

Regular Meeting
Monday, September 9, 2024 5:30 PM
Kramer Education Center
2410 16th Street, Suite A
Columbus, NE 68601

- I. CALL TO ORDER
- II. ROLL CALL OF THE BOARD
- III. EXCUSE BOARD MEMBERS
- IV. PLEDGE OF ALLEGIANCE
- V. NOTICE OF OPEN MEETINGS ACT
 - V.A. President ensures all can hear proceedings
- VI. MISSION STATEMENT
- VII. PUBLIC COMMENT
- VIII. GUEST PRESENTATIONS
- IX. RECOGNITIONS BY BOARD
- X. BUILDING OR DISTRICT PRESENTATION
 - X.A. Sixpence Presentation
 - X.B. CMS Presentation
 - X.C. Senior Release Program Presentation
- XI. CONSENT AGENDA
 - XI.A. Items to be removed from the Consent Agenda
 - XI.B. Meeting Minutes
 - XI.C. Finance Reports
 - XI.D. Staffing Reports

- XI.E. Professional Travel
- XII. FOUNDATION REPORT
- XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES
 - XIII.A. Director of Teaching and Learning
 - XIII.B. Director of Special Education
 - XIII.C. Assistant Director for Student Services
 - XIII.D. Director of Human Resources
 - XIII.E. Director of Operations
 - XIII.F. Superintendent
- XIV. MONTHLY REVIEW OF POLICIES
- XV. DISCUSSION OF ACTION ITEMS FOR THE NEXT MEETING
 - XV.A. Proposed 2024-2025 Budget
 - XV.B. Snow Fence Placement Approval from the City of Columbus
 - XV.C. Fundraising Applications to be Approved
 - XV.D. Out of State Field Trips
 - Close Up Field Trip
 - CHS Vocal Music
 - CHS Winter Percussion
 - XV.E. Surplus
 - XV.F. Replacement Schedule for 2014 Blue Bird Buses 300 & 301
- XVI. ACTION ITEMS FOR THIS MEETING
 - XVI.A. First Reading of Policy 504.25 Title IX and Exhibits
 - XVI.B. First Reading of Policy 503.04 Addressing Barriers to Attendance
 - XVI.C. Second and Final Reading of Policy 611.02 Student Promotion, Retention or Acceleration

XVI.D. Second and Final Reading of Policy 502.02 Nonresident Students/Option Enrollment including Policy 502.02E1

XVI.E. Second and Final Reading of Policy 402.02 Employee Conflict of Interest

XVI.F. Resolution To Access Property Tax Authority

XVI.G. Resolution to use the Qualified Capital Purpose Undertaking Fund

XVII. BOARD REQUESTS FOR INFORMATION

XVIII. BOARD SHARING

XIX. EXECUTIVE SESSION

XX. ADJOURN

Sixpence



Columbus Public Schools Handbook

Kramer Education Center
2410 16th Street
Columbus, NE

(402) 563-7000 Extensions 13502 & 13089

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Welcome:

Our Columbus Sixpence staff would like to welcome you to our program. We are looking forward to working with you and your child in the days to come! We are here for you!

Philosophy of Columbus Sixpence:

The Sixpence program is designed to provide parents and soon to be parents the opportunity to bond and develop strong relationships with their children/unborn children. They will learn to be their child's first teacher, promote learning within the home environment, encourage and support curiosity within the child's play. Sixpence will serve as a resource for support.

Program Goals:

How will this program help your child be ready for school? Your child will have the skills he/she needs to succeed in school. The parent/child support and education groups will build your child's social and emotional, cognitive, physical and language development skills which are essential for success in school. As a parent, you will learn how to support your child's language development and pre-literacy education. Transition to school activities will help you and your child connect to the pre-school he/she will attend.

What does Columbus Sixpence have to offer you?

Sixpence is a **volunteer** program designed to help and support you and your child. We will come into your home **three times** a month to visit and teach you how to teach your child, so that your child is ready to enter preschool. We are here to help track the development of your child. This will help us to be aware of any concerns in their development and we will help you get the help you and your child need. We are a guide to help you find resources within our community. We are here to help you! Thank you for giving us this opportunity to be a part of your journey.

Who is Eligible?

Families must reside within Columbus Public School's District in order to participate in the Sixpence program.

Child must qualify under at least one:

- Child whose family income would qualify them for participation in the federal free or reduced lunch program.
- Child born prematurely (*less than 37 weeks gestation*) or at low birth weight (*less than 5.5 pounds*) as verified by a physician.
- Child who resides in a home where language other than spoken English is used as the primary means of communication.
- Child whose parent(s) are younger than twenty at the time of enrollment.
- Child was, or is currently, in foster care and/or a state ward.
- Child currently has an IFSP.

Columbus Public Schools can serve up to the second child in one family. Columbus Public Schools will review each case separately when determining if a family should continue eligibility after the second child.

PARTNERSHIP AGREEMENT

The Sixpence Program understands how important it is for you that your child is ready for school. By working together, we hope to support you in being your child's first and lifelong teacher.

As partners, we both agree to:

- Be flexible
- Have open and honest communication
- Maintain confidentiality
- Focus on strengths
- Be respectful of each other
- Solve problems together
- Share ideas
- Have fun!

As the Early Childhood Coordinator, I agree to:

- Help you in understanding how your child learns and grows
- Support you in helping your child's development
- Provide and model everyday activities that you can do with your child
- Arrive on time and be prepared for the home visit
- Let you know in advance if I need to reschedule a home visit and work with you to find another date.
- Offer opportunities for you to be part of monthly parent-child play groups
- Bring resources and materials that interest you and your child, and meet your family's needs
- Be knowledgeable about community resources that can support your child and family
- Conduct developmental screenings so you can see how your child is growing and share information, including concerns with you, about your child's development.

When necessary, we...

- will recommend making a referral for further assessment.

As Coordinators we are unable to do the following for work ethic reasons:

- We cannot attend family parties or gatherings
- We cannot provide transportation
- We cannot buy from or sell to families

As a family, we agree to:

- Actively participate during regularly scheduled home visits two times a month
- Share information about my child's interests, learning and development
- Be prepared for the home visit by:
 - Thinking about stories and observations I can share about my child
 - Turning off the TV
 - Finding space where we can all be together
- Making sure my child is ready to participate
- Try out activities between home visits
- Help plan the next home visit
- Let you know (preferably a day ahead) if I need to cancel the home visit, and work with you to
 - reschedule in order to complete two home visits a month
 - Participate in parent-child groups

Another responsibility of the family is to let us know if there is any possibility of the following in the home:

- Sickness in the family
- Cockroaches, head lice, bed bugs
- Have you or anyone in the family been convicted of a felony? NO____ YES_____

This information needs to be told to the coordinator immediately to be able to take immediate action.

PRIVACY AND CONFIDENTIALITY:

The staff in our program work together on behalf of families, so discussions with co-workers or supervisors regarding the work of the program will occur. This only happens for the purposes of working together. **All Columbus Public Schools staff are mandated reporters of child abuse or neglect.** That means that if we have reason to suspect that a child is being abused or neglected, we must report this to the appropriate child protective services.

There may be other times that information might need to be shared without prior permission (*for example if there is a life-threatening illness or accident*). When the law or a medical emergency requires it, program staff will share information as needed. Otherwise, you will be notified and will sign a consent giving permission before we share any information about you or your family with any other person or organization.

GUIDELINES FOR ATTENDANCE:

The Sixpence Program is a **voluntary** home visiting program that serves a limited number of children and families. Consistent attendance and participation to program activities is vital for program effectiveness and in providing the strongest positive results for you and your child. Participation guidelines require families to complete **three** home visits per month and attend one monthly parent-child meeting (*optional*).

Home visits will be scheduled to best accommodate the schedules of both the family and the home visitor. A missed visit is any scheduled visit that does not occur because it was

canceled by the parent/caregiver or was a “no show”. Missed visits must be made up as soon as possible, preferably within the same week. If home visits become inconsistent, the home visitor will meet with family and discuss a plan of action to work with the family to make up home visits and establish a consistent schedule for ongoing home visits. If the expected three home visits are not made within any particular month, extra rescheduled home visits may be done in subsequent months to ensure the intensity of home visits is met.

Despite best laid plans, families may occasionally have difficulty developing the routines necessary for ensuring their availability for home visits. When a family does not maintain consistent home visits or have contact with the home visitor the following process will be taken: Send a letter expressing concern about the family situation and inquiring about the reason for the missed visits.

This letter will:

- Remind the family of the expectations related to visits and recognize that the family’s interests might have changed.
- Encourage the family to contact the home visitor and inform them that if they do not respond, they will be terminated so that another family can be enrolled.
- Finally, the letter will invite the family to re-enroll at a later date if their situation changed.

TRANSITION

At enrollment your home visitor will provide the family with an overview of the transition process, support provided, and planning for early childhood center-based classroom opportunities for their child at age three. Together, the home visitor and parents will establish a Transition Plan to accommodate the family and child before transitioning out of the home visiting program. This Transition Plan may include, but not be limited to:

- Providing the family with information about early childhood opportunities for 3 year olds, an overview of the transition process and the activities available that support successful transition.
- Asking parents what they would like for their child when he/she turns three; what educational opportunities would they like to pursue?
- Providing parents with child development information about the importance of group educational activities for children ages 2 ½-3 years.
- Identifying information/ideas for making transitions as smooth as possible.
- Providing support and encouragement to assist parents in planning for their child’s transition.
- Discuss activities that support successful transition for both the parent and child. Talk about questions and concerns.
- Discussing early childhood opportunities and referral options for 3-year olds.
- Discussing and participating in activities that support successful transitions for both parent and child.
- Supporting the child by including activities to encourage self-help skills in the home and later in school.
- Making sure that paperwork/applications, and arrangements are in place/complete for transition at age three.

- Arranging an opportunity for the parent and child to visit the classroom and/or meet Preschool teacher.
- Discussing and planning ways to be involved in a child's preschool.
- Scheduling a time to follow up with the family regarding the transition.

A child may be served through the age 3, Sixpence services will end the day the child turns 4.

CPS Sixpence Family Engagement staff with guidance from the Parents as Teachers model will support families to place 3 year old children in a center-based environment. In the absence of a center-based home visits may continue until this becomes available. The frequency and intensity of home visits for 3 year old families and children will be determined by staff and administrators, based on need. There will be a continual effort to transition 3 year olds to a group setting where they will get the most benefit for this developmental stage.

SERVICES PROVIDED

- Program Activities
- Home visits from a trained early childhood educator
- Parent-Child groups in school and community settings
- A developmentally appropriate book of the month program to encourage literacy in the home.

High School Credit

High school students participating in the Sixpence Program are eligible for school credit. Students must complete all of the requirements of the program including 2 home visits a month, monthly parent-child groups, a weekly journal, youth for Christ support groups during lunch at the high school and reading with their child. At the end of the semester, students are required to complete a presentation to the coordinators and site supervisor. For every semester completed, students can earn up to 5 high school credits. A maximum of 20 credits can be earned.

Importance of Parental Involvement

- Parental involvement increases academic performance in school. The more intensely the parent is involved, the greater chance of academic success.
- Parental involvement leads to positive child behavior.
- A parent's involvement can affect the child's attitude toward school, school behavior, self-esteem and motivation.
- Reading together at home greatly improves reading and literacy skills.
- Parental involvement benefits both children and parents. Parents gain a better understanding of the school expectations and activities and communicate better with their children.

ASSESSMENTS AND EVALUATIONS

Ages & Stages Questionnaire (ASQ)- is a series of parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal-social skills, and overall development

across time. The age-appropriate scale is completed by the parent or caregiver. The items on the scale represent behaviors that the child should be able to perform at that age.

Sixpence

Sixpence Assessment/Evaluation	Date of Completion
Keys to Interactive Parenting Scale (KIPS)	Spring/Fall
Home Visit Rating Scale (HoVRS)	Winter
Peabody Picture Vocabulary Assessment (PPVT)	Done at age 3
Devereux Early Childhood Assessment (DECA)	Spring/Fall <i>(6 months and older)</i>
MacArthur-Bates Communication Development Inventories (MacArthur-Bates)	Spring/Fall <i>(8-30 months, Spanish only)</i>
GOLD Observations/Assessments	Spring/Fall
Spring Family Survey	Spring

Permission is necessary for Sixpence staff to complete these assessments. By granting permission to complete these assessments/evaluations the family is agreeing to allow the program staff to:

- Exchange information related to the above child(ren) and family with the program evaluation staff at the Munroe-Meyer Institute (MMI) and
- Allow MMI staff to complete child and family assessments listed below as part of the evaluation of the program.

Keys to Interactive parenting Scale (KIPS) -is a structured observation tool of parent-child interaction. The parent-educator will videotape the parent during free play interactions for approximately 6-8 minutes. The video will be uploaded to a secure server at UNMC for the evaluation team to review.

Home Visiting Rating Scales (HoVRS)- The HoVRS is an observational measure that evaluates the effectiveness of the home visit, e.g., responsiveness to the family. All home visitors from each program will have a home visit videotaped for evaluation by the Program evaluator. The home visitor will share recording with the program evaluator.

Peabody Picture Vocabulary Test-4 th Edition (PPVT-4)- The PPVT-4 measures the child’s understanding of vocabulary. Vocabulary examples include balloon, cat, and tree. The PPVT is only used for English speaking children 36 months and older.

Devereux Early Childhood Assessment (DECA)- The DECA is a survey to assess your child’s social-emotional development. Social-emotional examples include how your child interacts and plays with others, handles his/her feelings, and enjoys activities. For children over

24 months, the DECA also measures the child's behaviors. Behavior examples include your child's ability to focus on tasks and react appropriately to peers.

Teaching Strategies GOLD- is an authentic, observational assessment system for children from birth through kindergarten. The assessment blends ongoing, authentic, observational assessments for all areas of development and learning with intentional, focused, performance-assessments tasks for selected predictors of school success in the areas of literacy and numeracy.

Survey of Health/Risk Indicators and Parent Education Outcomes- Each Spring staff will need to complete a data form for each family that indicates whether they met the project's health/risk/family indicators. Indicators will be established for the following areas: child health indicators, infants meeting established birth outcomes, and mother meeting established prenatal outcomes.

MacArthur-Bates Communication Development Inventories (MacArthur-Bates)- The MacArthur-Bates, assesses your child's ability to understand and say common words that are used with young children. It is only used to assess children younger than 31 months of age. For children 8 to 18 months of age, two scores are reported: understanding words and speaking words. For children older than 18 months, only the score for speaking words is reported.

EMERGENCY PROCEDURES

If an emergency occurs during a home visit, the home visitor will contact local help as needed. It is the parent's responsibility to notify home visitors of any health issues or concerns of members living in the home. It is also necessary to provide emergency contact information (name, address, and phone) of at least two other individuals that can be notified in the case of an emergency.

SCHOOL POLICY

Transportation

Home visitors will not be able to transport families in any circumstance.

Weather-Related Closing

If school is called off because of bad weather or for any other reason, it will be announced on the local news stations and Columbus Public Schools social media accounts. Home visitors will also contact parents if a home visit needs to be rescheduled due to bad weather or school closing.

Personal Leave

Home visitors will notify families of personal absence and schedule accordingly with families.

Contact Information:

Home Visitors

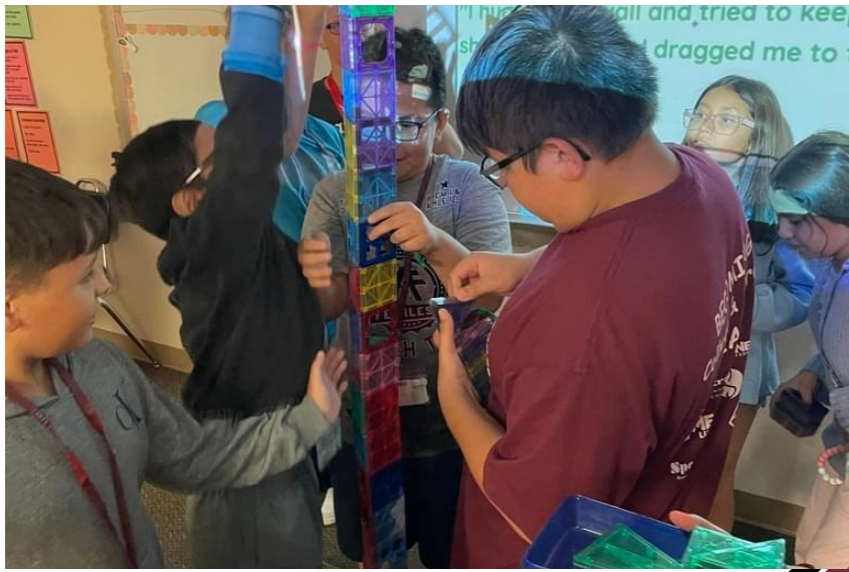
Ann Chavez (*Español*)
(402) 910-7295

Jill Lorenz
(402) 890-2848

I have received and reviewed the information in the Sixpence Handbook.

Sign

Date



Columbus Middle School

Enrollment: 1,183

EL %: 12%

SP %: 18.6%

F/R:%: 67%

Teachers: 82 (5 virtual) Certified Non-Teacher: 15 Classified: 38*



AQUESTT DATA

AQuESTT Classification Details Report 2023

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

Classification - Summary

Status: 2

Participation: No Adjustment

Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: N/A

Educational Opportunities and Access: 0 (0 or +1)

Postsecondary, Career, and Civic Ready: N/A

Student Achievement and Growth: 0 (0 or +1)

Educator Effectiveness: N/A

Final Classification: **2 Good**

Ratings Last Updated: 11-07-2023

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

Educational Opportunities Tenet - Chronic Absenteeism

Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled

	2021-2022	Baseline
# of Eligible Students	1204	1204
# Chronically Absent	167	167
Rate	13.87%	13.87%
Target Rate for 2022-2023:	13.18%	5% reduction
Current Year # of Eligible Students	1265	
Current Year # Chronically Absent	152	
Rate	12.02%	
Difference from Target Rate	+1.16%	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 13.18% is found by calculating the 2021-2022 baseline rate of 13.87% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 12.02% which is 1.16% better than the target rate.

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	1119	1119	2238
# of Proficient Assessments	522	604	1126
	% Proficient		50.31%

Your 2022-2023 Status Score: 50.31%

Applicable Cut Score for this Middle School: Status Score > 32 but ≤ 51

Your Status Rating: 2

COLUMBUS MIDDLE SCHOOL [71-0001-002]

Middle School Rating

Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	1212	1212	611	3035
# of Participating Students	1208	1208	608	3024
	% Participating			99.64%

Your 2022-2023 Participation Score: 99.64%

Your Participation Rating Adjustment: 0



AQUESTT DATA

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	104	
# On Track	23	
# Making Partial Progress	20	(count as a half point in the rate calculation)
Rate	31.73%	

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	1.16	-0.03	0.50	-0.02	
English Learner Progress	31.73	-0.67	0.50	-0.33	
Total			1.00	-0.35	

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2022-2023 Tenet Score: **-0.35**

Applicable Cut Score for This Middle School: Tenet Score \leq 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Educational Opportunities and Access tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.35 is at or below the cut score of 1.00, so this results in no adjustment to your classification rating.

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	1083	1081	2164
# of Students Showing Growth	607	709	1316
Growth Percentage			60.81%

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

Student Achievement and Growth Tenet - Non-Proficiency

	2020-2021	2021-2022	2022-2023
# of Eligible ELA & Math Assessments	2171	2140	2238
# of Non-Proficient Scores	1264	1310	1112
% Non-Proficient	58.22%	61.21%	49.69%

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **-4.27** (lower is better)

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been decreasing.

