respect*, 78% responded *the adults used digital tools that helped to improve their student's learning*, and 77% responded *the adults think about children's safety when making decisions and care about children's well-being.*

The lowest rating areas reported by the teachers were diversity at 47%, cultural competency at 56%, and professional development at 59%. The only area that did not show growth was equity with a difference of -1 with a rating of 93% last fall to 92% this fall. Equity was the highest rated area by the teachers. The lowest ratings by students in grades 3-5 were 53% reported *adults ask me what I think about my lessons*, and 54% that *in the past 30 days I had different tools to help me learn about things I like*. The lowest ratings for 6-12 students were 31% responded that *adults in school take time to get to know me* and 37% responded that *in the past 30 days lessons were changed to meet my needs*. The lowest ratings from families found that 54% responded that *in the past 30 days my child engaged in lessons that improved their desire to learn new things* and 55% responded that *in the past 30 days my child used digital tools that helped to improve my child's learning*.

The building leaders receive individual, monthly coaching on the Upbeat surveys from an instructional coach through Upbeat. The building principals develop yearly plans and goals with an Upbeat leadership coach based on the Upbeat teacher surveys. with the coach and update the plans and goals each month. The plans and updates are shared with the Director of Human Resources.

Overall, CPS is strong in the area of Culture of Learning. School and classroom safety is a priority. This year specifically, the district goal was to improve student behavior. At the beginning of the year, all school principals provided professional development to the staff over the Tier I Well-Managed Classroom. It is expected that this topic is reviewed at each monthly staff meeting with teachers and in return, teachers continue to consistently share behavior expectations with students. We are also strong in the Leadership of Learning area. Teachers were given more flexibility with their daily schedules and in how they wished to teach the curriculum. On-site support from the CIA Department was provided at each of the five elementary schools this fall. The teachers determined what topic of support was needed and the building principals were present for every support session so they could provide instructional leadership along with the CIA Department leaders. Finally, the CIA Department provided a Select-a-Session PD. This allowed all K-12 teachers the opportunity to attend three different sessions of their choosing. It also allowed teacher leaders the opportunity to provide sessions along with the principals, instructional coaches, coordinators, directors, and superintendent. Improvements need to be made in the area of Culture of Learning based on teachers, students, and parents reporting a lack of diversity and cultural competencies among staff and leadership. Principals shared they do not have the adequate skills and/or knowledge to lead in this area. We also need to address the area of Engagement of Learning. Several of the areas on the surveys aligned to this area were low and our subgroup achievement and growth scores were low for our English Learners and Special Education students. We also have three schools that need to

write Additional Targeted Support and Improvement (ATSI) Plans for subgroups based on AQuESTT designations from NDE.

The system and building leaders, in collaboration with the stakeholders from across the district, have devised theories of action to address the greatest concerns that surfaced during the analysis. ***First, if the system reaches out to experts in the area of cultural competencies, then the school leaders will increase their leadership capacity to create a more culturally responsive climate for students and staff. Second, if the system and schools restructure the English Learner Newcomer Program and schedule, then EL Newcomer students will have access to and engage with the Tier I curriculum sooner and become more successful. Finally, if the professional development program targets the academic and behavior MTSS tiers, then an increase in overall student engagement, growth, and achievement will occur.***

Columbus Public Schools System Student Performance Analysis

Evidence

1. Analyzed learner performance data
 - a. NSCAS Systemwide
 - b. NSCAS Site based
 - c. District comparisons similar to Columbus Public Schools
2. Analyzed senior cohort, graduation, attendance, disciplinary, and demographic data
3. Analyzed Cognia student and family survey data
4. Analyzed NEP Secure chronic absenteeism data
5. NDE District Snapshot 2021-22

The learner performance leadership team has disaggregated the state NSCAS student data in grades 3-8 and 11 from the past five years. Data was not available for the 2019-20 school year due to Covid-19 and school closures.