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	556
# of Proficient Assessments	347
% Proficient	62.41%

COLUMBUS MIDDLE SCHOOL [71-0001-002] Middle School Rating

Student Achievement and Growth Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Growth	60.81	-0.80	0.65	-0.52	
Non-Proficiency	-4.27	-0.25	0.25	-0.06	

Science Status	62.41	-0.44	0.10	-0.04
Total			1.00	-0.63

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2022-2023 Student Achievement & Growth Tenet Score: **-0.63**

Applicable Cut Score for This Middle School: Tenet Score $<$ 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Student Achievement and Growth tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.63 is below the cut score of 1.00, so this results in no adjustment to your classification rating.

BUILDING GOAL

School Culture Goal

Leading Indicator: Individual and school wide rules will be enforced consistently and equitably in all areas of the school to increase trust and a positive school culture.

- Measured twice a year using the Upbeat Survey. (School Safety and Order Question 16 and 19)
- Increase trust between adults from 58% to 75% as measured by the Upbeat survey (Question 23)

School Behavior Goal

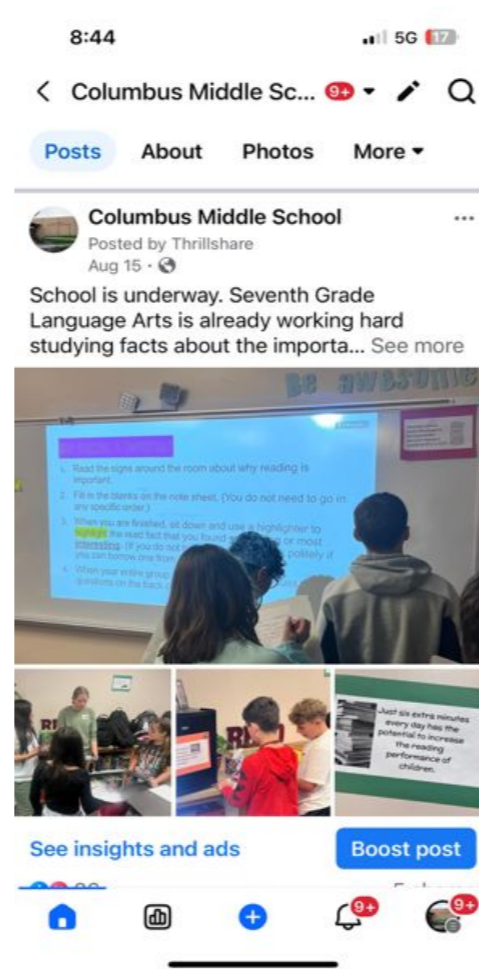
Leading Indicator: **Students perceive the school as a safe and engaging environment.**

- Increase the number of students who feel safe at school (hallway and classroom together) from 66% to 85%.
- Show an improvement in behavior as measured in a decrease in behavior referrals by 20% (insubordination and improper touch/language).

Highlights and Connections

Changes for 2024-25

- Bells
- Recess for 5th and 6th grade
- Smaller groups in lunch
- Additional Administrator
- Alternative Education– Tier 2 class
- Added staff (Attendance Monitor, another school psychologist, Alt Ed, more special ed staff, and a health aid)



CMS Family Connection

August, 2023

Welcome Back and First Day

Welcome back to school. We are so excited to be back! The CMS staff have been busy at work getting everything ready for our students. We can't wait to see you at our Open House and on the first day of school!

First Day of School

6th, 7th, and 8th grade August 13 from 8:00am-3:30pm

5th grade August 14 from 8:00am-3:30pm

Student Schedules & Open House



Regular Meeting
Monday, August 12, 2024 5:30 PM Central

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

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

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

Motion to excuse Mark Brown Passed with a motion by Doug Molczyk and a second by Candace Becher.

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

IV. PLEDGE OF ALLEGIANCE

V. NOTICE OF OPEN MEETINGS ACT

V.A. President ensures all can hear proceedings

VI. MISSION STATEMENT

VII. PUBLIC COMMENT

VIII. GUEST PRESENTATIONS

IX. RECOGNITIONS BY BOARD

Congratulations to Adam Whitmore on being chosen to receive the Golden Apple Award.

IX.A. Skills USA Presentation

Ben Loeffelholz and Adam Whitmore SkillsUSA sponsors introduced the National Championship SkillsUSA team Fisher Cyza and Nykolys Rutten. Mr. Loeffelholz said the competition was fun to watch, this is a special team. Fisher is a 2 time national champ. Nykolys is the president this year.

X. BUILDING OR DISTRICT PRESENTATION

Chip Kay, Superintendent, shared the building presentations criteria, he will share the slide deck. Building presentations will share learning and events that support the strategic plan.

XI. CONSENT AGENDA

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

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

Yea: 5, Nay: 0, Absent: 1

Motion to approve consent agenda Passed with a motion by Theresa Seipel and a second by Doug Molczyk.

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

Yea: 5, Nay: 0, Absent: 1

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

XI.B. Meeting Minutes

XI.C. Finance Reports

Jason Schapmann, Director of Human Resources and Fiscal Support, shared information regarding cash balances, revenue and expenses. He said they are still tracking down money from the double payroll payments that went out in July. This glitch was caused by the CrowdStrike outage and global software single point failure. The federal ESSER money has been closed out. The expense report shows payments for software updates to prepare for the start of school.

XI.D. Staffing Reports

There was one certified hire, an online case manager for special education.

XI.E. Professional Travel

Dr. Kay presented the travel report. Administrator Days was well attended and very positive for our staff. Nicole and Jordon Anderson attended the NSPRA Conference in Seattle.

XI.F. Foundation Report

Dr. Kay said that the CPS Foundation gave out teachers welcome bags for the first day of school paid for by a grant. The report shows a lot of funds for scholarships that go out during the summer. \$366,258.11 for the year; \$37,895.96 for the month.

He said things will pick up at the beginning of the school year.

XII. DIRECTORS & SUPERINTENDENT REPORTS

XII.A. Director of Learning

Teresa Hausmann, Director of Teaching and Learning shared a document showing all the work that took place last year. She also shared the list that they will be focusing on for 2024-2025 along with goals for the year.

XII.B. Director of Special Education (Asst Director of Student Services)

Jason Harris, Director of Special Education gave an update. All of the positions have been filled for this year. This includes some contracted hybrid, in-person and online hires. He said there will be another push mid-year to hire more staff.

XII.C. Director of Human Resources

Jason Schapmann, Director of Human Resources and Fiscal Support talked about projects he and his staff have been engaged in, including hiring people, acquiring certifications for teachers, the CPS Health Fair, the new benefits platform and the Time and Attendance system for classified staff.

XII.D. Director of Operations

Leonard Kwapnioski, Director of Operations updated on the CASSETTE House project. He said they are working through the HVAC issues and CHS. He is also working to get the problem with the Nantkes auditorium worked out.

XII.D.1. CASSETTE House Sale Approval

The superintendent recommends that the board approve the future sale of the CASSETTE House. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel. Mark Brown: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Mr. Kwapnioski discussed selling the old CASSETTE House. He has consulted with the attorney for the best process for CPS. Mr. Kwapnioski is asking the board for permission to start the process to sell this property.

XII.E. Superintendent

Dr. Kay said arrangement will be made to attend the September 25th Regional Meeting in Fremont. He said three board members will be receiving awards for attending events.

The SROs will be starting tomorrow. He had a meeting with the officers to discuss the expectations for all parties. Dr. Kay has requested they be out at all school sites and building relationships with staff and students.

Dr. Kay said CPS attended the Back to School Bash and the National Night Out. He would like to look at getting a pop up tent or something similar for events.

XIII. MONTHLY REVIEW OF POLICIES

XIV. DISCUSSION ITEMS

XIV.A. 2024-2025 Proposed Budget

Projected budget information was shared by Dr. Kay.

General Fund 2.9% increase over 23-24. He is recommending that the BOE exercise its ability to access the full amount of property taxing authority under the current property tax cap. LB243 calculated state aid to go up dollar for dollar.

XIV.B. Review and Discussion on Columbus Public Schools' Student Fees Policy 504.18, Regulation 504.18R1, and Exhibit 504.18E1

The board discussed the documents showing actual amounts as opposed to "varies".

XIV.C. Strategic Plan

Dr. Kay shared information about the strategic plan. There was discussion regarding the presentation and things that will be cleaned up. Dr. Kay said this he is please with the plan, he is requesting the board support the four pillars; students, facilities, staff, and community. He said the document is about 110 pages. Once it is approved, we will be tracking what is being done to accomplish the plans.

XIV.D. QCPUF Proposal

Dr. Kay said there will be a request to adopt a resolution in September for this funding. There will be a listing of what the funds would be used for if approved. He reminded the group that these funds can't be used for any other projects. We would make a bond payment with extra or give it back.

XV. ACTION ITEMS FOR THIS MEETING

XV.A. 2024-2025 Certified Staff Handbook

The superintendent recommends that the board approve the 2024-2025 Certified Staff Handbook for, as submitted. Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

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

The only items changed in the Certified Handbook were things that align with the strategic plan.

CASA leave for those people to be able to attend meetings or court to advocate for those children. Dr. Kay said that Grand Island is also adopting this leave. Changes and additions to titles are included. Staff report and leave times were added. The continuing education credits (CEU) was addressed.

XV.B. 2024-2025 Classified Staff Handbook

The superintendent recommends that the board approve the 2024-2025 Classified Staff Handbook, as submit. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

Classified Handbook changes and additions included the use of Thrillshare instead of Remind for district notifications. An explanation of the Time and Attendance software. The district now offers ten paid holidays. Leave without pay was clarified along with the first two weeks of school and vacation use during this time.

XV.C. Fundraising Applications

The superintendent recommends that the board approve the Fundraising Applications, as submitted. Passed with a motion by Doug Molczyk and a second by Candace Becher.

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

XV.D. Surplus Declaration Requests

The superintendent recommends that the board approve the Surplus Declaration Requests, as submitted. Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

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

XV.E. First Reading of Policy 611.02 Student Promotion, Retention or Acceleration

The superintendent recommends that the board approve the First Reading of Policy 611.02 Student Promotion, Retention or Acceleration, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

Motion to approve policy 611.02 Passed with a motion by Candace Becher and a second by Michael Jeffryes.

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

Dr. Kay clarified the retainment process at CPS.

XV.F. First Reading of Policy 502.02 Nonresident Students/Option Enrollment including Policy 502.02E1

The superintendent recommends that the board approve the First Reading of Policy 502.02 Nonresident Students/Option Enrollment including Policy 502.02E1, as submitted. Passed with a motion by Candace Becher and a second by Douglas Willoughby.

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

Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

The statute has changed for option enrollment. Dr. Kay is proposing a change in the high school capacity. The numbers listed in the policy are to cap options students in order to take care of our local students.

XV.G. First Reading of Policy 402.02 Employee Conflict of Interest

The superintendent recommends that the board approve the First Reading of Policy 402.02 Employee Conflict of Interest, as submitted. Passed with a motion by Doug Molczyk and a second by Candace Becher.

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

This policy was also changed by statute.

XV.H. Approval of the 2024-2025 Safety & Security Committee

The superintendent recommends that the board approve the 2024-2025 Safety Committee, to include KR-Ashlie Stone, Board Members Doug Willoughby and Mike Jeffryes. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

Mr. Kwapnioski said he wanted to check on the appointed board members before adding them to the list.

XV.I. Second Reading of Policy 504.10 Weapons

The superintendent recommends that the board approve the Second Reading of Policy 504.10 Weapons, as submitted. Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

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

The changes that were discussed at the last meeting were reviewed and approved.

XVI. BOARD REQUESTS FOR INFORMATION

XVII. BOARD SHARING

XVIII. EXECUTIVE SESSION

XIX. ADJOURN

Motion to adjourn Passed with a motion by Theresa Seipel and a second by Michael Jeffryes.

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

The meeting was adjourned at 9:11pm.

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, August 12, 2024.

President

Secretary

American Civics Meeting
Monday, August 19, 2024 5:30 PM Central

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

Candace Becher: Present
Mark Brown: Absent
Michael Jeffryes: Present
Doug Molczyk: Absent
Theresa Seipel: Present
Douglas Willoughby: Absent
Present: 3, Absent: 3.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

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

Mark Brown: Absent, Doug Molczyk: Absent, Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea
Yea: 3, Nay: 0, Absent: 3

IV. PLEDGE OF ALLEGIANCE

V. NOTICE OF OPEN MEETINGS ACT

V.A. President ensures all can hear proceedings

VI. MISSION STATEMENT

VII. PUBLIC COMMENT

VIII. Americanism Meeting/Hearing

Teresa Hausmann, Director of Teaching and Learning said that we are meeting the requirements of statute 79-72. We are required to have two meetings annually, the next one is scheduled for January.

Mrs. Hausmann shared all the information according to the statute.

IX. ADJOURN

Motion to adjourn Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.
Mark Brown: Absent, Doug Molczyk: Absent, Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea
Yea: 3, Nay: 0, Absent: 3

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 American Civics meeting of Monday, August 19, 2024.

President

Secretary

Regular Meeting
Monday, August 19, 2024 5:45 PM Central

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

Candace Becher: Present
Mark Brown: Absent
Michael Jeffryes: Present
Doug Molczyk: Absent
Theresa Seipel: Present
Douglas Willoughby: Absent
Present: 3, Absent: 3.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

Motion to excuse board members. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

Mark Brown: Absent, Doug Molczyk: Absent, Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea
Yea: 3, Nay: 0, Absent: 3

IV. NOTICE OF OPEN MEETINGS ACT

IV.A. President ensures all can hear proceedings

V. PUBLIC COMMENT

VI. HEARINGS

VI.A. Compulsory Attendance Policy 503.01

Motion to adjourn this hearing and begin the next hearing. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Mark Brown: Absent, Doug Molczyk: Absent, Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea
Yea: 3, Nay: 0, Absent: 3

Compulsory Attendance Policy 503.01 Hearing opened at 5:42. Chip Kay, Superintendent said that there were no changes to attendance in the policy. Retention was affected by State Statute LB71. Kindergarten eligibility dates were discussed.

VI.B. Bullying Prevention Policy 504.20

Motion to adjourn this hearing and begin the next hearing. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

Mark Brown: Absent, Doug Molczyk: Absent, Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Theresa Seipel: Yea
Yea: 3, Nay: 0, Absent: 3

The Bullying Prevention Hearing opened at 5:51pm. Dr. Kay stated that CPS has added verbiage to include cyber bullying and other types of digital use that could be used in bullying. All the Title IX information is also included in our policy.

VI.C. Parent and Family Involvement Policy 1005.03, 1005.03R1 and Parental Relation Goals Policy 1005.02

Motion to adjourn this hearing and begin the next hearing. Passed with a motion by Michael Jeffryes and a second by Candace Becher.

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

Yea: 3, Nay: 0, Absent: 3

The Parent and Family Involvement and Parent Relation Goals Hearing was opened at 5:56pm. Jason Harris, Director of Special Education shared information about the Title I requirements that fall under these policies to keep our federal grant.

Dr. Kay said that parental engagement is one of the pillars of the new strategic plan.

VI.D. Multicultural Education

Motion to adjourn this hearing and begin the next hearing. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

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

Yea: 3, Nay: 0, Absent: 3

The Multicultural Education Hearing opened at 6:01. Mrs. Hausmann said when updating a curriculum resource for adoption or piloting a new product, it is a high priority that it meets the multicultural all-inclusive standard.

VI.E. Student Conduct Policy 504.03

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

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

Yea: 3, Nay: 0, Absent: 3

The Student Conduct Hearing opened at 6:06. The CPS Student Conduct Policy ensures that we follow the Student Discipline Act. All Title IX information is included in the policy.

VII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

VII.A. Director of Learning

VII.B. Director of Special Education

VII.C. Assistant Director for Student Services

VII.D. Director of Human Resources

Jason Schapmann, Director of Human Resources and Fiscal Support told the board that they would be receiving an email regarding benefits. As a board member, they are eligible.

VII.E. Director of Operations

Leonard Kwapnioski, Director of Operations said we are 7-10 days away from moving into the CASSETTE House. He also mentioned the landscaping around the Kramer building was postponed because of the rain.

VII.F. Superintendent

Dr. Kay shared the M5 financial report, he said it will be presented on the Consent Agenda in September.

Dr. Kay also shared the welcome packets the Foundation handed out to teachers. He invited board members to attend the Centro Hispano Event on Friday at the Innovation Center. He said he would be attending the DARE golf outing and reminded the board of the Athletic Hall of Fame Celebration on September 5, 2024. Dr. Kay inquired about the Friday communications he is sending out and how that was being received. Also discussed was the hybrid cell phone policy they are using at CHS. He also mentioned the traffic issues at every building and reminded them that we have more students than ever which brings more traffic. Official enrollment numbers will be coming out on Friday. Dr. Kay ended his updates with good news on the lunch balance. Mr. Schapmann said alternative meals started on Monday. He credits the principals with collecting funds for overdue lunch accounts.

VIII. BOARD REQUESTS FOR INFORMATION

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

Mark Brown: Absent, Doug Molczyk: Absent, Douglas Willoughby: Absent, Candace Becher:

Yea, Michael Jeffries: Yea, Theresa Seipel: Yea

Yea: 3, Nay: 0, Absent: 3

IX. ADJOURN

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, August 19, 2024.

President

Secretary

Check Number	Vendor	Amount
17767	ACCENT FLORAL AND GALLERIA	\$55.00
17768	ASSOCIATED STAFFING, INC	\$2,302.10
17769	CENTRO HISPANO	\$2,000.00
17770	FATHER FLANAGAN'S BOYS' HOME	\$21,513.95
17771	FIRST IMPRESSIONS	\$495.00
17772	FIRST NATIONAL BANK OMAHA	\$302.19
17773	JACKSON SERVICES INC.	\$96.25
17774	JNW CONSULTING, LLC	\$12,375.00
17775	LINCOLN JOURNAL STAR	\$59.69
17776	LITERACY RESOURCES, LLC	\$2,588.76
17777	LOUP POWER DISTRICT	\$71.54
17778	MCPHERSON & JACOBSON, LLC	\$177.30
17779	NEBRASKA SAFETY CENTER	\$100.00
17780	OCCUPATIONAL HEALTH SERVICES	\$225.00
17781	ONE SOURCE	\$1,534.45
17782	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	\$656.00
17783	PLUNKETTS PEST CONTROL	\$807.04
17784	THE BROKEN MUG	\$69.70
17785	TYLER TECHNOLOGIES	\$1,840.00
17786	U AND I SANITATION LLC	\$2,235.00
17787	LEGACY 23 APARTMENTS	\$1,425.00
17788	POSTMASTER	\$67.39
17789	AMAZON CAPITAL SERVICES	\$2,361.42
17790	CAPITAL ONE/WALMART	\$499.78
17791	HY-VEE FOOD STORES	\$295.60
17792	SUPER SAVER	\$26.74
17793	ALLO COMMUNICATIONS	\$152.00
17794	ASSOCIATED STAFFING, INC	\$2,601.19
17795	CANDLEWOOD SUITES KEARNEY	\$5,263.05
17796	CITY OF COLUMBUS WATER & SANITATION DEPA	\$4,090.67
17797	CITY OF COLUMBUS-TRANSFER STATION	\$185.61
17798	COLUMN SOFTWARE PBC	\$329.47
17799	ESU #7	\$6,152.15
17800	FIRST NATIONAL BANK OMAHA	\$845.75
17801	KAY, CHESTER	\$72.51
17802	KS STATEBANK	\$156,728.00
17803	KSB SCHOOL LAW	\$500.00
17804	KWAPNIOSKI, LEONARD R	\$241.20
17805	LOUP POWER DISTRICT	\$70,702.05
17806	LOUP POWER DISTRICT	\$1,656.19
17807	MATHESON TRI-GAS INC	\$550.00
17808	NCSA	\$5,521.00
17809	PITNEY BOWES GLOBAL FINANCIAL SERVICES L	\$1,486.98
17810	PITNEY BOWES INC.	\$1,484.00
17811	PRINTCO GRAPHICS, INC	\$3,524.56

Check Number	Vendor	Amount
17812	T-BONE TRUCK STOP	\$2,151.45
17813	THRYV	\$27.10
17814	VERIZON WIRELESS	\$371.40
17815	ACE HARDWARE-COLUMBUS	\$62.79
17816	ADVANCED CONSULTING ENGINEERING SERVICES	\$4,500.00
17817	BLAZERWORKS, LLC	\$1,930.50
17818	BLICK ART MATERIALS	\$2,688.83
17819	BOMGAARS	\$112.31
17820	EAKES OFFICE SOLUTIONS	\$1,231.59
17821	ELECTRICAL ENGINEERING & EQUIP	\$118.66
17822	FERGUSON ENTERPRISES INC	\$46.39
17823	FOLLETT CONTENT SOLUTIONS, LLC	\$335.63
17824	GEHRING CONST. & READY MIX CO.	\$707.58
17825	GOLDEN RULE SIGNS	\$14,230.39
17826	GREAT PLAINS BUILDING SUPPLY CO.	\$6.93
17827	H2 EQUIPMENT LLC	\$750.00
17828	JNW CONSULTING, LLC	\$4,856.70
17829	LAKESHORE LEARNING MATERIALS	\$21,426.92
17830	MECHANICAL SALES INC	\$1,361.00
17831	MENARDS-COL	\$970.04
17832	MID-AMERICAN RESEARCH CHEMICAL	\$19,405.30
17833	MIDWEST SERVICE & SALES CO.	\$139.80
17834	NATIONAL ART & SCHOOL SUPPLY	\$9,132.01
17835	NOVICKI FIRE PREVENTION SALES	\$1,571.00
17836	PAPER TIGER, INC.	\$157.80
17837	PLATTE VALLEY PRINTING	\$195.00
17838	PREFERRED PLUMBING & HTG. INC	\$9.90
17839	PYRAMID SCHOOL PRODUCTS	\$3,065.78
17840	REARDON LAWN & GARDEN EQUIP.	\$114.99
17841	SERVICEMASTER BY SHEVLIN	\$34,912.42
17842	SHERWIN-WILLIAMS	\$925.00
17843	TEACHING STRATEGIES, LLC ("TS")	\$3,640.00
17844	TIRE OUTLET INC	\$30.00
17845	TYLER TECHNOLOGIES	\$2,415.00
17846	ASSOCIATED STAFFING, INC	\$1,707.50
17847	BRYAN'S REPAIR	\$385.83
17848	COLUMN SOFTWARE PBC	\$19.27
17849	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$330.00
17850	FARMERS PRIDE	\$318.56
17851	FIRST NATIONAL BANK & TRUST	\$75.00
17852	GODFATHERS -COLUMBUS	\$398.00
17853	HIRERIGHT	\$306.60
17854	JOHNSON, CHRIS	\$101.17
17855	LANGUAGE LINE SERVICES INC	\$1.77
17856	LOUP POWER DISTRICT	\$59.91

Check Number	Vendor	Amount
17857	LOUP POWER DISTRICT	\$34.31
17858	MATHESON TRI-GAS INC	\$40.92
17859	MY CENTRAL SUPPLY	\$76.78
17860	NEBRASKA CENTRAL EQUIPMENT, INC	\$311.98
17861	NEBRASKA SAFETY CENTER	\$250.00
17862	NEBRASKA.GOV	\$100.00
17863	PINNACLE BANK OMAHA	\$165.00
17864	PLUNKETTS PEST CONTROL	\$807.04
17865	STEALTH BROADBAND	\$2,613.50
17866	AMAZON CAPITAL SERVICES	\$1,347.68
17867	CAPITAL ONE/WALMART	\$47.46
17868	HY-VEE FOOD STORES	\$66.06
	Total Fund Expenditures	<u>\$459,430.83</u>

Columbus Public Schools
 Summary of Cash Balances
 August 31, 2024

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 3,965,803.18		
	Attachment M5 (prior Bd Mtg)			\$ 459,430.83		
	Transfer to GP ICS Savings					
	Transfer from GP ICS Savings		\$ 5,012,700.42			
	Receipts GP checking		\$ 1,256,330.01			
	GENERAL FUND - GREAT PLAINS STATE BAN	\$ 5,054,996.07	\$ 6,269,030.43	\$ 4,425,234.01	\$ 6,898,792.49	\$ 3,180,150.40
	Transfer to GP Checking			\$ 5,012,700.42		
	Transfer from GP Checking					
	Interest		\$ 2,116.21			
GEN FUND - GP ICS SAVINGS	\$ 5,010,584.21	\$ 2,116.21	\$ 5,012,700.42	\$ -		
	General Fund - Cash Balance				\$ 6,898,792.49	
Depr Fund						
	Receipts		\$ 532,800.00			
	Interest		\$ 4,575.99			
	DEPRECIATION - GREAT PLAINS STATE BANK	\$ 1,108,227.81	\$ 537,375.99	\$ -	\$ 1,645,603.80	\$ 1,938,710.03
	<i>Glitch from Microsoft issue 7/19/24. Waiting on repayment from double payroll on one employee.</i>			\$ 323.24		
Temporary Funds - GF	PAYROLL - PINNACLE BANK	\$ 261,584.65	\$ 3,315,975.62	\$ 3,384,657.10	\$ 192,903.17	\$ 160,964.62
	PAYFLEX - PINNACLE BANK	\$ 63,163.82	\$ 9,714.77	\$ 16,421.29	\$ 56,457.30	\$ 56,376.17
Activities	Administration	\$ 443,105.97	\$ 41,895.69	\$ 42,107.34	\$ 442,894.32	\$ 1,292,707.73
	Middle School	\$ 127,037.04	\$ 46,409.46	\$ 1,924.42	\$ 171,522.08	\$ 161,268.43
	High School	\$ 649,925.63	\$ 34,787.43	\$ 66,689.97	\$ 618,023.09	\$ 600,244.72
	ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,220,068.64	\$ 123,092.58	\$ 110,721.73	\$ 1,232,439.49	\$ 2,054,220.88
Nutrition Fund	Interest Income		\$ 642.60			
	State Reimbursement		\$ 59,964.60			
	Rct to Expenditures		\$ 1,073.56			
	Student/ Staff meals		\$ 121,923.45			
	NUTRITION FUND - CORNERSTONE BANK	\$ 198,481.39	\$ 183,604.21	\$ 48,338.40	\$ 333,747.20	\$ 506,304.92
Bond Fund	Platte County Treasurer		\$ 67,903.99			
	Butler County Treasurer		\$ 309.27			
	Investment Gain		\$ 14,623.84			
	BOND FUND - FNB	\$ 3,383,194.60	\$ 82,837.10	\$ -	\$ 3,466,031.70	\$ 3,077,583.09
Building Fund						
	Receipts		\$ 21,358.32			
	SPECIAL BLDG FUND - BANK OF THE VALLEY	\$ 287,101.59	\$ 21,358.32	\$ -	\$ 308,459.91	\$ 238,944.25

Columbus Public Schools
General Fund Revenue Detail
August 31, 2024

Account Number	Description	Budget	Month To Date	Year To Date	Balance	Percent
01.1.01100.000.000	Regular Education	(\$27,043,716.00)	(\$494,731.50)	(\$25,327,396.70)	(\$1,716,319.30)	93.65%
01.1.01115.000.000	Career Coordinator	(\$8,000.00)	\$0.00	(\$18,452.36)	\$10,452.36	230.65%
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	Alternate Education	(\$2,345,000.00)	(\$214,866.66)	(\$2,358,760.51)	\$13,760.51	100.59%
01.1.01312.000.000	Tuition, Summer School	\$0.00	(\$650.00)	(\$3,800.00)	\$3,800.00	#DIV/0!
01.1.01510.000.000	Interest	(\$15,000.00)	(\$11,903.59)	(\$101,566.73)	\$86,566.73	677.11%
01.1.01540.000.000	Income from Real Property	\$0.00	\$0.00	(\$20,607.50)	\$20,607.50	#DIV/0!
01.1.01801.000.000	After School Program Receipts	(\$35,000.00)	\$0.00	(\$73,454.00)	\$38,454.00	209.87%
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$15,990.00)	(\$9,010.00)	63.96%
01.1.02110.000.000	Social Workers	(\$150,000.00)	(\$43,609.55)	(\$291,379.62)	\$141,379.62	194.25%
01.1.03110.000.000	State Aid	(\$14,245,963.00)	\$0.00	(\$14,245,963.00)	\$0.00	100.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$5,253,927.00)	\$0.00	(\$5,275,397.00)	\$21,470.00	100.41%
01.1.03130.000.000	Homestead Exemption	\$0.00	(\$420.64)	(\$11,586.38)	\$11,586.38	#DIV/0!
01.1.03131.000.000	Property Tax Credit	\$0.00	\$0.00	(\$1,555,839.27)	\$1,555,839.27	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	\$0.00	\$0.00	(\$24,834.81)	\$24,834.81	#DIV/0!
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$18,000.00)	(\$17,760.75)	(\$70,389.85)	\$52,389.85	391.05%
01.1.03400.000.000	NANTKES/CHS THEATER	(\$777,521.00)	\$0.00	(\$752,949.66)	(\$24,571.34)	96.84%
01.1.03535.000.000	High Ability Learners	(\$25,000.00)	\$0.00	(\$25,599.00)	\$599.00	102.40%
01.1.03540.000.000	NDE Early Childhood Grant	(\$150,000.00)	\$0.00	(\$22,082.00)	(\$127,918.00)	14.72%
01.1.03541.000.000	NDE Sixpence Grant	(\$164,500.00)	(\$51,748.00)	(\$185,255.00)	\$20,755.00	112.62%
01.1.03551.000.000	CTE Grant	\$0.00	\$0.00	(\$19,416.00)	\$19,416.00	#DIV/0!
01.1.03599.000.000	Education Quest Grant	\$0.00	(\$2,000.00)	(\$24,282.40)	\$24,282.40	#DIV/0!
01.1.04421.000.000	IDEA (611) ARP B-21	\$0.00	\$0.00	(\$28,923.00)	\$28,923.00	#DIV/0!
01.1.04423.000.000	IDEA (PRO) ARP NonPub	\$0.00	\$0.00	(\$13,810.00)	\$13,810.00	#DIV/0!
01.1.04505.000.000	POSTAGE REIMBURSE	(\$595,719.00)	\$0.00	(\$590,183.00)	(\$5,536.00)	99.07%
01.1.04509.000.000	ESSA Title II Receipts	(\$226,561.00)	\$0.00	(\$65,980.00)	(\$160,581.00)	29.12%
01.1.04510.000.000	CHS QUIZ BOWL	(\$41,513.00)	\$0.00	\$0.00	(\$41,513.00)	0.00%
01.1.04516.000.000	IDEA Preschool Entollment/Pove	(\$25,203.00)	\$0.00	(\$27,670.00)	\$2,467.00	109.79%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant/	(\$985,568.00)	\$0.00	(\$792,943.00)	(\$192,625.00)	80.46%
01.1.04521.000.000	IDEA Proportionate Share/6412	(\$127,085.00)	\$0.00	(\$112,750.00)	(\$14,335.00)	88.72%
01.1.04525.000.000	Carl Perkins Grants	(\$45,199.00)	\$0.00	(\$114,848.00)	\$69,649.00	254.09%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$104,492.00)	\$0.00	(\$84,586.00)	(\$19,906.00)	80.95%
01.1.04528.000.000	Title III Immigrant	(\$23,541.00)	\$0.00	(\$56,444.00)	\$32,903.00	239.77%
01.1.04531.000.000	ESSA Title IV Part B 21 Centur	(\$157,550.00)	\$0.00	(\$149,163.00)	(\$8,387.00)	94.68%
01.1.04708.000.000	Medicaid in Public Schools/DS	(\$45,988.00)	\$0.00	(\$105,733.93)	\$59,745.93	229.92%
01.1.04709.000.000	Medicaid in Public Schools/MAC	\$0.00	\$0.00	(\$34,135.31)	\$34,135.31	#DIV/0!
01.1.04969.000.000	ESSA Title IV SSAE Grant	\$0.00	\$0.00	(\$55,790.00)	\$55,790.00	#DIV/0!
01.1.04988.000.000	ESSER - ELO/ASP	\$0.00	\$0.00	(\$35,983.00)	\$35,983.00	#DIV/0!
01.1.04994.000.000	HYC Grant (6994)	(\$14,230.00)	\$0.00	\$0.00	(\$14,230.00)	0.00%
01.1.04995.000.000	FEMA/Federal Disaster Funds	(\$150,000.00)	\$0.00	(\$11,795.02)	(\$138,204.98)	7.86%
01.1.04997.000.000	Cares Act II	\$0.00	\$0.00	(\$652,423.00)	\$652,423.00	#DIV/0!
01.1.04998.000.000	Cares Act III	(\$1,000,000.00)	(\$414,200.00)	(\$4,137,017.00)	\$3,137,017.00	413.70%
01.1.05301.000.000	Claims	\$0.00	\$0.00	(\$8,541.67)	\$8,541.67	#DIV/0!
		(\$54,649,276.00)	(\$1,251,890.69)	(\$57,503,720.72)	\$2,854,444.72	105.22%
	Transfers					
	Reimbursements/Refunds		(\$8,067.61)			
	Interest - other accounts		\$11,903.59			
	Total Revenue			(\$1,248,054.71)		

Check Number	Vendor	Amount
17869	SCHOOL DISTRICT #1-PAYROLL	\$3,265,948.04
17870	FOLLETT CONTENT SOLUTIONS, LLC	\$17.17
17871	ANDERSON, NICOLE	\$574.08
17872	ASSOCIATED STAFFING, INC	\$3,449.78
17873	BCDM ARCHITECTS	\$12,411.50
17874	BRAINPOP LLC	\$3,030.00
17875	COLUMBUS ROTARY	\$150.00
17876	FIRST NATIONAL BANK OMAHA	\$723.91
17877	FIRST NATIONAL BANK OMAHA	\$1,183.34
17878	FIRST NATIONAL BANK OMAHA	\$617.20
17879	FIRST NATIONAL BANK OMAHA	\$1,436.27
17880	FIRST NATIONAL BANK OMAHA	\$112.00
17881	FIRST NATIONAL BANK OMAHA	\$264.10
17882	FIRST NATIONAL BANK OMAHA	\$162.42
17883	FIRST NATIONAL BANK OMAHA	\$1,664.20
17884	FOLLETT SCHOOL SOLUTIONS, INC.	\$2,790.00
17885	GODFATHERS -COLUMBUS	\$70.00
17886	JOURNEYED.COM INC.	\$1,250.00
17887	NASPA (NE ASSOC. OF SCHOOL PERSONNEL ADM	\$40.00
17888	NCSA	\$100.00
17889	NEBRASKA DEPARTMENT OF LABOR	\$856.00
17890	SHELBY LUMBER COMPANY	\$84,853.00
17891	WILLIAM H. SADLIER, INC	\$898.59
17892	ZEARN	\$2,500.00
17893	AMAZON CAPITAL SERVICES	\$956.70
17894	HOBBY LOBBY	\$54.70
17895	HY-VEE FOOD STORES	\$203.70
17896	SUPER SAVER	\$28.92
17897	EAKES OFFICE SOLUTIONS	\$358.61
17898	GOPHER	\$29.95
17899	MY CENTRAL SUPPLY	\$6,857.31
17900	RUTT'S HEATING & AIR CONDITIONING, INC -	\$11,032.11
17901	SCHIEFFER SIGNS	\$92.00
17902	TEACHER DIRECT	\$139.02
17903	ASSOCIATED STAFFING, INC	\$3,770.53
17904	FIRST NATIONAL BANK OMAHA	\$59.14
17905	SCHOOL DISTRICT #1 DEPRECIATION	\$532,800.00
17906	COLUMBUS PUBLIC SCHOOLS ACTIVITY	\$24,318.89
Total Fund Expenditures		<u>\$3,965,803.18</u>



Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

The Administration has hired the following Classified employees:

NAME	TITLE	LOCATION	HIRE DATE
Viridiana Rodriguez	Para CMS	Middle School	8/14/2024
Melody Henggeler	Para Sped & ASP Support	Centennial	8/26/2024
Jeremy Battle	Food Service Cook/Server	Middle School	8/21/2024
Serria Martinez Casas	ASP Lead Staff	North Park	8/14/2024
Sadie Luebbe	ASP Door Monitor	Centennial	8/26/2024
Eric Meek	Para Speech & ASP Site Coord	Admin & Centennial	8/14/2024
Caitlyn Byrnes	ASP Lead Staff	Emerson	8/26/2024
Raquel Becerra Reyes	Para Sped	Lost Creek	8/29/2024
Audrie Mecek	Para Bilingual (Fluent)	High School	8/19/2024
Selena Beach	Para Preschool	Kramer Ctr	8/26/2024
Fatima Munoz	ASP Support Staff	Centennial	8/15/2024
Maria Romo Martinez	Para Sped & ASP Lead	Lost Creek	8/7/2024
Giselle Arroyo	Secondary Attendance Monitor	High School & Middle School	8/23/2024
Debra Stone	Para Sped/Cashier	Lost Creek	8/26/2024
Kyah Codr	ASP Door Monitor	North Park	8/26/2024
Austin Zacarias	ASP Lead Staff	Middle School	8/26/2024



Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

Colleen Jensen	Para Sped	Lost Creek	8/28/2024
Sarah de la Rosa	Para Kindergarten	Lost Creek	9/3/2024
Gabriel Trujillo	ASP Door Monitor	Lost Creek	9/5/2024
Sheyla Monteza Gonzalez	ASP Support Staff	Lost Creek	TBD
Gracie Denetelli	ASP Support Staff	North Park	9/5/2024
Militza Cahuana Zea	Para EL	North Park	9/9/2024

The Administration has accepted the following Classified resignations/retirements:

NAME	TITLE	LOCATION	TERM DATE
Taylor Nelson	Para Speech & ASP Site Coord	Admin & Centennial	Never started
Sean Jenny	Bus Driver Route/Activity	Transportation	8/8/2024 (last day worked)
Paige Fischer	Para Sped NonPublic & ASP Lead Staff	NonPublic & North Park	8/23/2024
Brookelyn Rotherham	Para Sped & AM Supervision	Lost Creek	8/29/2024
Rebecca Adams	Para Bilingual (Fluent)	West Park	9/5/2024 (RETIRE)
Rosalinda Oseguera Rios	Para Title 1	Emerson	Never started
Ashley Beck	Para Elem	Emerson	8/19/2024
Melanie Mendoza	ASP Support Staff	North Park	8/21/2024 (last day 5-17-24)
Jennifer Hill	Para Educator Kindergarten	Lost Creek	8/23/2024




Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

Ava Braithwait	Para Sped	Lost Creek	9/10/2024 (drop to a sub)
Maria Huarhua	Para EL	North Park	8/28/2024 (last day was 5/21/2024)

Last Update 9/4/2024

Employee full Name	Job Start Date	Job End Date	Job Notes to Administrator
Timothy Kwapnioski	2024-08-27	2024-08-27	HAC Meeting in GI
Ashlie Stone	2024-08-27	2024-08-27	Leadership Learning Rounds - ESU Leadership Program training in Kearney
Andrew Luebbe	2024-08-27	2024-08-28	Leadership Learning Rounds - ESU Leadership Program training in Kearney
Guadalupe Marino Ramirez	2024-08-28	2024-08-28	Counselor Update at UNL
Kim Loeffelholz	2024-08-28	2024-08-28	Counselor Update at UNL
Valerie Brown	2024-08-28	2024-08-28	Counselor Update at UNL
Ashlie Stone	2024-08-28	2024-08-28	Leadership rounds through ESU in Kearney
Leonard Kwapnioski	2024-08-28	2024-08-28	NITC Meeting in Lincoln
Guadalupe Marino Ramirez	2024-08-29	2024-08-29	Professional Leadership Conference in Omaha
Ryan Goetsch	2024-08-29	2024-08-29	Special Education Team STEPS training in Kearney
Jessy Hill	2024-08-29	2024-08-30	Special Education Team STEPS training in Kearney
Ryan Goetsch	2024-08-30	2024-08-30	Special Education Team STEPS training in Kearney



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

September 5, 2024

Doug Willoughby
Board of Education
Columbus Public Schools

Dear President Willoughby and Members of the Board:

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

\$2,178.91 - Newsletter Postage
\$160.02 - Discoverer Dash
\$3,450.16 - Back to School Supply Kits for Teachers
\$9,550.00 - Scholarships
\$500.00 Athletic Hall of Fame

\$1,411.91 - Classroom Grants
\$1,740.00 - Lighting of the Anchor
\$1,049.00 - New Teacher Welcome
\$492.57 - Copy Paper purchased by Stuff the Bus Donation
\$5,277.95 - Columbus After School Program

Band Boosters

\$115.90 - Snacks
\$1,680.00 - New Hat Boxes

Centennial PAC

\$113.63 - Staff Meeting Supplies
\$136.00 - Banner

Lost Creek PTO

\$36.63 - Teacher Appreciation

North Park PTO

\$578.00 - Movie Licensing
\$291.07 - Classroom Support
\$57.32 - Staff Welcome Snacks
\$73.50 - Open House Cookies

Vocal Music Boosters

\$250.00 - Scholarship

The total contributions for the month of August was \$29,142.57

The total contributions for the FY 2024 total is **\$395,400.68**

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

Thank you for your consideration.