When analyzing ELA and math data that includes all students there is not a general trend pattern over the years. Most grades increased in proficiency in one content area one year and then decreased in the same content area in another year. A downward trend among students in grades 4, 6, and 7 shows a decline in ELA proficiency in achievement over the last 4 years. There is an upward trend in more 11th grade students showing proficiency on the NSCAS ACT ELA over the last 4 years from 35% proficient to 41% proficient. When analyzing subgroups in ELA and math, English Learners and Special Education students were outperformed by their peers. There has been a significant decline in the percent of EL students in grades 3-8 and 11 showing proficiency in ELA and math over the past five years. CPS remained consistent or showed a slight decrease in proficiency in science for students in grades 5 and 8. When looking at districts similar to Columbus Public Schools, students at Norfolk Public Schools show a higher rate of students proficient in ELA and science when compared to Columbus Public Schools (CPS), Grand Island Public Schools, (GIPS) and Lexington Public School (LPS) for the 2021-22 school year. Math comparisons show CPS outperforms peers in some grades while NPS outperforms in others. CPS students outperformed their peers in science as compared to peers in GIPS and LPS.

The following was determined when analyzing the senior cohort data. Students who received dual credit for at least one class remained consistent over five years. Students receiving career certification increased steadily over five years resulting in a 25% improvement. Students completing a program of study showed a 20% increase over five years. Students entering the military have remained steady/constant over the course of five years. The graduation rate has decreased slightly but remained relatively consistent across the five years.

Although the attendance rate at the district level has remained relatively unchanged with an average of 95% over the past four years, there has been a significant increase in chronic absenteeism at the district level from 9.39% in 2018-19 to over 18.05% in 20-21. Data was not available for the 2019-20 year due to the Covid-19 Pandemic. All buildings showed an increase in chronic absenteeism for the same time period. Suspensions have increased slightly at the

middle and high school levels over the past four years. Expulsions remain very low in the district. However, there was an increase in student expulsions at the middle and high school levels during the 2021-22 school year showing a total of 13 student expulsions.

A review of our data has resulted in several findings. Despite some success, our district has either remained the same or shown a decline in achievement in ELA, math, and science. Our first priority will be to place a focus on Tier I instruction. There has been a significant decline in proficiency by our EL students throughout the entire system. Therefore, our second priority will be taking a deeper dive into how we currently serve EL students and what changes can be made to make sure EL students have equal access to Tier I instruction and determine what building and system changes need to be addressed to better meet the needs of our EL students. Finally, we have had a significant increase in chronic absenteeism at the district and at every school. Chronic absenteeism is defined as students missing 10% or more of their days in membership at a school or district. Chronic absenteeism negatively impacts student learning and growth. ***Our overall theories of actions are: 1) if we can improve teachers' and principals' understanding of Tier I of the MTSS model all student populations should make growth and improvement., 2) if the system and schools restructure the English Learner Newcomer Program and schedule, then EL Newcomer students will have access to and engage with the Tier I curriculum sooner and become more successful, and 3) if we develop a comprehensive attendance plan and share it with all stakeholders (certified staff, classified staff, students, and parents) then attendance will increase and proficiency levels in ELA, math, and science will increase.***



CIA Department Updates

January 9, 2023

Professional Development Updates

•Domain 2: Standards-Based Instruction from the CPS Focused Teacher Evaluation Model

- All CPS principals were trained by CPS Coordinators, Michelle Oppliger and Dr. Jess Volker, on December 21st
- Head principals provided the Domain 2 PD to their staff on January 4th

•K-12 Math Vertical Alignment Session #2

- Took place on January 4th and facilitated by Julie Kreikemeier and Dr. Jess Volker
- The team consisting of building principals, math teachers, EL teachers, and Special Education teachers from every grade/course and level
- Agreed upon a progression of K-12 math topics aligned to the 2022 Nebraska Math Standards
- Checked for omissions or gaps
- Next step is to update/create proficiency scales