Sincerely,



Nicole Anderson
Director of Marketing & Foundation

Columbus Middle School Student Fees List

Grades 5-8

School Fees

The following activities may have fees associated with them. They should be paid in advance. Students/families that qualify for free or reduced lunch may have the fees waived by completing a waiver request form at the start of the course/activity.

Math Counts	\$0 - \$20
Destination Imagination	\$0 - \$20
Sing Around Nebraska Festival Choir	\$0 - \$20
UNO Middle School Honor Choir	\$0 - \$20
Wayne State Honor Festival Choir	\$0 - \$10
History Day	\$0 - \$10
Quiz Bowl	\$0 - \$10
Duke Talent Identification Program	\$0 - \$10
Nebraska Scholars Academy	\$0 - \$10
Platte County Spelling Bee	\$0 - \$10
Geography Bee	\$0 - \$10
Nebraska Scholastic Art Comp./Display	\$0 - \$20
Intramural Volleyball	\$0 - \$10
Intramural Flag Football	\$0 - \$10
Intramural Basketball	\$0 - \$10
Intramural Wrestling	\$0 - \$10
Football	\$40
Wrestling	\$40
Basketball	\$40
Track	\$40
Leadership / Yearbook	\$0 - \$20
Band	\$20 (Instrument Rental \$100)
Vocal Music	\$0 - \$20
Cheerleading	\$0 - \$200 Varies with uniform pieces
Drumline	\$30 - \$50

Robotics	\$0 - \$30
Musical	\$0 - \$50
Play	\$0 - \$30
5th Grade	\$5
6th Grade	\$5
7th Grade	\$5
8th Grade	\$5

Athletic Physicals

The Nebraska School Activities Association (NSAA) requires that students involved in Athletics are required to have an annual physical.

Activity Stamp

Any student may purchase an activity stamp for \$40.00. The Activity Stamp allows students to attend all CHS and CMS home games, plays, and musicals. The Activity Stamp is not valid at NSAA sponsored activities. (district and state tournaments) Students that qualify for free or reduced meals and participate in activities may receive an activity stamp to all CHS/CMS home events. Students may purchase the activity stamp in the office.

To: Board of Education
From: Leonard Kwapnioski
CC: Dr. Kay
Date: September 3, 2024
Re: Snow Fence

It is my recommendation that the Board of Education approve the application from the City of Columbus for a temporary snow fence on CPS grounds as submitted.

If you have any questions, please let me know.

Thanks.

Leonard

COLUMBUS PUBLIC SCHOOLS

Application for Use of School Facilities/Sites

Name of Organization Requesting Use: City of Columbus, NE

Name of Representative: Chuck Sliva, Public Works Director

Address: 2500 14 Street, PO Box 1677, Columbus, NE 68602-1677

Telephone Number: 402-562-4286

Email Address: sliva@columbusne.us

School Facility/Site Requested

Building/Site: Columbus High School

Dates the Facility/Site is going to be used: October 21, 2024 (or soon after)to April 2025

Purpose for the request: Temporary placement of snow fence

If needing to install any temporary items on or to the facility/site, please provide a detailed drawing of location, size, length, and other information that may be needed for approval.

I, Chuck Sliva, having read and agreed to Board of Education Policy and Regulation 1006.05R1, being fully cognizant that additional fees may be incurred, and providing the District with the attached Release and Indemnification Agreement, request permission for the use of the school facilities for the purpose as described in this application.

Chuck Sliva
Signature of Representative

8/22/2024
Date of Signature

For School Official Use Only

Board Approval Date:

FEES TO BE CHARGED BY DISTRICT

Rental: _____

Personnel: _____

Other: _____

Signature, Board President/Designee

Signature, Director of HR /Fiscal Support

Exhibit Approved: 7/20/15

COLUMBUS PUBLIC SCHOOLS
Columbus, NE

CITY OF COLUMBUS

SNOW FENCE LOCATION



— — — — — SNOW FENCE LOCATION

COLUMBUS PUBLIC SCHOOLS

Community Use of School Facilities

RELEASE AND INDEMNIFICATION AGREEMENT

In consideration of the undersigned being allowed or granted permission to use Platte County School District 71-0001 a/k/a Columbus Public Schools (hereinafter referred to as "Columbus Public Schools") buildings, grounds, facilities, and/or equipment, the undersigned hereby releases and waives any and all claims, demands, causes of action, suits, debts or damages which the undersigned has or which may in the future accrue, for all personal injuries, known or unknown or injuries or damage to property, caused or arising out of the undersigned's use of Columbus Public Schools buildings, grounds, facilities or equipment.

Additionally, in consideration of the undersigned being allowed or granted permission to use Columbus Public Schools buildings, grounds, facilities or equipment, the undersigned hereby covenants to indemnify and save harmless the Columbus Public Schools buildings, grounds, facilities or equipment.

The undersigned acknowledges and agrees that without executing this Release and Indemnification Agreement permission would not be granted to use Columbus Public Schools buildings, grounds, facilities, and/or equipment. The undersigned further understands and agrees that this Release shall be binding on the undersigned, and undersigned's heirs, executors, administrators or assignees, and that by executing this Release and Indemnification Agreement, the undersigned is hereby releasing and agreeing to indemnify Columbus Public Schools, all of its present or future Board members in their individual or official capacities, and all of the school district's employees or agents in their individual or official capacities, and all successors thereto.

The Columbus Public Schools does not sponsor or in any way endorse the views, aims, policies, opinions or content of any speakers, or presenters, or materials disseminated as part of the program of the person or persons or entity allowed access to Columbus Public Schools facilities and remains totally neutral with regard thereto.

The undersigned acknowledges having read this Agreement, understands the rights which are being waived or released hereby, understands the indemnification obligation assumed hereby, and executes the same voluntarily and with full knowledge of its significance.

DATED this 22nd day of August, 2024

Chuck Sliva
Signature

8/22/24
Date of Signature

NOTE: THIS DOCUMENT HAS SIGNIFICANT LEGAL REMIFICATIONS AND SHOLD BE CAREFULLY READ AND UNDERSTOOD. IF THERE ARE ANY QUESTIONS, THE SIGNER OF THIS DOCUMENT SHOULD CONSULT HIS OR HER OWN ATTORNEY.

Exhibit Approved: 7/20/15

COLUMBUS PUBLIC SCHOOLS
Columbus, NE



Date: 8-14-24

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 - Band Boosters Name: Kristi Hackett

Fund Raising Company (if applicable):

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

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

Waffle Man - Band Boosters will host.

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

\$1,500

How will this money be used?

These funds will be shared with art club, trim music honor society to help w/ student activities

What are the proposed dates?

Jan/Feb

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

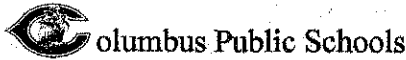
Does the building principal give full approval for this plan? Yes No

Principal's Signature [Signature] Date 8/14/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Date: 8-14-24

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 Band Boosters Name: Kristi Hackett

Fund Raising Company (if applicable):

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

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

Sell Ice Cream Sundaes @ Jam the Gym (January)
WGI - Concessions (Feb)

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

\$1,500

How will this money be used?

Band trips, equipment ~~set~~ repairs, food for students, etc.

What are the proposed dates?

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.)

Ice cream + concessions

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 [Signature] Date 8/14/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Columbus Public Schools

Date: 8-14-24

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 Band Boosters

Name: Kristi Hackett

Fund Raising Company (if applicable):

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

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

Apparel orders / Decals + Yard Signs

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

\$200

How will this money be used?

Band trips, equipment repairs, food for students, etc.

What are the proposed dates?

Aug/Sept 2024

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.)

Apparel, yard signs, decals

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

[Signature]

Date

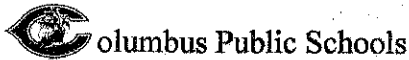
8/14/24

(for district use only)

Approved by _____

Date _____

Approved subject to the following conditions _____



Date: 8/14/24

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 Band Boosters Name: Kristi Hackett

Fund Raising Company (if applicable):

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

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

Columbus Marching Festival Concessions + Raffle Tickets

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

\$4,000

How will this money be used?

Band trips, equipment, repairs, food for students, etc.

What are the proposed dates?

Sept 28, 2024

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.)

concessions, raffle tickets

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 Dufford Date 8/14/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Columbus Public Schools

Date: 8/14/24

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 Band Boosters

Name: Kristi Hackett

Fund Raising Company (if applicable):

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

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

Tip Nights

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

\$100-\$200/month

How will this money be used?

For band instruments, - trips, repairs, food for students, etc

What are the proposed dates? Monthly Tip Nights

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

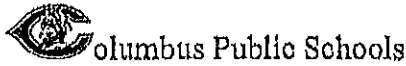
Principal's Signature [Signature]

Date 8/14/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Date: 8/30/24

School Fund Raising Application

Please submit this application to the building principal or the office of the Executive Director of Business/Human Relations 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: [Select One] Fund Raising Company (if applicable): *CHS - Close Up*

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

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

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

How will this money be used? *Money will be directly applied to each student's trip cost.*

What are the proposed dates? *November 2024*

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.)
Donuts

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 *[Signature]* Date *8/30/24*

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Columbus Public Schools

Date:

School Fundraising Application

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

School: Columbus High School

Name: Jaclyn Long

Fund Raising Company (if applicable):

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

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

The Destination Imagination program will sell puffins and butter braids from Wyhe's Choice Fu
Approximately how much does your school/group expect to earn from this project?

\$500-\$1000

How will this money be used?

The money will go towards funding trips for students to the Global competition which costs app

What are the proposed dates? February 1-28, 2025

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.) Puffins/Butter Braids

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 [Signature]

Date 9/4/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Columbus Public Schools Date:

School Fundraising Application

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

School: Columbus High School Name: Megan Gaston

Fund Raising Company (if applicable): CHS Diamond Dance Team

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

What is your school/group's money-earning plan? We will be selling pies for \$20 each.

Approximately how much does your school/group expect to earn from this project?
Approximately, \$1000

How will this money be used?
We will use the money to help with camp fees and Diamond-Related Expenses

What are the proposed dates? Now until November 2024.

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.) Village Pie Maker Pies

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 DuZhu 8/21/24
(for district use only)

Approved by Date

Approved subject to the following conditions



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 - FBLA

Name: Kari Tunink

Fund Raising Company (if applicable):

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

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

Sell coffee, tea and hot cocoa through Jeron's Java, a small town Nebraska-based business.

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

\$300

How will this money be used?

Help with cost of Fall & State Leadership Conferences and group projects/activities.

What are the proposed dates? October-November 2024

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.) Coffee, Tea, Hot Cocoa

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? Adviser - Kari Tunink

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

9/4/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



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 - FBLA

Name: Kari Tunink

Fund Raising Company (if applicable):

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

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

Sell World's Finest Chocolate candy bars from 4 Seasons Fundraising

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

\$300

How will this money be used?

Help with cost of State Leadership Conferences and group projects/activities.

What are the proposed dates? January-February 2024

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.) Candy Bars

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? Adviser - Kari Tunink

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 6/4/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Columbus Public Schools

Date: October 17, 2023

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: CMS Name: **Celeste Ditter**

Fund Raising Company (if applicable): CMS Choir Service Project

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

What is your school/group's money-earning plan? With approved documentation by our administration and the CPS Foundation, we plan to have students collect money to donate to our two charitable causes, The Holiday Spirit Coop and Water Wells For Africa. Students are encouraged to raise the money by doing chores and responsibilities for people in their lives and/or collect donations. Checks will be written to the CPS Foundation. Cash donations will receive a receipt, per request of the CPS Foundation. All monies raised will be documented and turned into the office each night with appropriate paperwork. The office will deliver the money and paperwork to the CPS Foundation. No money is kept for the CMS choir program. The entirety of funds earned are given to the two charities listed above.

Approximately how much does your school/group expect to earn from this project? We will earn \$0 for the CMS Choir Program. The service project collects approx. \$5,000 - \$13,000 each year and ALL proceeds will go to our two charities, Holiday Spirit Coop and Water Wells For Africa.

How will this money be used? We will first connect with our local charity Holiday Spirit Coop and purchase needs and gifts for families in our area who are in their program. The students and parents are included, helping with the purchasing of necessities and gifts for over 100 kids. Next, with the remaining money we will donate it to Water Wells For Africa, bringing clean water to others across the world.

What are the proposed dates? We will begin raising money and introduce the project on November 11 & 12, 2024. We will give the students approximately 3 weeks to raise money. All donations will be collected no later than December 10, 2024.

Is this a recurring activity? Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

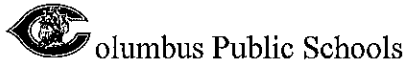
Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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



Date: August 20, 2024

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: CMS Name: Celeste Ditter, Christina Nilson, Amy Moore

Fund Raising Company (if applicable): CMS Musical

The Spongebob Musical directorial team from CMS, submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan? We will prepare a letter to provide to the friends and family of our cast and crew, as well as the community, an invitation to be a patron of the CMS Musical. Patrons will select the level of patronage that they would like to provide, ranging from \$25 to \$100. They will write their checks to CMS. A thankyou letter verifying their donation will be sent to them, along with complimentary tickets to the production.

Approximately how much does your school/group expect to earn from this project? Approximately \$1,000 - \$1,500.

How will this money be used? Costume items, building the set and props, light and sound technicians are the main items covered with this money.

What are the proposed dates? The musical patron letters will be provided in February, 2025 and will be returned by March, 2025.

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

Are you selling tickets or a product? Tickets Product Neither
(If you selected product, please specify the product that you are selling.)

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

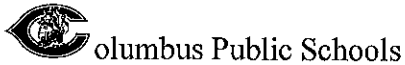
Have you checked with other schools to avoid any overlapping while working? Yes No

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

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

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



Date: August 20, 2024

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: CMS

Name: Celeste Ditter, Christina Nilson, Amy Moore

Fund Raising Company (if applicable):

The directorial team, cast and crew of The Spongebob Musical, submits the following plans for its money-earning project, and requests permission to carry them out.

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

We would like to sell these two souvenirs before, during intermission, and after the musical production of The Spongebob Musical. We aim to raise funds to cover the expenses of the musical by selling fiber optic glow wands and similar fantasy themed items as souvenirs.

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

Could be up to but not to exceed the following...

Goal: Sell 600 Fiber Optic Wands @ \$5 a piece. Cost to us \$600. Profit: \$3000

How will this money be used?

Costs of the CMS musical costumes will be partially covered with these profits.

What are the proposed dates?

March 28 & 29, 2025

Is this a recurring activity?

Yes X No

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

Fiber Optic Glow Wands:

https://www.amazon.com/Flashing-Included-Batteries-Halloween-Christmas/dp/B09L16FP8P/ref=pd_yh_h_a_80?encoding=UTF8&psc=1&refRID=YXK49NG8GKYAAK4T5O23

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 _____

8/20/24

(for district use only)

Approved by _____

Date _____

Approved subject to the following conditions _____



Columbus Public Schools

Date: 9/29/24

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: West Park Elementary

Name: WP PTO

Fund Raising Company (if applicable):

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

We will be selling West Park T-Shirts to students and staff

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

\$300

How will this money be used?

This money will be used to finance West Park PTO activities and update playground equipment

What are the proposed dates? September 16-27, 2024

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

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 Paula Lawrence

Date 8/29/24

(for district use only)

Approved by _____

Date _____

Approved subject to the following conditions _____

GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

A school/group's money-earning methods should reflect basic values. Whenever your school or group is planning a money-earning project, this checklist should serve as your guide. If you answer "Yes" to all the questions that follow, it is likely the project conforms to district standards and will be approved.

1. Do you really need a fund raising project?

There should be a real need for raising money based on your school's programs. Groups should not engage in money-earning projects merely because someone has offered an attractive plan. Remember that individual students are expected to earn their own way. The need should be beyond normal budget items covered by building budgets.

2. If any contracts are to be signed, will they be signed by an individual without reference to the Columbus Public Schools or the Board of Education?

Before any person in your school/group signs a contract, he/she must make sure the venture is legitimate and worthy. If a contract is signed, he/she is responsible. He/she may not sign on behalf of Columbus Public Schools nor may he bind the Board of Education without its written authorization. If you are not sure, check with the Director of Business.

3. Will your fund raiser prevent promoters from trading on the name and goodwill of Columbus Public Schools?

Because of the district's good reputation, customers rarely question the quality or price of products we sell.

4. Will the fund raising activity uphold the good name of Columbus Public Schools? Does it comply with the district's policy on games of chance and gambling?

All items sold or awarded in connection with a fund raising activity must not detract from the ideals and principles of Columbus Public Schools and its Board of Education. Holding a lottery with gross proceeds in excess of \$1,000, a raffle with gross proceeds in excess of \$5,000, or other games of chance is a considered a violation of the district's policy on gambling. If you are not sure, check with the Director of Business/Human Relations.

5. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Columbus Public Schools?

All commercial products must sell on their own merits, not the benefit received by the school/group. The principle of value received is critical in choosing what to sell.

6. If a commercial product is to be sold, will the fund raising activity comply with the intentions communicated by the fundraiser?

Students must identify themselves by which group or school they represent and for what cause they are raising the money.

7. Will the fund raising project avoid soliciting money or gifts?

Columbus Public Schools students shall not be permitted to serve as solicitors of money for the Board of Education or district. No adults and students shall be permitted to serve as solicitors of money in support of personal gain.

8. Does the fund raising activity avoid competition with other schools and other organizations such as the United Way?

Check to make sure you are not in direct conflict with fund raising efforts of other schools or local agencies.

Cross Reference: 506.07 Fund Raising Activities
 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/29/24

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: West Park Elementary

Name: Paula Lawrence

Fund Raising Company (if applicable): Terrace Books—Blind Date With A Book

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

Families will have an opportunity to buy books from Terrace Books. Profits for books purchased will be donated to the West Park PTO

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

We estimate we will earn about \$1000

How will this money be used?

This money will go toward the purchase of Playground Equipment

What are the proposed dates? A Saturday in January

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.) books

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 Paula Lawrence Date 8/29/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

A school/group's money-earning methods should reflect basic values. Whenever your school or group is planning a money-earning project, this checklist should serve as your guide. If you answer "Yes" to all the questions that follow, it is likely the project conforms to district standards and will be approved.

- 1. Do you really need a fund raising project?**
There should be a real need for raising money based on your school's programs. Groups should not engage in money-earning projects merely because someone has offered an attractive plan. Remember that individual students are expected to earn their own way. The need should be beyond normal budget items covered by building budgets.
- 2. If any contracts are to be signed, will they be signed by an individual without reference to the Columbus Public Schools or the Board of Education?**
Before any person in your school/group signs a contract, he/she must make sure the venture is legitimate and worthy. If a contract is signed, he/she is responsible. He/she may not sign on behalf of Columbus Public Schools nor may he bind the Board of Education without its written authorization. If you are not sure, check with the Director of Business.
- 3. Will your fund raiser prevent promoters from trading on the name and goodwill of Columbus Public Schools?**
Because of the district's good reputation, customers rarely question the quality or price of products we sell.
- 4. Will the fund raising activity uphold the good name of Columbus Public Schools? Does it comply with the district's policy on games of chance and gambling?**
All items sold or awarded in connection with a fund raising activity must not detract from the ideals and principles of Columbus Public Schools and its Board of Education. Holding a lottery with gross proceeds in excess of \$1,000, a raffle with gross proceeds in excess of \$5,000, or other games of chance is a considered a violation of the district's policy on gambling. If you are not sure, check with the Director of Business/Human Relations.
- 5. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Columbus Public Schools?**
All commercial products must sell on their own merits, not the benefit received by the school/group. The principle of value received is critical in choosing what to sell.
- 6. If a commercial product is to be sold, will the fund raising activity comply with the intentions communicated by the fundraiser?**
Students must identify themselves by which group or school they represent and for what cause they are raising the money.
- 7. Will the fund raising project avoid soliciting money or gifts?**
Columbus Public Schools students shall not be permitted to serve as solicitors of money for the Board of Education or district. No adults and students shall be permitted to serve as solicitors of money in support of personal gain.
- 8. Does the fund raising activity avoid competition with other schools and other organizations such as the United Way?**
Check to make sure you are not in direct conflict with fund raising efforts of other schools or local agencies.

Cross Reference: 506.07 Fund Raising Activities
 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/29/24

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: West Park Elementary

Name: Faith Simon

Fund Raising Company (if applicable): Kids Heart Challenge

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

Students will collect donations from family and friends for the American Heart Association

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

\$800

How will this money be used?

Money will be donated to the Heart Association

What are the proposed dates? Second Semester 2024-25 School Year

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

Principal's Signature Paula Lawrence Date 8/29/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

A school/group's money-earning methods should reflect basic values. Whenever your school or group is planning a money-earning project, this checklist should serve as your guide. If you answer "Yes" to all the questions that follow, it is likely the project conforms to district standards and will be approved.

1. **Do you really need a fund raising project?**
There should be a real need for raising money based on your school's programs. Groups should not engage in money-earning projects merely because someone has offered an attractive plan. Remember that individual students are expected to earn their own way. The need should be beyond normal budget items covered by building budgets.
2. **If any contracts are to be signed, will they be signed by an individual without reference to the Columbus Public Schools or the Board of Education?**
Before any person in your school/group signs a contract, he/she must make sure the venture is legitimate and worthy. If a contract is signed, he/she is responsible. He/she may not sign on behalf of Columbus Public Schools nor may he bind the Board of Education without its written authorization. If you are not sure, check with the Director of Business.
3. **Will your fund raiser prevent promoters from trading on the name and goodwill of Columbus Public Schools?**
Because of the district's good reputation, customers rarely question the quality or price of products we sell.
4. **Will the fund raising activity uphold the good name of Columbus Public Schools? Does it comply with the district's policy on games of chance and gambling?**
All items sold or awarded in connection with a fund raising activity must not detract from the ideals and principles of Columbus Public Schools and its Board of Education. Holding a lottery with gross proceeds in excess of \$1,000, a raffle with gross proceeds in excess of \$5,000, or other games of chance is a considered a violation of the district's policy on gambling. If you are not sure, check with the Director of Business/Human Relations.
5. **If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Columbus Public Schools?**
All commercial products must sell on their own merits, not the benefit received by the school/group. The principle of value received is critical in choosing what to sell.
6. **If a commercial product is to be sold, will the fund raising activity comply with the intentions communicated by the fundraiser?**
Students must identify themselves by which group or school they represent and for what cause they are raising the money.
7. **Will the fund raising project avoid soliciting money or gifts?**
Columbus Public Schools students shall not be permitted to serve as solicitors of money for the Board of Education or district. No adults and students shall be permitted to serve as solicitors of money in support of personal gain.
8. **Does the fund raising activity avoid competition with other schools and other organizations such as the United Way?**
Check to make sure you are not in direct conflict with fund raising efforts of other schools or local agencies.

Cross Reference: 506.07 Fund Raising Activities
 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/27/24

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: West Park Elementary

Name: Paula Lawrence

Fund Raising Company (if applicable): Scholastic Book Fair

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

Families will have an opportunity to buy books at the Book Fair during Parent Teacher Conferences

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

We will earn about \$1000 in Scholastic Bucks

How will this money be used?

This money will be used to purchase books for the Library and Teacher Classrooms

What are the proposed dates? September 30th – October 3rd

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.) This Activity happens 1 time a year

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.) cookie dough and frozen food items, candles, wrapping paper

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 Paula Lawrence Date 7/27/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

A school/group's money-earning methods should reflect basic values. Whenever your school or group is planning a money-earning project, this checklist should serve as your guide. If you answer "Yes" to all the questions that follow, it is likely the project conforms to district standards and will be approved.

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There should be a real need for raising money based on your school's programs. Groups should not engage in money-earning projects merely because someone has offered an attractive plan. Remember that individual students are expected to earn their own way. The need should be beyond normal budget items covered by building budgets.
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Check to make sure you are not in direct conflict with fund raising efforts of other schools or local agencies.

Cross Reference: 506.07 Fund Raising Activities
 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/29/24

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: West Park Elementary

Name: Paula Lawrence

Fund Raising Company (if applicable): N/A

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

Pennies for Patients

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

\$500

How will this money be used?

We will donate this money to United Way for their Change Drive

What are the proposed dates? First Semester

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

Principal's Signature Paula Lawrence Date 8/29/24

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 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/29/24

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: West Park Elementary

Name: WP PTO

Fund Raising Company (if applicable): Club's Choice

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

We will be selling food items and candles from Club's Choice Fundraising Company

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

\$5,000 - \$6,000

How will this money be used?

This money will be used to finance West Park PTO activities and update playground equipment

What are the proposed dates? January 20th - February 7th

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

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 Paula Lawrence Date 8/29/24

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 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/29/24

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: West Park Elementary

Name: Paula Lawrence

Fund Raising Company (if applicable): N/A

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

We will host a family night at a local restaurant once a month. The restaurant will donate a portion of the profit to our building

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

\$1000

How will this money be used?

This money will be used to finance West Park PTO activities and Student Awards

What are the proposed dates?

September 10th-Runza, October 15th-Pizza Ranch, March 18th-Runza
Remaining months still need to be scheduled

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.) I will send the exact dates once we have the restaurants booked

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

Principal's Signature Paula Lawrence Date 8/29/24

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Exhibit
Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/29/24

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: West Park Elementary.

Name: Eva Grossnicklaus & Crystal Halvorsen

Fund Raising Company (if applicable):

The Second Grade class will decorate and sell cookies to students

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

The second grade will purchase and decorate cookies. These will be sold on a Friday afternoon to West Park student for 25¢ a cookie.

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

\$175

How will this money be used?

The class will purchase items for children on the Holiday Spirit Coop list

What are the proposed dates? First week of December, 2024

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

Principal's Signature Paula Lawrence Date 8/29/24

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Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/27/24

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: West Park Elementary

Name: Wendi Petersen

Fund Raising Company (if applicable): N/A

WP Student Council, submits the following plans for collecting food donations for the Columbus Food Pantry

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

Food Drive

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

N/A

How will this money be used?

Food will be donated to the Food Pantry

What are the proposed dates? We will collect food either before Thanksgiving for first semester

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

Principal's Signature Paula Lawrence Date 8/27/24

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Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 8/27/24

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: West Park Elementary

Name: WP Student Council

Fund Raising Company (if applicable): N/A

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

Student Council will sell scented pencils twice a month throughout the school year.

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

\$1000

How will this money be used?

Money is used for activities in school to support our students. We donate to places in our community, such as Holiday Spirit Coop or Paws and Claws, that students feel have a need.

What are the proposed dates? Twice a month throughout the year

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

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 Paula Lawrence Date 10-27-24

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Approved by _____ Date _____

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GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

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Approved: 09-17-12

Columbus Public Schools
Columbus, Nebraska



Columbus Public Schools

Date: 7/27/24

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: West Park Elementary

Name: Wendi Petersen

Fund Raising Company (if applicable): N/A

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

Holiday Treat Sales—Student Council will sell treats before the West Park Christmas Movie

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

\$100-\$200

How will this money be used?

To fund Student Council activities

What are the proposed dates? Week of December 20th

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

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

Principal's Signature Paula Lawrence Date 8/27/24

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GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

A school/group's money-earning methods should reflect basic values. Whenever your school or group is planning a money-earning project, this checklist should serve as your guide. If you answer "Yes" to all the questions that follow, it is likely the project conforms to district standards and will be approved.

1. **Do you really need a fund raising project?**
There should be a real need for raising money based on your school's programs. Groups should not engage in money-earning projects merely because someone has offered an attractive plan. Remember that individual students are expected to earn their own way. The need should be beyond normal budget items covered by building budgets.
2. **If any contracts are to be signed, will they be signed by an individual without reference to the Columbus Public Schools or the Board of Education?**
Before any person in your school/group signs a contract, he/she must make sure the venture is legitimate and worthy. If a contract is signed, he/she is responsible. He/she may not sign on behalf of Columbus Public Schools nor may he bind the Board of Education without its written authorization. If you are not sure, check with the Director of Business.
3. **Will your fund raiser prevent promoters from trading on the name and goodwill of Columbus Public Schools?**
Because of the district's good reputation, customers rarely question the quality or price of products we sell.
4. **Will the fund raising activity uphold the good name of Columbus Public Schools? Does it comply with the district's policy on games of chance and gambling?**
All items sold or awarded in connection with a fund raising activity must not detract from the ideals and principles of Columbus Public Schools and its Board of Education. Holding a lottery with gross proceeds in excess of \$1,000, a raffle with gross proceeds in excess of \$5,000, or other games of chance is a considered a violation of the district's policy on gambling. If you are not sure, check with the Director of Business/Human Relations.
5. **If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Columbus Public Schools?**
All commercial products must sell on their own merits, not the benefit received by the school/group. The principle of value received is critical in choosing what to sell.
6. **If a commercial product is to be sold, will the fund raising activity comply with the intentions communicated by the fundraiser?**
Students must identify themselves by which group or school they represent and for what cause they are raising the money.
7. **Will the fund raising project avoid soliciting money or gifts?**
Columbus Public Schools students shall not be permitted to serve as solicitors of money for the Board of Education or district. No adults and students shall be permitted to serve as solicitors of money in support of personal gain.
8. **Does the fund raising activity avoid competition with other schools and other organizations such as the United Way?**
Check to make sure you are not in direct conflict with fund raising efforts of other schools or local agencies.

Cross Reference: 506.07 Fund Raising Activities
 506.50 School-Supporting Organizations

Exhibit
Approved: 09-17-12

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: Centennial

Name: Luebbe

Fund Raising Company (if applicable):

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

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

Candy cane sales by Student Council

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

\$500 per year

How will this money be used?

Special events, purchase Christmas presents for needy, donate to philanthropy of choice

What are the proposed dates? December

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.) Candy canes

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

9/6/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



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: Centennial

Name: Luebbe

Fund Raising Company (if applicable):

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

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

Snack sales on Friday by Student Council

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

\$500 per year

How will this money be used?

Special events, purchase Christmas presents for needy, donate to philanthropy of choice

What are the proposed dates? Fridays

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.) Snacks

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

9/6/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



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: Centennial

Name: Luebbe

Fund Raising Company (if applicable):

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

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

Various Restaurant Night Fundraisers - ex. Runza, Godfather's, Sonic, Valentino's, DQ

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

\$200-\$400 per night - total of \$1,000+

How will this money be used?

Recess equipment, Family nights, school supplies, field trips, classroom supplies, etc.

What are the proposed dates? Spread out throughout the year

Is this a recurring activity?

Yes No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? Tickets Product Neither

(If you selected product, please specify the product that you are selling.)

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

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

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

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

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

9/6/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



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: Centennial

Name: Luebbe

Fund Raising Company (if applicable):

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

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

Cookie Dough Fundraiser for CN PAC

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

\$10,000-\$12,000

How will this money be used?

Recess equipment, Family events, School supplies, field trips, classroom supplies

What are the proposed dates? February-March

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.) Cookie dough

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?** Building Principal

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

9/6/24

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

Columbus Public Schools
Filed Trip or Excursion Approval Form
File: 607.05R2



Date: 8/15/24

Proposed Excursion Date: 1/29/25 - 2/2/25

Requesting Individual: Jacob Ritter, CHS Vocal Music

Student Group for Which request is made: The CHS Captain's Chorale

Purpose of Trip:

Students will be attending the Barbershop Harmony Society Midwinter Convention in San Antonio, TX. The chorus will participate in the Next Generation Youth Chorus Festival, where they will sing for over 2000 enthusiastic audience members on a huge stage, be given world-class critical feedback, and experience the sights and sounds of San Antonio.

Educational Benefit:

Students will experience the thrill and pressure of a world-class stage and audience, as well as be given the opportunity to hear many other choruses and quartets from around the country and the world. This convention engages students consistently over the course of the event, with many collaborative and educational activities over the course of three days.

Nature of Request (Check One) **x** **1 Time Only** **Annual**

Is This Event Sanctioned? (NSAA Activity) Yes No

Cost of Trip:

Accounting for 3 nights in a hotel, travel, sightseeing, and 3 evening meals, this trip will average approximately \$500-600 per traveler. Breakfast meals will be included in the hotel costs. Students will pay for their own lunches.

Cost to District:

No Cost To the District

How will funds be raised:

Funds will be raised through two fundraising opportunities, scholarships funded through CHS Vocal Music and CHS Vocal Music Boosters, and student fees.

Timelines of Events:

Depart from CHS in the evening of Wednesday, January 29 and return to CHS on the evening on Sunday, February 2.

The number of student school days forfeited: 2

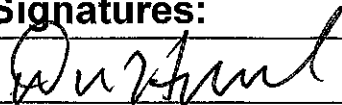
Other Pertinent Information:

Fundraisers for this event will include a fireworks stand this coming summer and a September 2024 fundraiser where students can sell food and gift items from a brochure/online. Depending upon their participation level, students have the opportunity to earn a large portion, if not all of the trip cost using these fundraisers.

Approval Signatures:

Date: 9/4/27

Principal:



Superintendent:

School Board President:

Date of Formal Board Approval:

Detailed Budget (Include Expenses and Revenue):

Students have been accumulating funds into individual student activity accounts since the start of this school year. Students will use funds from this year and two upcoming fundraisers, one in July and one in September, to help cover the costs of the trip. Budgeting for hotel rooms, convention fees, transportation, and evening meals will be carefully tracked over the next several months to ensure all expenses will be handled in a timely manner.

Quote on best price for coach to San Antonio - \$13,908, with additional fees not included
Bus Driver Tip: \$400

16 hotel rooms for 3 nights in San Antonio - approx. \$5760

3 evening meals for 56 people at \$25 a plate - approx. \$4200

Convention fees = \$300

Sight-seeing - \$0, will focus on free opportunities and shopping

$13,908+5760+4200+300+1000(\text{additional expenses as needed}) = \$25,168$

$\$25,168/50 \text{ trip goers} = \text{estimated } \$503.36 \text{ per student}$

The summer fundraiser will be selling fireworks. Students earned an average of \$125 per participant in this fundraiser last year and many were able to earn much more than that. The fall fundraiser will be selling items from a brochure, where students will earn approximately 25% profit on the items that they sell towards their student account. Students have earned an average of \$77 profit on this fundraiser this past year, but several motivated students earned well over \$150. I anticipate this average amount will increase quite a bit with the ability to help pay for a trip this coming year. This would allow students to raise a large portion of the expense through these opportunities and work on saving the rest.

Travel Information (Detailed Daily Itinerary):

Wednesday, Jan 29 - Depart for San Antonio, drive through the night

Thursday, Jan 30 - Arrive in San Antonio, hotel check-in, San Antonio sight-seeing, Barbershop Convention Participation

Friday, Jan 31 - Barbershop Convention Participation, Highlighted performance

Saturday, Feb 1 - Barbershop Convention Participation, San Antonio sight-seeing (possible departure for Columbus at the end of the day)

Sunday, Feb 2 - Return to CHS

Parent Permission Form: See attached

NSAA Waiver if Required:



Columbus High School Parent Permission Form

Date _____

I, _____ am the _____
(PARENT/GUARDIAN NAME) (FATHER, MOTHER,
GUARDIAN) of _____, at student at Columbus
High School.
(STUDENT NAME)

I hereby grant permission for the student of the above name to attend the activity to:

_____ On (date) _____.

In consideration of my student being allowed to participate in the above activity, I as a result of this assume all risks in connection with the activity. I further release Columbus Public Schools and staff, employees, and volunteers from all claims, judgments, and liability for any injury or damage my child may encounter, including risks connected therewith foreseen or unforeseen. I fully understand what is involved in this activity and I understand that I have the opportunity to call the sponsors and talk to them directly.

Alcohol use, drug use, vape use, or other activities that place the student, other students, sponsors, the public, or property at risk are strictly prohibited. Students who use alcohol, drugs, vape, and/or act in a way that places the student, other students, supervisors, the public, or property at risk shall receive consequences outlined in the CHS Student and Activities Handbooks. Based on the violation, parents may be required to pick up the student. Each incident will be evaluated by the CHS Administration to determine the appropriate consequences for the student or students involved in such misconduct.

Students will be transported by: _____

We will depart CHS at _____ and will return to school on _____ by _____

In case of an EMERGENCY, I can be reached at: _____ (Phone Number)

_____ (Guardian/Parent Signature)

_____ (Student Signature)

Columbus Public Schools
Filed Trip or Excursion Approval Form
File: 607.05R2



Date: 9/4/24

Proposed Excursion Date: March 7 - 9

Requesting Individual: Jeff Peabody

Student Group for Which request is made: Winter Percussion

Purpose of Trip:

Winter Percussion Competition at the WGI Regional in Minneapolis.

Educational Benefit:

This annual trip for the winter percussion ensemble provides the group with an opportunity to compete on a regional level with drumlines throughout the upper Midwest.

Nature of Request (Check One) 1 Time Only Annual

Is This Event Sanctioned? (NSAA Activity) Yes No

Cost of Trip:

Winter Percussionists would each pay a \$350 participation fee which, along with other fundraising and booster support, would cover the costs for the trip and necessary equipment.

Cost to District:

No Cost To the District

How will funds be raised:

Winter Percussionists would each pay a \$350 participation fee which, along with other fundraising and booster support, would cover the costs for the trip and necessary equipment.