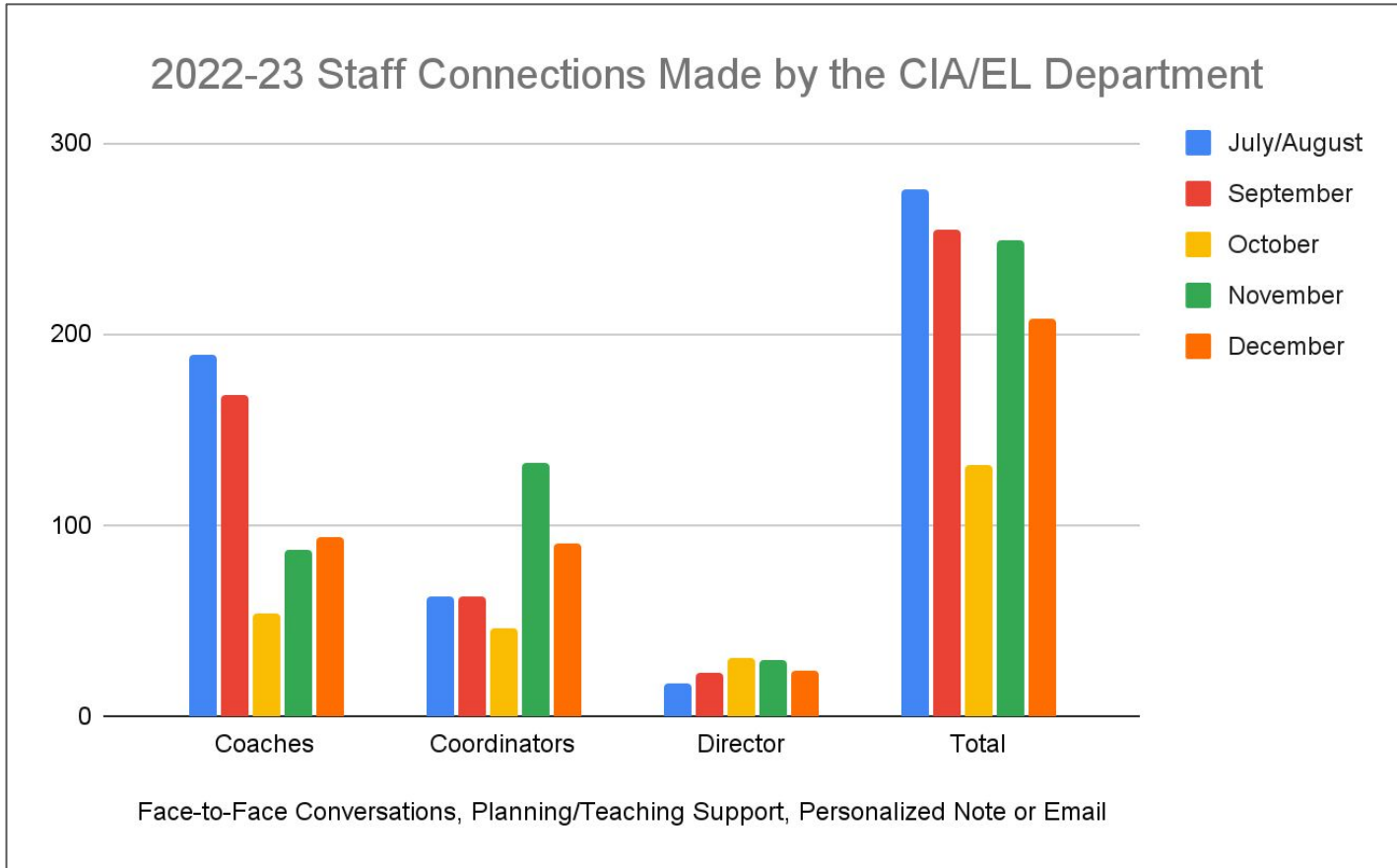


Cognia Update

- All required evidence must be created and uploaded into the Cognia Platform by February 1st
- All directors and Dr. Loeffelholz rated the Cognia Standards as a systems using building scores and feedback from all 7 building principals
- BOE will have receive the major pieces of CPS evidence that will be shared with Cognia at the January, February, and March BOE Meetings
- Cognia Visit is April 3rd and 4th
- BOE Members will need to be interviewed as part of the accreditation process



CIA Department Staff Connections



Columbus Public Schools Unpaid Meal Policy

The purpose of this policy is to establish limitations on the number of breakfasts or lunches a student may receive when the account balance is not sufficient to cover those costs, to provide for alternate meals to be served to students when account balances reach certain limits, and to protect the District from such unpaid financial obligations.

Families are encouraged to keep account balances in the positive at all times. Deposits are accepted at each school building and at the Administration Building. Deposits may be made by cash, check, or online through your family Wordware account. Account balances and purchase details by student may be obtained through the family access portal in Wordware. If online access to Wordware is not available, the District office may be contacted at (402) 563-7000.

Each day that a student eligible for reduced price or paid meals brings the actual amount of the cost of the meal, that student will be provided a breakfast and/or lunch and the amount received will be applied to the cost of that meal rather than to reduce a prior negative balance.

In the event that a student's account balance reaches -\$15.00, the student will be offered an alternate meal meeting reimbursable requirements of the USDA school nutrition program. The District will also provide the necessary forms for the student's parent or guardian to apply for free or reduced price meals. Such benefits may be applied for at any time during the school year. At the High School and Middle School a la carte purchases will not be permitted if a student's account balance is below \$0.