Timelines of Events:

Friday, Mar 7, 2024

7:30am Rehearsal

8:30am Load Trailer

9:00am Departure.

12:30pm Lunch in Worthington, MN

4:00pm - Check in at Hotel

5:30pm - Dinner

9:30 p.m. - In Rooms

10:00 p.m. - Lights out

Saturday Mar 8, 2024

8:30 a.m. - Breakfast in Hotel

9:00 a.m. - Sectionals at Hotel

10:30 a.m. - Depart Hotel

11:00 a.m. - Arrival at Waconia High School

12:18 p.m. - Performance Time

subs chips and water provided onsite for lunch.

Dinner will be in the hotel area following the competition.

5:30 p.m. - Finals Begin

8:30 p.m. - Finals End

9:00 p.m. - Return to Hotel

10:30 p.m. - Lights out

Create your own automated PDFs with Jotform PDF Editor- It's free

Sunday, Mar 9, 2024
7:30 a.m. - Breakfast
8:00a.m. - Depart for Columbus
12:00p.m. - Lunch Stop in Sioux City, IA
3:30 p.m. - Arrive at CHS Unload

The number of student school days forfeited: 0

Other Pertinent Information:

Approval Signatures:

Date:

Principal:

Superintendent:

School Board President:

Date of Formal Board Approval:

Detailed Budget (Include Expenses and Revenue):

Travel Information (Detailed Daily Itinerary):
See previous

Parent Permission Form:

NSAA Waiver if Required:



Columbus High School Parent Permission Form

Date _____

I, _____ am the _____
(PARENT/GUARDIAN NAME) (FATHER, MOTHER,
GUARDIAN) of _____, at student at Columbus
High School.
(STUDENT NAME)

I hereby grant permission for the student of the above name to attend the activity to:

On (date) _____.

In consideration of my student being allowed to participate in the above activity, I as a result of this assume all risks in connection with the activity. I further release Columbus Public Schools and staff, employees, and volunteers from all claims, judgments, and liability for any injury or damage my child may encounter, including risks connected therewith foreseen or unforeseen. I fully understand what is involved in this activity and I understand that I have the opportunity to call the sponsors and talk to them directly.

Alcohol use, drug use, vape use, or other activities that place the student, other students, sponsors, the public, or property at risk are strictly prohibited. Students who use alcohol, drugs, vape, and/or act in a way that places the student, other students, supervisors, the public, or property at risk shall receive consequences outlined in the CHS Student and Activities Handbooks. Based on the violation, parents may be required to pick up the student. Each incident will be evaluated by the CHS Administration to determine the appropriate consequences for the student or students involved in such misconduct.

Students will be transported by: _____

We will depart CHS at _____ and will return to school on _____ by _____

In case of an EMERGENCY, I can be reached at: _____ (Phone Number)

_____ (Guardian/Parent Signature)

(Student Signature)

Columbus Public Schools
Filed Trip or Excursion Approval Form
File: 607.05R2



Date: 8/30/24

Proposed Excursion Date: 3/1/25 - 3/7/25

Requesting Individual: Nathan Coan - CHS Social Studies

Student Group for Which request is made: Close Up

Purpose of Trip: To attend the Close Up Program in DC

Educational Benefit: History + Civics Education - Democracy in Action

Nature of Request (Check One) 1 Time Only Annual

Is This Event Sanctioned? (NSAA Activity) Yes No

Cost of Trip: \$2,306/student

Cost to District: 4 days of sub pay / staff member

How will funds be raised: students are responsible for cost after fundraiser

Timelines of Events: see attached schedule

The number of student school days forfeited: 4 days

Other Pertinent Information:

Approval Signatures: **Date:**

Principal: 

Superintendent:

School Board President:

Date of Formal Board Approval:

Detailed Budget (Include Expenses and Revenue):








Travel Information (Detailed Daily Itinerary):

Parent Permission Form: See attached

CLOSE UP HIGH SCHOOL PROGRAM - WASHINGTON, DC

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Arrive in Washington, DC	8:00 am Hot Breakfast Buffet	8:00 pm Hot Breakfast Buffet	6:45 am Hot Breakfast Buffet	8:00 am Hot Breakfast Buffet	7:00 am Breakfast
Hotel Check-In: Meet with your Close Up Concierge & explore DC with your school if time allows	9:00 am Jefferson Memorial Study Visit*: How do the rights outlined in the Founding Documents apply to our view of liberty today?	9:00 am War Memorials Study Visit: What do the WWII, Vietnam, and Korean Memorials say about those who have served and sacrificed?	8:15 am Capitol Hill Day: Walk the halls of Congress and get an insider's look at how our government operates	9:00 am Write House Study Visit: Discuss the purpose of protests and what restrictions of protests are legitimate	Sightsee in Washington: Spend some more time in the city with your school if time allows
5:45 pm Teacher and Staff Dinner	10:15 am Franklin D. Roosevelt Memorial Study Visit: What rights are needed to ensure equality and promote the welfare of citizens in the U.S.?	12:40 am Lunch at Reagan Building and International Trade Center	10:30 am Citizen Action Seminar: Hear from an advocacy organization & how they are impacting the community	10:30 am Citizen Action Seminar: Hear from an advocacy organization & how they are impacting the community	Depart for Home
6:00 pm Student Welcome Dinner	11:30 am Martin Luther King, Jr. Memorial Study Visit: How do we see MLK's view of justice in the U.S. today?	1:15 pm Group Photo	12:00 pm Neighborhood Study Visit and Lunch: Explore DC off the beaten path, e.g. U Street, Chinatown	12:00 pm Neighborhood Study Visit and Lunch: Explore DC off the beaten path, e.g. U Street, Chinatown	
6:45 pm Program Orientation & Community Building: Meet Close Up staff and explore your purpose and goals for the week	12:45 pm Lunch at Verfant Plaza	3:35 pm Washington Exploration (ex: Iwo Jima Memorial, Air Force Memorial or Pentagon 9/11 Memorial)	2:15 pm Arlington National Cemetery: Visit our nation's most hallowed ground and witness the Changing of the Guard	2:15 pm Arlington National Cemetery: Visit our nation's most hallowed ground and witness the Changing of the Guard	
7:15 pm Opening Workshop*: What are the biggest issues that we face in our democracy today?	2:00 pm Embassy Discovery: Step foot on "foreign soil" and discuss the international political landscape	5:30 pm Dinner at Pentagon City	5:15 pm Return to Hotel	5:15 pm Return to Hotel	
8:30 pm Facts & Fun: Ultimate Trivia Night: Show off your knowledge of DC with new teammates from across the country!	3:00 pm Citizen Action Sites: Get inspired by examples of citizens making a difference in their communities and the nation	7:00 pm Capitol Hill Prep Workshop	6:00 pm Final Workshop: How will you stay engaged on issues that matter to you?	6:00 pm Final Workshop: How will you stay engaged on issues that matter to you?	
10:00 pm Social Time	4:15 pm U.S. Marine Corps Memorial: Visit the larger-than-life representation of the iconic flag-raising at Iwo Jima	8:20 pm Mock Congress: Debate, amend, and vote on the same issues elected representatives are currently considering	8:00 pm Dinner at DC's Historic Union Station	8:00 pm Farewell Banquet and Dance: Enjoy a fun-filled evening with your new friends as you dance the night away	
10:30 pm Room Check	5:45 pm American Political Values Workshop: Examine the connections between liberty, equality, and justice	9:30 pm Student/Teacher Meetings	8:00 pm DC Cultural Event: See a performance at a renowned theater, cultural event, or night on the town	8:00 pm Dance: Enjoy a fun-filled evening with your new friends as you dance the night away	
	7:00 pm Hotel Dinner	10:00 pm Social Time	11:00 pm Room Check		
	8:00 pm Current Issues Discussion: Debate hot topics with your new friends from across the country				

* Workshops are small learning communities comprised of students from various states. Each workshop community is led by the same Close Up Program Instructor for the duration of the trip.
 * Study Visits led by highly-trained instructors provide unique opportunities to learn using historic sites and institutions as living classrooms.
 Sample schedule subject to change.

CALL: 800-CLOSE UP (256-7387) EMAIL: info@closeup.org VISIT: www.closeup.org CONNECT:        **CLOSEUP** WASHINGTON DC

TITLE IX NONDISCRIMINATION

Statement of Policy

This district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment. The board appoints the Superintendent as the district's Title IX Coordinator. The Title IX Coordinator is the district's employee who coordinates the district's efforts to comply with its responsibilities under Title IX. In the event the Title IX coordinator is unavailable or is the respondent to a complaint, an alternate coordinator should instead be directed to receive complaints and act as the coordinator. The Superintendent will appoint a coordinator for personnel and a coordinator for student Title IX complaint investigations.

General Obligations under Title IX

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district, as required by law. Sex discrimination includes but is not limited to creating a hostile environment on the basis of sex.

The district also prohibits intimidation, threats, coercion, or discrimination against any person by the district, a student, or an employee or other person authorized by the district to provide aid, benefit, or service under the district's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate (except as an employee) in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

If the district has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity, it must respond promptly and effectively. The district is required by law to address sex-based discrimination even if it occurs off of school grounds, as long as it is conduct that is subject to the district's disciplinary authority. The district has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct contributing to the hostile environment occurred outside the district's program or activity.

Giving Notice of Title IX Policy

The superintendent must create and distribute a Notice of Nondiscrimination in the form and circumstances required by the Title IX regulations, including how to find this policy with its Title IX grievance procedures, and contact information for Title IX Coordinator. The district will provide such notice to students, parents/guardians/other student legal

representatives, employees, applicants for admission and employment, unions and professional organizations with collective bargaining or other professional agreements with the district. Notice will be as required by law.

Title IX Coordinator duties are as prescribed in the Title IX regulations and may be delegated to another employee or a third party, but the board-named Title IX Coordinator must be an employee and will maintain ultimate administrative oversight of the district's Title IX compliance efforts.

The Title IX Coordinator monitors the district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX and take steps reasonably calculated to address such barriers.

Investigation and Reporting Forms Under This Policy

For complaints of sex-based discrimination, harassment or retaliation by an individual:

<u>Form</u>	<u>Completed By</u>
504.24E2 – initial report of sex discrimination	Complainant
504.24E3 – title IX coordinators intake report	Title IX Coordinator
504.24E4 – informal resolution procedures	Title IX Coordinator
504.24E5 – determination of sex-based discrimination	Title IX Coordinator
504.24E6 – notice of dismissal of complaint	Title IX Coordinator
504.24E7 – appeal of dismissal or appeal of determination	Complainant
504.24E9 – decision of appeal of dismissal	Title IX Coordinator

For complaints Title IX discrimination in the district's programs or activities:

<u>Form</u>	<u>Completed By</u>
504.24E2 – initial report of sex discrimination	Complainant
504.24E3 – title IX coordinators intake report	Title IX Coordinator
504.24E4 – informal resolution procedures	Title IX Coordinator
504.24E8 – notice of initiation of grievance procedure	Title IX Coordinator
504.24E5 – determination of sex-based discrimination	Title IX Coordinator
504.24E6 – notice of dismissal of complaint	Title IX Coordinator
504.24E7 – appeal of dismissal or appeal of determination	Complainant
504.24E10 – decision on appeal of grievance outcome	Title IX Coordinator

Definitions

As used in this policy:

Complaint is an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX or its regulations. The Title IX Coordinator's knowledge of

the existence of a complainant requires a district response but does not itself constitute a complaint as used in this grievance procedure.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex discrimination.

Respondent is a person who is alleged to have violated the district's prohibition on sex discrimination.

Consent in this policy means willingly allowing conduct to occur but an individual may be incapable of providing consent to sexual conduct or activity due to circumstances resulting from age, disability, lack of information, incapacity or other causes. Since neither verbal nor physical resistance to the conduct is required to show lack of consent, the decisionmaker will consider the full circumstances when determining whether consent occurred. Consent, if given, may also be withdrawn at any time.

Sex-based harassment, which is prohibited by Title IX and is a form of sex discrimination, means "sexual harassment and other harassment on the basis of sex" that is: (1) quid pro quo harassment, (2) hostile environment harassment, or (3) a specific offense as identified in Title IX regulations.

Quid pro quo harassment occurs when "an employee, agent, or other person authorized by the district to provide an aid, benefit, or service under the district's education program or activity explicitly or impliedly condition[s] the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct."

Hostile environment harassment involves "unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity (i.e., creates a hostile environment)." It is a fact-specific inquiry to determine whether a hostile environment has been created, and the following factors may be considered in making such a determination:

- The degree to which the conduct affected the complainant's ability to access the district's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in the district's education program or activity.

Sexual Assault may be defined as a forcible or non-forcible offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Forcible Sex Offenses may include fondling, rape, sexual assault with an object, and sodomy.
- Non-forcible Sex Offenses include incest and statutory rape.

Dating Violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner.

Domestic Violence refers to crimes committed by a current or former spouse under the laws of that jurisdiction where the victim is or has cohabited with the perpetrator, has a child together with the perpetrator, or the perpetrator commits violence against a youth or adult of that household under the domestic violence laws of that jurisdiction.

Stalking is the intentional conduct of following, harassing, or interfering with a specific individual to cause fear or emotional distress.

Retaliation

1. Retaliatory actions include, but are not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a. Make complaints of illegal discrimination or harassment.
 - b. Report illegal discrimination or harassment.
 - c. Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

Staff Obligation to Report Sex Discrimination to Title IX Coordinator

All employees are required to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination. However, an employee who is personally subjected to conduct that reasonably may constitute sex discrimination is encouraged to report such conduct to the Title IX Coordinator, but is not

required by this policy to report if no other person within the district's program or activity (including any student) is adversely affected by that conduct, and the conduct is not required to be reported by another policy or law. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to local law enforcement or DHHS in accordance with district policy.

Law Enforcement Reporting

Regardless of the Title IX Complaint process, school employees are still required to follow state law and district policies requiring reporting to law enforcement, social services agencies, or other relevant agencies. In cases where a report has been made that concerns conduct that also triggers the district's Title IX obligations, the Title IX Coordinator is directed to coordinate the investigation with law enforcement agencies, social services agencies, and related services agencies. The district may implement supportive measures or an emergency removal as appropriate. The district may extend the timeframes for the investigation and processing of a grievance if necessary due to a concurrent investigation by law enforcement or social services.

Permitted Emergency Exclusion Upon Complaint of Sex Discrimination

In consultation with the Title IX Coordinator, district administrators may remove a complaint respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

This provision does not preclude the district from placing any employee on administrative leave.

Special Education /Section 504 Overlap

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under Section 504, if any, to determine how to comply with federal law requirements throughout the district's implementation of grievance procedures and/or supportive measures.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of Title IX discrimination, harassment or retaliation on the basis of sex might still be unacceptable for the workplace or the educational environment. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed whether under this policy or policy 504.18 Harassment.

Confidentiality and Records

To the extent permitted by law and in accordance with board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The district will disclose information to the district's attorney, law enforcement, social services agencies, and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions and as advised by the district's attorney.

All Other Reports

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the Title IX Coordinator. All district employees will instruct all persons seeking to file a grievance to communicate directly with the Title IX Coordinator. Even if the suspected victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the Title IX Coordinator any observations, rumors or other information about actions prohibited by this policy. If a person refuses or is unable to submit a written complaint, the Title IX Coordinator will summarize the verbal complaint in writing. A grievance is not needed for the district to act upon finding a violation of law, district policy or district expectations.

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Even if a grievance under this policy is not directly filed, if the Title IX Coordinator otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough

investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

If sex-based harassment is observed or alleged in a student behavior, the administrator must consult the Title IX coordinator prior to imposing discipline. Administrators will report all incidents as directed in the "Reporting" section of this policy and will direct the parent/guardian and student to the Title IX Coordinator for further assistance. In cases not being handled under this policy, the Title IX Coordinator may determine that the incident has been appropriately addressed or recommend additional action.

Title IX Grievance Procedures

The superintendent or designee will adopt, publish and implement grievance procedures consistent with Title IX regulations that provide for the prompt and equitable resolution of complaints alleging any action that would be prohibited by Title IX. The grievance procedures must treat complainants and respondents equitably. The Title IX Coordinator coordinates implementation of the grievance procedure.

The Title IX Coordinator may also serve as the investigator and/or decisionmaker under the district's grievance procedures.

The grievance procedure may, at the discretion of the superintendent or designee, include provisions for Informal Resolution of some complaints in accordance with Title IX regulations.

Any employee or any other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity must participate as a witness in, or otherwise assist with, an investigation, proceeding, or hearing under this policy.

When the Title IX Coordinator is Made Aware of Possible Sex-based Discrimination

When the Title IX Coordinator is notified of conduct that reasonably may constitute sex discrimination under Title IX or its regulations, the Title IX Coordinator will:

1. Treat the complainant and respondent equitably.
2. Offer and coordinate supportive measures as appropriate for the complainant. In addition, if the grievance procedure has been initiated or if the district has offered an informal resolution process to the respondent, the Title IX Coordinator will also offer and coordinate supportive measures as appropriate for the respondent;
3. Notify the complainant of the grievance procedures and the informal resolution process, if offered.
4. In response to a complaint, initiate the grievance procedures or the informal resolution process; and
5. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided

- to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the district's education program or activity.
6. The Title IX Coordinator is not required to comply with (1) through (5) of this section upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or this part.

How a Complaint is Made about District Programs or Activities

The Title IX Coordinator's knowledge of the existence of a complainant requires a district response but does not itself constitute a complaint as used in this grievance procedure. A complaint is made by an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Persons Making a Complaint

The following people have a right to make a "complaint" of sex discrimination in the program or activity of the district:

- Any student or employee the district;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
- Any person other than a student or employee who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex discrimination.
- The Title IX Coordinator.

Limitation on Complaints of Sex-Based Harassment including Hostile Environment: A person is entitled to make a complaint of sex-based harassment (a sub-category of sex discrimination) including a sex-based hostile environment, only if :

- they themselves are alleged to have been subjected to the sex-based harassment,
- they have a legal right to act on behalf of such person, or
- the Title IX Coordinator initiates a complaint in accordance with law.

District-Initiated Complaints. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator may initiate a complaint of sex discrimination if they determine that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the district from ensuring equal access on the basis of sex to its education program or activity .

To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with initiation of a complaint;

- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from district premises or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the district;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

Complaint Consolidation

The district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Complaints Concerning District Policy or Practice

Not all complaints of sex discrimination involve active participation by complainants and respondents, including those alleging that the district's own policies and procedures discriminate based on sex. When a sex discrimination complaint alleges that the district's own policy or practice discriminates on the basis of sex, the district is not considered a "respondent" for procedural purposes. However, the district must fully implement and follow those parts of the grievance procedures that do apply to such complaints and complainants, including when responding to a complaint alleging that the district's policy or practice discriminates on the basis of sex.

For a complaint alleging that an individual engaged in sex discrimination based on actions the individual took in accordance with the district's policy or practice, the district must treat the individual as a respondent and comply with the requirements in these grievance procedures that apply to respondents. This is because such complaints may involve factual questions regarding whether the individual was, in fact, following the district's policy or practice, what actions the individual took, and whether the individual could be subject to disciplinary sanctions depending on these facts. To the extent an individual was following the district's policy or practice, the district has flexibility to determine whether the original complaint must be amended to be a complaint against the district itself or whether this determination can be made based on the original complaint against the individual.

Notice of a Complaint

When the district's grievance procedures are initiated the Title IX Coordinator or designee must provide notice of the allegations to the parties whose identifies are known.

The notice must include:

- These grievance procedures
- The informal resolution process, if available and appropriate.
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the district provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the Title IX Coordinator or designee decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the Title IX Coordinator or designee will notify the parties of the additional allegations.

Dismissal of a Complaint

The Title IX Coordinator or designee may dismiss a complaint of sex discrimination if, after making reasonable efforts to clarify the allegations with the complainant:

- The district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the district's education program or activity and is not employed by the district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Title IX Coordinator or designee determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

- Notify the complainant of the dismissal, the basis for the dismissal and the process for appealing the dismissal.
- If the dismissal occurs after the respondent has been notified of the allegations, notify the respondent of the dismissal, the basis for the dismissal and that the dismissal may be appealed promptly following notification to the complainant, or simultaneously if notification is in writing.
- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Dismissal on these grounds does not prevent the application of any other district policy that applies to the alleged conduct or referral of the alleged conduct to appropriate administrators.

Appeal of Dismissal of Complaint

Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator or designee will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

Investigation of the Complaint by the District

The district will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the district—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. Any employee or any other person authorized by the district to provide aid, benefit, or service under the district's education program or activity to must, upon request by the Title IX Coordinator, an investigator, or a decisionmaker, participate as a witness in, or otherwise assist with, an investigation or proceeding under Policy 504.24 including these grievance procedures.

The district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible including both inculpatory and exculpatory evidence.

Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The district will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.

The district will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The district will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, or an accurate description of the evidence, in the following manner:

- If the district provides a description of the evidence, the district will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- The district will provide a reasonable opportunity for either party to respond to the evidence or the description of the evidence; and
- The district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Evidentiary Exclusions

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a legal privilege, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless it is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Confidentiality and Privacy

The district will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.

The district must not disclose personally identifiable information obtained in the course of complying with Title IX, except in the following circumstances:

- When the district has obtained prior written consent from a person with the legal right to consent to the disclosure;
- When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
- To carry out the purposes of Title IX, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the district's education program or activity;
- As required by Federal law, Federal regulations, or the terms and conditions of a Federal award, including a grant award or other funding agreement; or

- To the extent such disclosures are not otherwise in conflict with Title IX, when required by State or local law or when permitted under FERPA.

Investigatory Questioning of the Parties and Witnesses:

The grievance decisionmaker will question parties and witnesses to adequately assess their credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Where the investigator has interviewed a party or witness and the investigator is also serving as the grievance decisionmaker, credibility evaluation is inherent in the process of conducting the interview. In situations where credibility determinations are required from a grievance decisionmaker who did not interview a party or witness, the Title IX Coordinator will facilitate an opportunity for the decisionmaker to conduct an interview as part of the grievance decisionmaker's process of engaging with the evidence resulting from the investigation.

Making the Determination Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the grievance decisionmaker will:

- Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. If the decisionmaker is not persuaded by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal;
- If sex discrimination occurred, identify recommended discipline for the respondent for sex discrimination prohibited by Title IX ;
- Promptly transmit the grievance record and the determination to the Title IX Coordinator if the Title IX Coordinator did not serve as the decisionmaker.

If Sex Discrimination Occurred, How Does the District Respond?

When the respondent is found to have violated the prohibition on sex discrimination under Policy 504.24, the Title IX Coordinator will, as appropriate:

- Coordinate the provision and implementation of remedies, provided to restore or preserve equal access to the district's education program or activity when limited or denied by sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Appeal of Grievance Process Outcomes

Appropriate supportive measures managed by the Title IX Coordinator will continue during all appeals.

Within 5 days after the decisionmaker makes a final decision at the conclusion of the grievance process, the complainant or the respondent, or both, may appeal the decision to the superintendent or designee by notifying the Title IX Coordinator in writing. The superintendent or designee will complete a written decision on the appeal within 10 days. The decision will be provided to the Title IX Coordinator, complainant, and respondent within 5 days of the decision.

If the determination that sex discrimination occurred is affirmed, reversed, or modified on appeal, the grievance returns to the Title IX Coordinator and the superintendent or designee to implement or modify the appropriate remedies, disciplinary sanctions, and other prompt and effective district steps to ensure that sex discrimination does not continue or recur.

Remedies When Sex Discrimination Occurred

After the district determines that sex discrimination occurred, the district may provide remedies, as appropriate, to a complainant or any other person the district identifies as having had their equal access to the district's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the district's education program or activity.

Supportive Measures

The district will provide supportive measures through its Title IX Coordinator, to complainants as appropriate and, if a complaint has been filed, to the respondent as appropriate.

For complaints of sex-based harassment, these supportive measures may include individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- Restore or preserve that party's access to the district's education program or activity, including measures that are designed to protect the safety of the parties or the district's educational environment; or

- Provide support during the district's grievance procedures or during an informal resolution process.

Supportive measures may vary depending on what the district deems to be reasonably available. These measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; on-premises escort services; increased security and monitoring of certain areas of the district premises; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

The district may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or at the conclusion of the informal resolution process, or the district may continue them beyond that point.

For allegations of sex discrimination other than sex-based harassment or retaliation, the district may provide supportive measures but is not required to alter the alleged discriminatory conduct during the grievance process.

Confidentiality of Supportive Measures

The district must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception to this policy's prohibition on disclosures of personally identifiable information applies.

Review of Supportive Measures Decisions

Upon request, the Title IX Coordinator will designate an appropriate and impartial employee to review the modification or reversal of the district's decision to provide, deny, modify, or terminate supportive measures. The reviewing employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision. The district must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

Disciplinary Sanctions

Administrators should consult with the Title IX Coordinator about potential disciplinary responses to the conduct that is alleged to be in violation of the prohibition on sex discrimination. The district is not permitted to impose disciplinary sanctions upon a respondent to a complaint for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the district's grievance process that the respondent engaged in prohibited sex discrimination. Appropriate supportive measures may be

employed during the grievance process and an emergency removal may occur when necessary.

Overlapping Discrimination Claims and this Procedure

To the extent the underlying facts and legal questions in a complaint handled under the Title IX grievance process overlap with and pertain to compliance by the district with another law or regulation concerning discrimination under Policy 504.18, the evidence and findings of the Title IX grievance process may be used for both purposes, in the discretion of the Title IX Coordinator and, if not the same person, the district's Policy 504.18 Compliance Officer.

Timelines for the Grievance Process

The timelines shown in this policy are the ones approved by the board and are not statutory but are intended to establish expectations for being "prompt" in resolving Title IX matters in most cases.. The board may choose to modify those timelines within the following ranges:

- Arriving at the decision whether to investigate or dismiss a sex discrimination complaint, 1 to 15 days.
- Conducting the investigation, 1 to 30 days.
- Making a determination on the complaint, 1 to 30 days.
- Conducting and deciding an appeal, 1 to 20 days.

Training Requirements

The Title IX Coordinator must ensure that all employees are trained promptly upon hiring or change of position, and annually afterwards, on the district's obligations to address sex discrimination, the scope of conduct that constitutes sex discrimination, and reporting requirements. All training received by district personnel should be documented.

In addition to the annual training, any investigator, decisionmaker, facilitator of informal resolutions, and any person otherwise responsible for implementing the district's grievance procedures or who has the authority to modify or terminate supportive measures, must each receive additional training as required by law.

The Title IX Coordinator and any designees must receive the level of advanced training required by Title IX, and any other training necessary to coordinate the district's compliance with Title IX.

The district must make all materials it uses for required Title IX training available upon request for inspection by members of the public.

Recordkeeping

The district must maintain for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process under or the grievance procedures and the resulting outcome.
- For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications by employees, and records documenting the actions the district took to meet its obligations to respond promptly and effectively.

Legal Reference: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amend. of 1972, Title IX; 20 USC 1681 et seq.
Exec. Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
34 CFR part 106

Cross Reference: 103.00 Equal Educational Opportunity
402.01 Equal Opportunity Employment
402.15 Staff Conduct with Students
403.02 Child Abuse Reporting
403.03 Abuse of Students by School District Employees
404.06 Harassment by Employees
405.00 Employee Conduct and Appearance
501.00 Objectives for Equal Educ. Opportunities for Students
504.03 Student Conduct
504.14 Hazing, Initiation, Secret Societies or Gang Activity
504.18 Harassment by Students
504.20 Bullying Prevention
504.21 Dating Violence Prevention
505.03 Suspension and Expulsion of Students
612.05 Individualized Education Program
612.10 Procedural Safeguards

Approved _____ Reviewed _____ Revised _____

DISTRICT NOTICE OF NONDISCRIMINATION ON THE BASIS OF SEX

The notice forms are as follows, with the current district contact information and website links included at the time of use. In general, use the full statement below:

- Columbus Public Schools does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.
- Inquiries about Title IX may be referred to the district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.
- The district's Title IX Coordinator is [name or title, office address, email address, and telephone number].
- The district's nondiscrimination policy (Policy 504.24) including its grievance procedures can be located, [include link to location(s) on website or otherwise describe location(s)] or obtained by contacting the Title IX Coordinator.
- To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

If necessary due to the format or size of any publication, use the following statement:

Columbus Public Schools prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at <http://www.columbuspublicschools.org>

Title IX requires the district to provide a notice of nondiscrimination to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the district. The district must prominently place this notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to persons entitled to, or which are otherwise used in connection with the recruitment of students or employees.

INITIAL REPORT OF SEX DISCRIMINATION
(Including But Not Limited To Sex-Based Harassment)

IF SEX DISCRIMINATION HAPPENED TO YOU (OR YOUR CHILD):

Anyone who believes they have been a victim of sex-based discrimination may initiate a report using this form; may bypass this form and contact the Title IX coordinator directly for assistance; or may make a report by any other means that will result in the Title IX coordinator receiving the report.

IF YOU ARE REPORTING SEX DISCRIMINATION THAT HAPPENED TO

SOMEONE ELSE: It is understood that the basis of an initial report may be either direct or indirect knowledge or reasonable suspicion drawn from the circumstances and warranting further inquiry. District employees are required, and all other persons are strongly encouraged, to assist the district's Title IX coordinator by promptly supplying as much of the following information as possible, using this form, when making a report of sexual-based discrimination including sex-based harassment. If you are not a district employee, you may instead directly contact the Title IX coordinator via any of the contact methods provided, but the Title IX coordinator will want the same information as is requested on this form.

Retaliation Prohibited

The district, its employees and other people are prohibited from intimidating, threatening, coercing or discriminating against you for filing this report. Please contact the Title IX coordinator immediately if you believe retaliation has occurred.

Confidentiality

The district will keep this report confidential as allowed by law. However, it may be necessary to disclose information contained in this report in order to investigate the alleged conduct and administer appropriate responses and remedies. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

REPORT

To: Title IX Coordinator

Date of Report: _____

Person Making Report

Name: _____

Address: _____

Phone(s): _____

Email: _____

Relationship with District (circle at least one): Student Employee Volunteer Visitor

Other (Explain): _____

Relationship to Incident (circle at least one): Complainant Complainant's Parent/Guardian

Witness Other Person with Knowledge (explain): _____

Alleged Victim(s) (if someone other than an alleged victim is making the report)

Name: _____

Address: _____

Phone(s): _____

Email: _____

Relationship with District (circle at least one): Student Employee Volunteer Visitor

Other (Explain): _____

Relationship with the Alleged Perpetrator (Respondent):* _____

*If the District itself allegedly engaged sex-based discrimination, use "District" when identifying the respondent on this form, and include (if applicable) the specific school program, or activity in which the alleged sex discrimination occurred or is occurring.

Please provide the contact information requested above for each additional alleged victim of the sex discrimination (attach additional sheets if necessary): _____

Respondent(s) (Alleged Perpetrators)

Name: _____

Address: _____

Phone(s): _____

Email: _____

Relationship with District (circle at least one): Student Employee Volunteer Visitor

Other (Explain): _____

Relationship with the Victim: _____

Please provide the contact information requested above for each additional respondent (attach additional sheets if necessary): _____

Conduct – Please describe the conduct and/or circumstances prompting this report (attach additional sheets with all of the information if necessary): _____

Information Regarding Respondent – Please provide as much information as you can about the person(s) involved: _____

Witnesses – If other persons observed some or all of the conduct that may constitute sexual discrimination or can otherwise provide information useful for an investigation, please provide their names, descriptions and/or contact information: _____

Any Other Persons with Information – Please provide the names, descriptions and/or contact information of any person not listed above but likely to have information regarding or verifying these claims, including other persons you have discussed this report with: _____

Other Reports – To your knowledge, has this conduct been reported to the police, social service agencies or to any other related agencies? If so, please provide the name of any agency contacted and provide to the Title IX coordinator a copy of the report or complaint filed, if any:

Other Evidence – If you have documents, pictures, texts, e-mails, video or other types of evidence that support your allegations, please provide copies of them with this report or describe them below and provide them to the Title IX coordinator: _____

Safety – Do you have concerns regarding the safety of the alleged victim, perpetrator or any other person? If so, please explain: _____

Acknowledgment of Reporter

I have read this report form thoroughly and have answered all questions in good faith. I understand that I may contact the Title IX coordinator if I have any questions about the reporting process or policy 504.24 in general.

Reporter's Signature

Date

Reporter's Printed Name:

District Receipt of Report

This report form was received by the Title IX coordinator on _____ [date].

Title IX Coordinator's Signature

Date

Title IX Coordinator's Printed Name:

TITLE IX COORDINATOR'S SEX DISCRIMINATION COMPLAINT INTAKE FORM

The purpose of this form is to assist the Title IX coordinator in determining, in cooperation with the person making the report, whether the behavior constitutes sex discrimination under Title IX or a violation of other laws or the district's policies.

Retaliation Prohibited

The district, its employees and other people are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX coordinator immediately if you believe retaliation has occurred.

Confidentiality

The district will keep this report confidential as allowed by law. However, it may be necessary to disclose information contained in this report in order to investigate the conduct and administer an appropriate response and remedies. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX coordinator.

_____ Title IX coordinator to initial here after discussing with the reporter during intake.

Date of Report: _____

Person Making the Report

Name: _____

Address: _____

Phone(s): _____

Email: _____

Relationship with District (circle at least one): Student Employee Volunteer Visitor

Other (Explain): _____

Relationship to Incident (circle at least one): Complainant Complainant's Parent/Guardian

Witness Other Person with Knowledge (explain): _____

Person(s) subjected to sex discrimination (if different than Person Making Report)

Name: _____

Address: _____

Phone(s): _____

Email: _____

Relationship with District (circle at least one): Student Employee Volunteer Visitor

Other (Explain): _____

Relationship with the Alleged Perpetrator (Respondent): _____

Please provide the contact information requested above for each additional person subjected to discrimination (attach additional sheets if necessary): _____

Respondent(s) (Person/Entity Alleged to have discriminated on the basis of sex)

Name: _____

Address: _____

Phone(s): _____

Email: _____

Relationship with District (circle at least one): District Student Employee Volunteer

Visitor Other (Explain): _____

Relationship with the Complainant: _____

Any Information Regarding Respondent – Provide other relevant information about the person(s) involved in the alleged sex discrimination and their relationship with the complainant: _____

Witnesses – Provide names, descriptions and/or contact information of persons believed to have observed the conduct or who otherwise may have knowledge of the conduct and/or the circumstances: _____

Other Persons with Information – Provide names, descriptions and/or contact information of any other person with information regarding or verifying these claims, including other persons with whom the conduct has been discussed: _____

Other Evidence – Description of documents, pictures, texts, emails, video, physical objects or other types of evidence relevant to the allegations, as provided to the Title IX coordinator: _____

Resolution – In your opinion as the complainant, what actions should the district take to address or resolve the conduct? Please note that the district is not obligated to follow your recommendations but is interested in your opinion. _____

Safety – List any concerns regarding the safety of the complainant, respondent or any other person: _____

Supportive Measures – List supportive measures discussed or offered: _____

Other Reports – If the conduct has been reported to the police, social service agencies, or any other agency, provide the name of any agency contacted: _____

Title IX Coordinator's Designation of Report
(To be Completed by Title IX Coordinator)

After consultation, this report is designated as:

- A report giving the district knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity under Title IX (or associated retaliation) prohibited in policy 504.24 (check all that apply):
 - A “quid pro quo harassment” because it alleges conditioning the provision of an aid, benefit or service of the district on an individual's participation in unwelcome sexual conduct;
 - Subjected to a hostile environment on the basis of sex;
 - One of the “Specific Offenses” listed in the Title IX regulations;
 - Other exclusion, on the basis of sex, from participation in, or being denied the benefits of, or being otherwise subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

Retaliation

OR

NOT a report giving the district knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity under Title IX (or associated retaliation) prohibited in policy 504.24. If applicable, indicate that the allegations instead reported a concern of:

A complaint of illegal discrimination and/or harassment or associated retaliation prohibited in policy 504.18, but not sex discrimination.

A report of potential misconduct in the district's program or activity, but not misconduct on the basis of sex. (explain): _____

And, therefore:

The reported conduct will be referred for district response in accordance with the provisions of the applicable policy; or

No further action is being taken on the reported conduct at this time.

I made the foregoing determinations on _____ [date] and in accordance with policy 504.24.

Title IX Coordinator's Signature

Date

Title IX Coordinator's Printed Name: _____

Upon making the foregoing disposition, a copy of this completed form is being provided to the reporter.

INFORMAL RESOLUTION PROCEDURES

The Title IX Coordinator or designee may offer the parties an informal resolution process as an alternative to the more formal Title IX grievance procedure at any time prior to the completion of the formal grievance procedure, but is not required to do so. However, the informal resolution process cannot be used when the complaint includes allegations that an employee engaged in sex-based discrimination of a student or the process would conflict with the requirements of law. Further, the Title IX Coordinator or designee will not offer this process if the alleged conduct would present a future risk of harm to others. Even if the information resolution process is used, the Title IX Coordinator is responsible for taking appropriate, prompt and effective steps to ensure that sex discrimination does not occur in the district's programs and activities.

Consent

The district must obtain the parties' voluntary consent to the informal resolution process from both parties, and must not require waiver of the right to an investigation and determination of a complaint as a condition of enrollment, employment or any other right. The district and its staff will not require or pressure the parties to participate in an Informal Resolution process. The consent will be provided in writing. Appropriate supportive measures will continue during the informal resolution process.

Notice

Before initiation of an informal resolution process, the district must provide to the parties notice that explains:

1. The allegations;
2. The requirements of the informal resolution process;
3. That, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the recipient's grievance procedures;
4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
6. What information the recipient will maintain and whether and how the district could disclose such information for use in grievance procedures, if grievance procedures are initiated or resumed.

Facilitator

The informal process will be led by a facilitator appointed by the Title IX Coordinator or designee. The facilitator cannot be the same person as the investigator or the decisionmaker in the Title IX grievance procedures. Any person designated by the district to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or

respondents generally or an individual complainant or respondent. Any person facilitating informal resolution must receive the training required by Title IX for that role.

Informal Resolution Process Requirements

When a party agrees to the Informal Resolution process, they are required to:

- Withdraw from the Title IX grievance procedure.
- Not file an additional complaint under the Title IX grievance procedure based on the same facts while the informal resolution process is pending.
- Participate in the process in good faith.
- Meet with the facilitator when requested to do so.
- Meet with the facilitator and the other party when requested by the facilitator.
- Respond to all questions asked by the facilitator.
- Provide evidence to the facilitator when requested.
- Submit written requests that provide details regarding the remedies they are seeking. These requests are shared with the other party.
- When agreement is reached, signing a written document stating the content of the agreement.
- Abide by the agreement reached.
- Retaliation, threats, and foul language are prohibited.

Failure of a party to comply with these requirements will result in the facilitator ending the informal resolution process and returning the complaint to the formal Title IX grievance process.

The Title IX Coordinator or either party may terminate the informal resolution process prior to reaching an agreement. In those situations, the complaint will again be processed under the Title IX grievance procedure.