To the extent possible, all actions pertaining to students with negative account balances will be handled as confidentially as possible. Communications regarding account balance concerns will be provided by text, phone, and e-mail through the family Wordware account. Communication in writing by assigned District personnel will only be done at the end of each semester. It is the parent's (or guardian's) responsibility to create a Wordware account and maintain a positive family balance in their account. Students will not be used as couriers of such information.

This policy shall be provided in writing on an annual basis to students and parents through the District website and also in the annual back to school mailing and in school handbooks. The policy shall also be provided in writing to households transferring into the District during the school year. It shall also be provided to school administrators and others charged with enforcement of this policy.

This policy shall be reviewed and adopted on an annual basis.

Policy Adopted: 1/11/2021
Policy Reviewed: 1/11/2021
Policy Revised: 1/18/2021

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska



Columbus Public Schools Date:

School Fundraising Application

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

School: CHS Name: Megan Wemhoff

Fund Raising Company (if applicable):

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

What is your school/group's money-earning plan? We want dancers who are participating in Jam the Gym to have access to online purchasing of the t-shirt for the event.

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

\$500

How will this money be used? For dance competitions and uniforms

What are the proposed dates? January 15

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

Are you selling tickets or a product? Tickets Product Neither
(If you selected product, please specify the product that you are selling.) T-Shirts for Jam the Gym

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

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

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

Are any contracts to be signed? Yes No If yes, by whom?

Has your school/group devised a budget plan to expend earnings? Yes No

Does the building principal give full approval for this plan? Yes No

Principal's Signature

Date 1/5/23

(for district use only)

Approved by Date







To: Board of Education
From: Leonard Kwapnioski & Dr. Kay
CC: Dr. Loeffelholz
Date: January 6, 2023
Re: 3rd Ave Site Clean-up

Dr. Kay and I recommend that the Board of Education approve the attached bid for the 3rd Ave. property to have the following items completed:

- Trees removed
- Septic system removed
- Road built to the garage area
- Remove all rubbish including tires, boat, and miscellaneous items
- The house will be removed once the state permit has been signed and returned. The delay was for the required asbestos testing which came back negative.

I only received 1 bid after contacting other companies. I do feel this is a reasonable price. Let us know if you have any questions or concerns.

Thanks.

Dr. Kay & Leonard

Koch Excavating Co.
5211 Howard Blvd.
Columbus, NE 68601
402-564-6116 Fax: 402-564-6009

January 5, 2023

Attn: Leonard Kwapnioski
RE: Demolition Bid for jobsite at 38th Street and 3rd Ave

Bid to remove house, old barn, tires on site and fill in basement
Bid includes building road from 38th street to driveway going into detached garage.
TOTAL BID.....\$15,000.00

Bid to remove trees, dig burn hole, place trees in hole to burn. When trees are burned we will
haul off the unburned stumps and fill in hole.
TOTAL BID.....\$10,000.00

Koch Excavating will be responsible for purchasing asbestos inspection and report and
contacting diggers hotline prior to work starting.
Disconnect all utilities prior to Koch Excavating arriving on site.

Thanks,
Steve Koch
Koch Excavating Co Inc
402-564-6116

CONCUSSION AWARENESS

Training to recognize the symptoms of concussions and brain injuries and how to seek their proper medical treatment shall be made available to coaches of the district's athletic teams.

The district will provide information on concussions and brain injuries to athletes and their parents or guardians prior to the beginning of practice or competition including at least:

1. The signs and symptoms of concussions;
2. The risks poses by sustaining a concussion; and
3. The actions a student should take in response to sustaining a concussion including the notification of coaches.

A student participating on a school athletic team shall be removed from a practice or game when reasonably suspected of having sustained a concussion or brain injury in that activity after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. Any parent or guardian who suspects a student has sustained a concussion is expected to immediately notify district coaches or administrators of the injury. Students who suspect they have sustained a concussion shall immediately make such notification.

The injured student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student;

1. has been evaluated by a licensed health care professional;
2. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional;
3. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity as required above, the parent or guardian of the student shall be notified by the school of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.

It is the responsibility of the superintendent to implement this policy.

Legal Reference: LB 260 Concussion Awareness Act

Policy

COLUMBUS PUBLIC SCHOOLS

Adopted: 10-10-11
Revised: 1/18/21

Columbus, Nebraska
Reviewed: 1/10/22