Agreements

Agreements reached as part of the informal resolution process will be in writing, signed by both parties, and approved by the Title IX Coordinator. When necessary, either party may request an amendment or supplemental agreement and the Title IX Coordinator or designee will determine if that is appropriate.

An agreement closes the complaint.

Failure to abide by the agreement will result in disciplinary sanctions and the possibility that a complaint will again be filed under the Title IX grievance procedure.

Potential Terms

The potential terms that may be requested or offered to parties by the facilitator in an informal resolution include but are not limited to:

1. Restrictions on contact between the parties;

2. Administrative accommodations such as adjusting class schedules, changing sections, etc;
3. Education, professional development, mentoring, or coaching;
4. Collaborative agreements on behavior modifications;
5. Exclusions or restrictions on the respondent's participation in one or more of the district's programs or activities or attendance at specific events;
6. Any remedies or discipline that the district could have imposed if the district's Title IX grievance process had been used; and
7. Any supportive measure the district has offered or could have offered to the parties.

Information Retention and Use

The district will retain the complaint, written responses, and any final agreement in a file separate from the employment file or student file, though the matter may be referenced in the employment file or student file. If an agreement is not reached, any evidence disclosed or records created during the informal resolution process may be used in the Title IX grievance procedure. The records will be retained at least seven years, or until a respondent student graduates or a respondent employee is no longer employed, whichever is longer.

Explanation

The new Title IX regulations allow for districts to offer parties the opportunity for a more informal process for resolving complaints of sex discrimination. This process cannot be used if the allegation is sexually harassment of a student by an employee, but may be considered a good option in other situations. This would be, for example, a good opportunity to exercise restorative justice practices if you have staff members trained in that process.

The regulations do not give much guidance on this process, so much of this sample procedure is optional and may be amended by the district. And the district is not required to offer an informal resolution process at all.

SEX-BASED DISCRIMINATION UNDER TITLE IX
(*Determination*)

Name(s) of Complainant(s): _____

Name(s) of Respondent(s): _____

Date of Determination: _____

If necessary, write out on a separate sheet, attach to this form and incorporate by reference.

Allegations

List the allegations potentially constituting sexual harassment under Title IX: _____

Effective Date

_____ [Insert date immediately after deadline to appeal.]

Appeal Rights

The parties may request an appeal of this decision by submitting written notice to the Title IX coordinator within business days after the date of the decision. Appeals are limited to one or more of the following bases:

1. There was a procedural irregularity that affected the outcome;
2. There is new evidence that was not reasonably available at the time of the determination that could affect the outcome of the matter; or
3. The Title IX coordinator, investigator(s) or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome.

For more information on the appeal process, contact the Title IX coordinator and review policy 504.24.

Decision-Maker's Signature

Decision-Maker's Printed Name

NONDISCRIMINATION ON THE BASIS OF SEX
(Notice of Dismissal of Complaint)

Name(s) of Complainant(s): _____

Name(s) of Respondent(s): _____

From: _____, Title IX Coordinator

Date: _____

The district has dismissed the complaint of sex discrimination under Title IX

initiated on _____ [date of formal complaint].

The complaint was dismissed because (please check all that apply):

- The district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the district's education program or activity and is not employed by the district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Title IX Coordinator or designee determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX.

Appeal

You may appeal the dismissal of this complaint by submitting written notification of appeal to the Title IX coordinator listed above within 3 business days of receiving this notice.

Appeals are limited to one or more of the following bases:

1. There was a procedural irregularity that affected the outcome;
2. There is new evidence that was not reasonably available at the time the decision to dismiss was made that could affect the outcome; or

3. The Title IX coordinator, investigator or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome.

If the dismissal is appealed, the Title IX Coordinator or designee will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

Other Options

Even if the allegations are not appropriate for a complaint of sex discrimination under Title IX, if the Title IX coordinator determines that the allegations should be investigated under a different complaint process, the Title IX coordinator will forward the formal complaint to the appropriate person within the district to address the concerns using a different complaint process.

If you have any questions, please contact the Title IX coordinator and consult policy 504.24.

Title IX Coordinator's Signature

Title IX Coordinator's Printed Name

SEX DISCRIMINATION UNDER TITLE IX

(Appeal of Dismissal of Complaint OR Appeal of Determination of Grievance)

Party Filing Appeal: _____

Date Appeal Filed: _____

IF YOU ARE APPEALING DISMISSAL OF A COMPLAINT USE SECTION 1.

IF YOU ARE APPEALING THE OUTCOME OF THE GRIEVANCE PROCES USE SECTION 2.

SECTION 1: APPEAL OF A DISMISSAL PRIOR TO GRIEVANCE PROCESS:

I am notifying the district that I am appealing the dismissal of the complaint made on _____ [date of decision]. I understand that I may appeal only if one or more of the following bases apply (check all bases that apply):

There was a procedural irregularity that affected the outcome. If you check this box, please describe the procedural irregularity and how that irregularity impacted the determination to dismiss the complaint.

There is new evidence that was not reasonably available at the time of the determination. If you check this box, please describe the new evidence, explain why it was unavailable and, if possible, attach it to this form. Further, explain why you believe the new evidence would have created an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX or its regulations. _____

The Title IX coordinator, investigator or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome. If you check this box, please identify the people with the conflict of interest or bias and identify the conflict or provide specific examples that demonstrated bias. Further, explain how this conflict of interest or bias impacted the decisions that there was no oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX or its regulations. _____

I have read this appeal form thoroughly and have answered all questions truthfully and in good faith.

Signature of Party Appealing

Printed Name of Party Appealing

**SECTION 2: APPEAL OF OUTCOME OF GRIEVANCE PROCESS FOR
SEX DISCRIMINATION UNDER TITLE IX**

Party Filing Appeal: _____ Date Appeal Filed: _____

I am notifying the district that I am appealing the outcome of the District's Title IX Grievance Procedure, dated _____ [date of decision].

The Grievance Procedure Decisionmaker's decision (or the first-level appeal decision, as applicable) should be reversed or modified because (Check all that apply and explain each one checked in attachments to this form when filed):

- Under the preponderance of the evidence standard of proof to determine whether sex discrimination occurred, the evidence does not support the determination.
- The remedies provided are inadequate or were improperly imposed.
- The disciplinary sanctions are inadequate or were improperly imposed.
- There was a procedural irregularity that affected the outcome.
- There is new evidence that was not reasonably available at the time of the determination that could affect the outcome. If you check this box, please describe the new evidence, explain why it was unavailable and, if possible, attach it to this form.
- The Title IX coordinator, investigator or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome. If you check this box, please identify the people with the conflict of interest or bias and identify the conflict or provide specific examples that demonstrated bias. Further, explain how this conflict of interest or bias impacted the determination, remedies, and/or disciplinary sanctions.

I have read this appeal form thoroughly and have answered all questions truthfully and in good faith.

Signature of Party Appealing

Printed Name of Party Appealing

SEX DISCRIMINATION UNDER TITLE IX

(Notice of Appeal)

Name(s) of Complainant(s): _____

Name(s) of Respondent(s): _____

Date: _____

On _____ [date appeal was filed], the [complainant/respondent] filed an appeal of the (check as appropriate):

- Dismissal of Complaint, or
 Grievance Procedure Outcome Determination.

A copy of the appeal is attached.

The district has appointed the Superintendent or designee, _____
[name and title of decisionmaker on appeal] to hear and decide the appeal.

Both parties are entitled to submit a written statement in support of or challenging the appeal. Those statements are due to the decision-maker no later than _____ [date no later than five business days after receipt of the notice]. Please submit the written statement electronically at:

Email address: _____

or

Address: _____

Unless the deadline is extended for good cause, a final decision on this appeal will be made by _____ [date ten business days after this notice of appeal]. You will be notified if this deadline is extended. These timelines and procedures may change if the appeal is combined with a statutory right to a hearing on a disciplinary sanction, and the parties will be so advised as needed.

Title IX Coordinator's Signature

Title IX Coordinator's Printed Name

SEX DISCRIMINATION
(Notice of Initiation of Grievance Procedures)

Attach additional sheets if more space is needed for answering any question.

Name(s) and Title(s) of Complainant(s): _____

Name(s) and Title(s) of Respondent(s): _____

Title IX Coordinator's Name and Other Title (if any): _____

Office Address: _____

Phone/Fax and Telecomm Device for the Deaf, if available: _____

Email Address: _____

On _____ [date the complaint occurred], the district received a complaint from the above-listed complainant(s) alleging acts that if proven may constitute sex discrimination under district policy 504.24. The parties were notified of that complaint on _____ [date of notice of complaint] and were given:

- a copy of Policy 504.24 including grievance procedures.
- a copy of the district's Policy 504.24 informal resolution procedures.

The district has determined that the complaint constitutes a request for the district to investigate and make a determination about alleged discrimination under Title IX and its regulations.

The district will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the district — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. Please review the grievance procedure for additional information on the process.

Please take notice that:

- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the district provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

The alleged conduct the district is investigating is summarized below:

1. Identities of the parties involved in the incident(s): _____

2. The conduct alleged to constitute sex discrimination: _____

3. The date(s) and location(s) of the alleged incident(s): _____

Supportive Measures: As more fully explained in the grievance procedures, as part of promptly and effectively ending any sex discrimination in the district's program or activity, preventing its recurrence, and remedying its effect, the district offers and coordinates supportive measures through its Title IX Coordinator, to complainants as appropriate and, if a grievance has commenced, to the respondent as appropriate.

Date of Issuance of this Notice: _____

Title IX Coordinator's Signature

Title IX Coordinator's Printed Name

SEX DISCRIMINATION
(Notice of Initiation of Grievance Procedures)

Attach additional sheets if more space is needed for answering any question.

Name(s) and Title(s) of Complainant(s): _____

Name(s) and Title(s) of Respondent(s): _____

Title IX Coordinator's Name and Other Title (if any): _____

Office Address: _____

Phone/Fax and Telecomm Device for the Deaf, if available: _____

Email Address: _____

On _____ [date the complaint occurred], the district received a complaint from the above-listed complainant(s) alleging acts that if proven may constitute sex discrimination under district policy 504.24. The parties were notified of that complaint on _____ [date of notice of complaint] and were given:

- a copy of Policy 504.24 including grievance procedures.
- a copy of the district's Policy 504.24 informal resolution procedures.

The district has determined that the complaint constitutes a request for the district to investigate and make a determination about alleged discrimination under Title IX and its regulations.

The district will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the district — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. Please review the grievance procedure for additional information on the process.

Please take notice that:

- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the district provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

The alleged conduct the district is investigating is summarized below:

1. Identities of the parties involved in the incident(s): _____

2. The conduct alleged to constitute sex discrimination: _____

3. The date(s) and location(s) of the alleged incident(s): _____

Supportive Measures: As more fully explained in the grievance procedures, as part of promptly and effectively ending any sex discrimination in the district's program or activity, preventing its recurrence, and remedying its effect, the district offers and coordinates supportive measures through its Title IX Coordinator, to complainants as appropriate and, if a grievance has commenced, to the respondent as appropriate.

Date of Issuance of this Notice: _____

Title IX Coordinator's Signature

Title IX Coordinator's Printed Name

SEX DISCRIMINATION UNDER TITLE IX
(Decision on Appeal of Dismissal of Complaint)

Name(s) of Complainant(s): _____

Name(s) of Respondent(s): _____

Date: _____

On _____ [date], an appeal was filed to the dismissal of the complaint.

Decisionmaker's Checklist for Appeal of Dismissal of a Complaint
PRIOR to Completing the Title IX Grievance Procedure

1. Did a procedural irregularity affect the outcome?

YES.

NO.

2. Is there new evidence that was not reasonably available at the time of the determination that could affect the outcome?

YES.

NO.

3. Did the Title IX coordinator, investigator or decision-maker have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome?

YES.

NO.

Proceed to Decision

SEX DISCRIMINATION UNDER TITLE IX
(Decision on Appeal of Grievance Procedure Outcome)

Name(s) of Complainant(s): _____

Name(s) of Respondent(s): _____

Date: _____

On _____ [date], an appeal was filed to the Grievance Process outcome in this matter.

Decisionmaker's Checklist for Appeal of a Completed Title IX Grievance Outcome

1. Was the Title IX complainant, on the basis of sex, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district?

YES.

NO.

2. If so, did the conduct of the Title IX Respondent cause the sex discrimination to occur?

YES.

NO.

3. Did a procedural irregularity affect the outcome?

YES.

NO.

4. Is there new evidence that was not reasonably available at the time of the determination that could affect the outcome?

YES.

NO.

5. Did the Title IX coordinator, investigator or decision-maker have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent that affected the outcome?

YES.

NO.

6. Are the remedies provided adequate and properly imposed?

YES.

NO.

7. Are the disciplinary sanctions provided adequate and properly imposed?

YES.

NO.

Proceed to Decision.

.

Decision

After reviewing the relevant record and applying the decision checklists above, I/we have made the following decision related to this appeal under Policy 504.24.

[Explain the result of the appeal and the rationale for the decision or, if necessary, write out the full decision separately and attach it to the form and incorporate by reference.]: _____

ADDRESSING BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. This policy, developed and annually reviewed in collaboration with the county attorney for the district's principal office location, is an attempt to address the barriers to student attendance. This policy shall include a provision indicating how the district and the county attorney will handle those cases in which excessive unexcused absences are not due to mental or physical illness and shall state the circumstances and number of other absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer. The attendance officer will immediately investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of unexcused absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker, a school administrator or designee, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:
 - (i) Illness related to physical, mental, or behavioral health of the child;
 - (ii) Educational counseling;
 - (iii) Educational evaluation;
 - ~~(iv)~~ Referral to community agencies for economic services;
 - ~~(v)~~ Family or individual counseling; and
 - ~~(vi)~~ Assisting the family in working with other community services.

Approved _____ Reviewed _____ Revised _____

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness, either physical or mental, that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Students are subject to disciplinary action for excessive absenteeism including suspension and expulsion. It shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference:	Neb. Statute 79-208 and 209 NDE Rule 10.012.01B
Cross Reference:	411.03 Attendance Officer 505 Student Discipline 506 Student Activities 507 Student Records

ABSENTEEISM/BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless documentation is provided to the principal of their attendance center. This policy, developed and reviewed annually in collaboration with the county attorney is an attempt to address the absenteeism/barriers to student attendance. Students shall attend school unless excused by the principal of their attendance center. This policy shall include a provision indicating how the district and the county attorney will handle cases in which excessive absences are due to illness and shall state the circumstances and number of absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer immediately. The attendance officer will investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of all absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker, school counselor, school administrator, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
 - (i) Illness related to physical, behavioral or mental health of the child;
 - (ii) Educational counseling;
 - (iii) Educational evaluation;
 - (iv) Referral to community agencies for economic services;
 - (v) Family or individual counseling; and
 - (vi) Assisting the family in working with other community services.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per year. The

school shall notify the child's family prior to 20 days of absence in writing a letter of intent to file with the county attorney's office prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Students are subject to consequences for excessive absenteeism as outlined in the rules regulating the excessive absences policy and student handbook. Disciplinary action for students receiving special education services will be assigned in accordance with the student's Individualized Education Program (IEP). The student shall make up all work missed to receive credit, within guidelines of the student handbook.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference: Neb. Statute 79-208 and 209
 NDE Rule 10.012.01B

Cross Reference: 411.03 Truancy Officer
 505 Student Discipline
 506 Student Activities
 507 Student Records

Policy
Adopted: 9/11/06
Policy Revised: 8/9/10
Policy Revised: 3/7/11
Policy Revised: 10/10/11
Policy Revised: 8/13/12
Policy Revised: 12/21/15
Policy Revised: 7/12/21

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed 8/13/12

STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

~~The principal may require remediation at the parents' expense as a condition of promotion to the next grade level. [Such remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day.]~~

~~The parents will be requested to indicate in writing their agreement or disagreement with the recommendation for retention. The final decision will rest with the school administration. Parents may request retention if they believe it to be in the best interest of their student. The principal will confer with the teachers and parents to determine appropriate action.~~

~~More than one retention during the elementary school years will receive special consideration and require the approval of the superintendent based on the recommendation of the principal, teacher and parent or guardian.~~

~~A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in fifth through twelfth grade may be retained due to excessive absenteeism.~~

~~Excessive absenteeism means that the student was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included. Illness means that the student experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.~~

~~A parent or guardian wishing to request their student repeat a grade shall meet with the superintendent or designee to discuss having the student repeat a grade. The parent or~~

guardian shall provide evidence of academic needs, illness, or excessive absenteeism that would justify the student repeating the grade. At the meeting, the superintendent shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to the student. If the parent or guardian still intends their student repeat a grade, they shall complete and submit the district's required form. If all other requirements of district policy and state statute are met, the district shall have the student repeat the grade for the next school year. The district shall file the form with the Nebraska Department of Education.

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's

Approved _____ Reviewed _____ Revised _____
graduation requirements. Acceleration ahead in a grade level should be approached with caution and should only occur with the joint approval of the superintendent, the principal and the parent or guardian.

Legal Reference: Nebraska Statute 79-526

Approved _____ Reviewed _____ Revised _____

STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in fifth through twelfth grade may be retained due to excessive absenteeism.

Excessive absenteeism means that the student was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included. Illness means that the student experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian wishing to request their student repeat a grade shall meet with the superintendent or designee to discuss having the student repeat a grade. The parent or guardian shall provide evidence of academic needs, illness, or excessive absenteeism that would justify the student repeating the grade. At the meeting, the superintendent shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to the student. If the parent or guardian still intends their student repeat a grade, they shall complete and submit the district's required form. If all other requirements of district policy and state statute are met, the district shall have the student repeat the grade for the next school year. The district shall file the form with the Nebraska Department of Education.

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's

graduation requirements. Acceleration ahead in a grade level should be approached with caution and should only occur with the joint approval of the superintendent, the principal and the parent or guardian.

Legal Reference: Nebraska Statute 79-526

Policy

Adopted: 12/11/06

Revised:

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

Reviewed: 8/10/09

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
Reviewed: 1/16/23

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 2024-2025 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 2024-2025 ENROLLMENT
K	265	19:1	
1	265	19:1	272
2	265	19:1	296
3	275	23:1	284
4	275	23:1	295
5	285	23:1	301
6	285	23:1	309
7	285	23:1	316
8	285	23:1	262
9	300	25:1	361
10	300	25:1	310
11	300	25:1	327
12	300	25:1	355

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 2024-2025 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 24-25 ENROLLMENT
K	19	20:1	
1	19	20:1	272
2	19	20:1	296
3	23	25:1	284
4	23	25:1	295
5	N/A	25:1	301
6	N/A	25:1	309
7	N/A	25:1	316
8	N/A	25:1	262
9	N/A	25:1	361
10	N/A	25:1	310
11	N/A	25:1	327
12	N/A	25:1	355

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

Revised: 1/16/23

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

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.~~ The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times

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

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

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

~~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.~~ **Initial Decision for Acceptance or Rejection:** The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

Approved _____ Reviewed _____ Revised _____

~~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-~~ district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

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

Setting Standards for Acceptance or Rejection of an Option Request: 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 and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for Approved _____ Reviewed _____ Revised _____ the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

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

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

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.

Option Priorities: 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.

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

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

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

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of

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

Revised: 1/16/23

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or to parents. Employees shall not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

It shall also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include, but not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the

employee's regular duties or during the hours during which the employee performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Legal Reference: NDE Rule 27.004.03F

Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

Approved _____ Reviewed _____ Revised _____

EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or to parents. Employees shall not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

It shall also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include, but not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the

employee's regular duties or during the hours during which the employee performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Legal Reference: NDE Rule 27.004.03F

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Policy
Adopted: 3/13/06

COLUMBUS PUBIC SCHOOLS
Columbus, Nebraska
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Revised: