

Committee As A Whole

Mission: "Engaging All Learners to Achieve Success"

The Committee As A Whole started at 5:30 PM on Monday, January 11, 2021. The meeting was held at
ESU7/CPS Student Center
3434 Discoverer Drive
Columbus, NE 68601

Candace Becher: Present

Mark Brown: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Absent

Douglas Willoughby: Present

Theresa Seipel: Present

I. Committee As A Whole

A. Call to Order

B. Roll Call of Board

C. Pledge of Allegiance

D. Notice of Open Meeting Posted

1. President insures all can hear proceedings

E. Oath of Office - Mark Brown

Oath of Office - Candace Becher & Doug Willoughby

Mark Brown, Candy Becher and Doug Willoughby took the oath of office.

F. Presentations

1. Lost Creek Elementary Presentation

JP Holys, Lost Creek Elementary Principal gave a summary of the school year including enrollment, SPED Program numbers, goals and activities. Mr. Holys talked about the revamping of the MTSS process. This involves choosing 6 students that are discussed and really dig deep into each one and talk about the whole child. All of this information is added to a google.doc for reference. With this information we help students with areas that they need to strengthen or improve. He also talked about the activities and clubs, such as Circle of Friends, the new Ukulele Club and Student Council. He offered information about the new TWIG Science curriculum the students are really enjoying the lessons and hands-on activities. Mr. Holys was very grateful for the Crisis Team in the fall when they needed help with a traumatic event in their school community. He also shared how COVID has changed some of their routines, but said the students are doing great in following protocols.

G. Board Special Functions

1. Nominations for Board of Education President 2021

Dr. Troy Loeffelholz, Superintendent, asked for nominations for President of the Board of Education for the next 2 years. Dr. Loeffelholz thanked Candy Becher, outgoing president, for doing a great job during a flood crisis and pandemic. Doug Molczyk was nominated and voted in as President.

2. Nominations for Board of Education Vice President 2021

Mr. Molczyk, asked for nominations for the Board of Education Vice President for the next two years. Doug Willoughby was nominated and voted in as the Vice President.

3. Appointments by the Board President

New President, Doug Molczyk, shared committee assignments with the group. He asked everyone to let him know if any changes need to be made before next week's meeting.

4. Approval of Financial Institutions

Mr. Kay said two institutions were added, BOK and Capital One, he said CPS bonds are paid through these institutions.

5. Approval of School Attorneys

Dr. Loeffelholz said Grant & Grant and Fehringer, Mielak & Fehringer are local attorneys used for real estate and local business. Perry, Guthrie, Hasse & Gessford and KSB School Law are attorneys used for school law and personnel consultation.

6. Approval of Media Outlets

Dr. Loeffelholz reported that we use all listed, some are used to get school closing information out to the community. The addition of streaming and social media platforms was discussed. Some research will be done before the next meeting on what needs to be included.

7. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator

Dr. Loeffelholz will be appointed as the Affirmative Action Coordinator at next week's meeting.

8. Appointment of Dr. Troy Loeffelholz as the Title IX Coordinator

Dr. Loeffelholz said some training is required for this appointment. He will be participating in this training along with Chip Kay, Director of Finance and Jason Harris, Director of Student Services and SPED. Administrators will be required to do an abbreviated training on Title IX as well.

9. CPS Calendar 2021-2022

Dr. Loeffelholz talked about the calendar being presented for next school year. He noted that the start date is important to keep first semester ending before Christmas Break. This helps with better consistency for staff and students, and it is better to start second semester when everyone comes back from that break. He also explained some of the days that are marked as professional development and no school days. Dr. Loeffelholz said he will be presenting a rough draft of the 2022-2023 calendar.

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

Dr. Loeffelholz talked about the maximum enrollment for option enrollment, and said we are required to review this policy annually. The exhibit shows the maximums per grade level in regular and SPED programs. Each year we roll numbers forward to have some reference of the numbers in each grade level. Discussion regarding students being accepted as option students and becoming CPS students for as long as they are in school and acceptance of the siblings. For next year, several grade levels would be open unless the board chooses to change our maximum numbers. Mr. Harris said SPED Programs are typically closed to option enrollment. If we get an application for SPED, Mr. Harris will review it and do some research, it is on a case by case basis. Ms. Becher mentioned all the new apartments and building in our school district, maybe that should be looked at. Dr. Loeffelholz said he would do some research and run some numbers for discussion at the next meeting.

11.

12. First Reading of Policy 504.15 Searches, Seizures and Arrests

There was discussion on the of list of items that can be seized. Dr. Loeffelholz said we need to be black and white, no questions. Also, a question regarding when and if parents are called if police take a student into custody. Dr. Loeffelholz said usually a phone call is made

to parents depending on the threat of the situation. If the investigation is internal, there would not be a call made until it is necessary to do so.

13. Marzano Proposal from LSI

Dr. Loeffelholz gave a brief summary on the proposal, he said it is a two-year training and the district needs to move forward with the next 2 domains. This training is for administrators. Teachers will be trained on what to expect when being evaluated. The district has been using Marzano for the last 3 years. Dr. Loeffelholz said evaluations need to be more of a two-way conversation, more coaching than evaluating.

H. Consent Agenda

1. Approval of Minutes

2. Financial Reports M2, M3, M4a

Chip Kay summarized the financial reports, he said cash balances are ahead of the prior year as expected, an extra payment was made from the Bond Fund, there will be funds for the next payment. Mr. Kay shared a graph showing state aid for the last few years. COVID funding will show revenue and expenses in 20-21. Revenue is on pace at 33%. He also shared some payments made from the expenditure detail.

3. Certified Personnel

Dr. Loeffelholz said we are seeing some resignations already.

4. Classified Personnel

We often see more resignations around Christmas, it was a bit better this year.

5. Professional Travel

Nothing to report.

I. Acceptance of Gifts/Donations

Nicole Anderson, Director of Communications and CPS Foundation Director said the report shows the usual information. She noted the STEM equipment that was paid for through the Foundation, the purchase will be covered by grant funds, and the Community and Family Partnership will be moved after January. There were some invoices that came through later than expected.

J. Business Operations and Human Relations

1. Policies

1. Annual Review and First Reading of Policy 802.06 Unpaid Meals Annual Review

Mr. Kay noted one item in the revisions, ala carte purchases have been terminated.

2. Administrative Functions

3. Updates

Mr. Kay updated the board on the CPS Financial Booklet he provided to all Board members, he said this is a good refresher on the different funds. The new sub finder and online leave program were supposed to roll out, there was a hold up to get the leave balances set up first. He said the program may be piloted after spring break and then rolled out in the fall.

Mr Kay talked about the TERIP applications, approval from the board will be in February. He has heard that CARES Act money may be available in June.

Mr. Kay also shared information regarding the RFP with LunchTime Solutions, because of COVID we may consider offering a one-year extension. He will meet with them soon.

K. Buildings & Sites/Technology

1. Policies

2. Administrative Functions

3. Updates

Leonard Kwapnioski gave an update on the demo work at the Kramer Building. CPS staff have removed over half the stage area, he added there is a lot of clean up. The goal is to be ready to get bid package 2 out so he can get it back to the board for approval. Mr.

Kwapnioski talked about the North Park Elementary parking lot project, it will be sent out for bids in the next week. He also explained the technical side of how the HUDL cameras are working for live broadcasts.

L. Curriculum and Instruction

1. Policies

2. Administrative Functions

3. Updates

1. DBQ Project

Dr. Amy Romshek, Director of Curriculum presented the DBQ Project, she shared that one of our high school teachers, Anne Robertson had learned about these materials, a presenter was brought in to preview how it works, its uses Document Based Questions with an online resource that provides questions from historical events. This could be used for social studies and English classes. Dr. Romshek showed a video of Patrick Clark from CHS using the program in his class, students were very engaged. She hopes to keep expanding the use of the DBQ Project.

M. Student Services

1. Policies

1. Annual Review and First Reading of Policy 508.15 Concussion Awareness

Mr. Harris gave a report on the Concussion Awareness Policy, he said we have a protocol in place. The CPS Protocol shares how school nurses and staff are to respond to concussions and tips for teachers. Mr. Harris also added that parents must notify the school regarding a student with a concussion or suspected concussion.

2. Administrative Functions

3. Updates

Mr. Harris said that we have 13 students back from remote learning for 2nd semester. We have 41 students still participating in remote learning, some have been added. He also said kindergarten registration will be March 22-26.

N. Superintendent's Report

Dr. Loeffelholz explained the ECDHD health dial and the new way of measuring. Platte County is in yellow at this time. Blue was added by the Governor. Education staff was moved down the list for vaccines which will push us back a couple of weeks. We are looking at late February or early March to administer vaccinations to the 460 staff who have opted to take it. Substitute teachers received an email about receiving the vaccination and 95% responded very quickly saying they will receive the vaccine. The priority is for those that work most closely with students to those that have little or no contact. Dr. Loeffelholz talked about going to Bubble and Blocks in Lincoln to look at their facilities and business plan as research for our early childhood program. Also looking at the option of bringing on a third party to run the daycare facility or if the CPS Foundation would run the program.

Dr. Loeffelholz discussed the new legislation Nebraska Senators are looking at during this session. He welcomed Mark Brown to the CPS Board of Education.

O. Board Sharing

Board Sharing was saved for next week.

P. Adjourn

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, January 11, 2021.

President

Secretary

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public, inasmuch as citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and (b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 84-1415 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of the discussion of public business, formation of tentative policy, or the taking of any action of the public body; and (3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held, but shall not be limited to, such reasons as: (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; (b) Discussion regarding deployment of security personnel or devices; (c) Investigative proceedings regarding allegations of criminal misconduct; (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted in private. Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and closed shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed session to only those purposes set forth in the motion to close and the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance, or formal action, policy, but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes. (4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act. (5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1) Each public body shall give reasonable advance public notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled under the corporate limits of the municipality. The public body shall have the right to modify the

agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if: (a) Reasonable advance public notice is given; (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recording by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used; (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference; (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and (e)(i) Except as provided in subdivision 2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing. Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of the governing body of a board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if: (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county; (b) Reasonable advance public notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision 3)(f) of this section; (c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, or entity or pool or at a place which will accommodate the anticipated audience; (d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recording by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used; (e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call; (f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; (g) The telephone conference call lasts no more than five hours; and (h) No more than one-half of the board's, council's, governing body's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call. Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the Daily Documentation 1st Quarter in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting. (5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken at such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day. (6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunication equipment.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing. (2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings. (3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself. (4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience. (5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state. (6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state, if only if: (a) A member of the public body is located outside of this state and the meeting is in that member's jurisdiction; (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience; (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance; (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state; (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; (f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and (g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation. (7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting. (8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. (2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public. (3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes. (4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours. (5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency. (6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action. (2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act. (3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section. (4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 6-3-19



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A close-up photograph of a bald eagle's head, showing its characteristic grey feathers, a white forehead, and a large, bright yellow beak. The eagle is looking slightly to the right of the frame.

Lost Creek Elementary

January 11, 2021 BOE Presentation

A Little Bit About Lost Creek

Preschool	Kindergarten	1 st	2 nd	3 rd	4 th
15	24	19	17	24	23
14	24	20	18	24	20
	24	18	18	25	21
			17		HNF =2
29	72	57	70	73	66
				As of 1/6/2021	Total: 367 Last Year: 387

Free/Reduced Lunch %

Year	State	District	Lost Creek
2016-2017	44.65	55.44	46.57
2017-2018	45.83	58.86	51.47
2018-2019	45.21	52.40	40.16
2019-20* Based on 18-19 Data	46%	51%	46%

Special Education

Program	Teacher	Caseload
Autism	Megan Johnson	8
High Needs/Resource(3-4)	Michelle Figge	3 High Needs/8 Resource(3-4)
Resource(K-2)	Claire Hladky	23
Speech Language Therapy	Chelsea Werner	50
Behavior Program	Amanda Dvoracek	6

EL Students

Year	State %	District %	Lost Creek %
2016-17	7	13	13
2017-18	7	12	13
2018-19	7	13	11
2019-20* Based on 18-19 data	7	14	15

1 Teacher 1 Para 55 EL Students

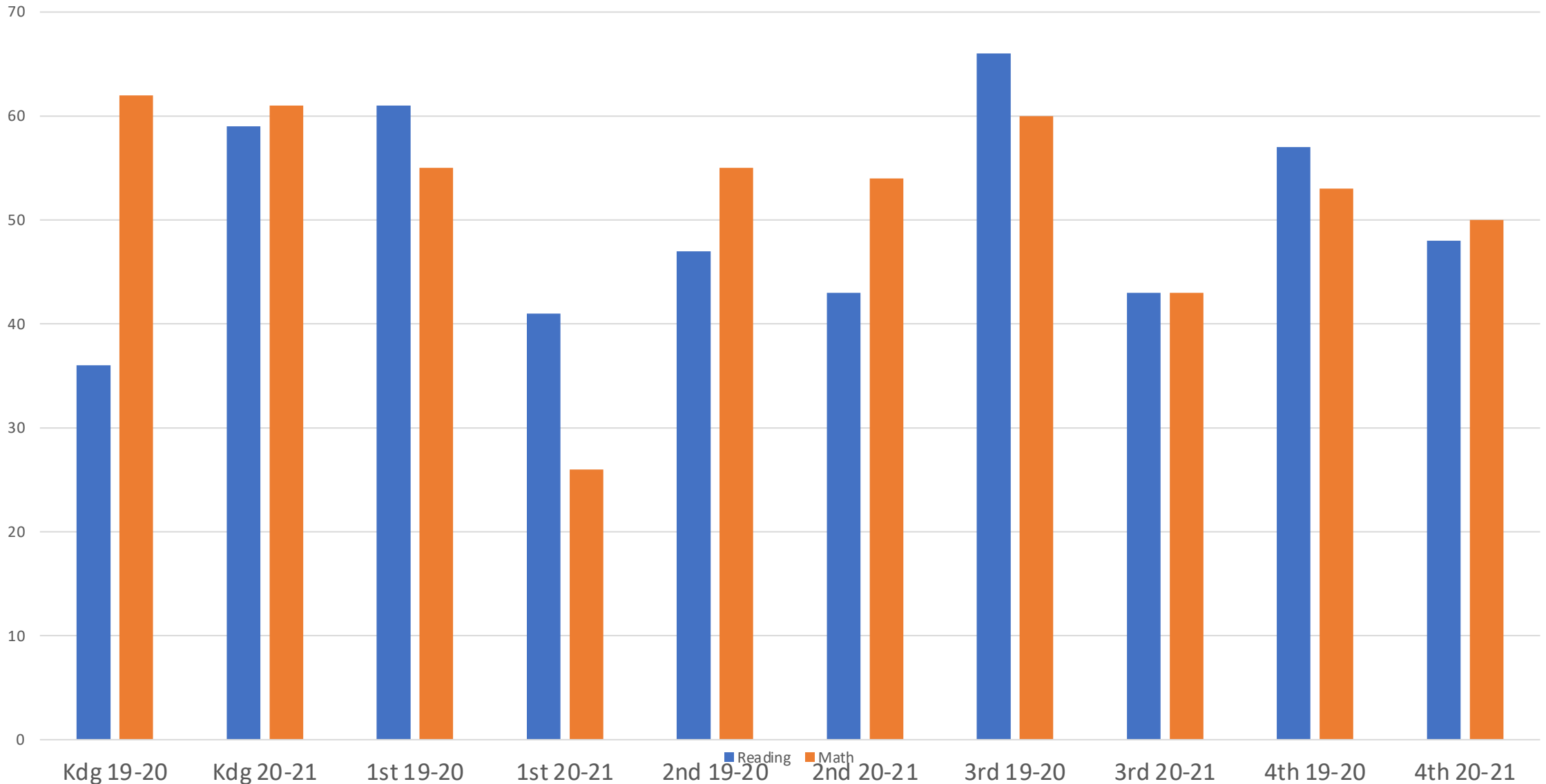


Lost Creek Continuous Improvement Goal

100% of Lost Creek students will perform at or above the 61st percentile in Reading and Math according to the NWEA MAP Spring Benchmark.

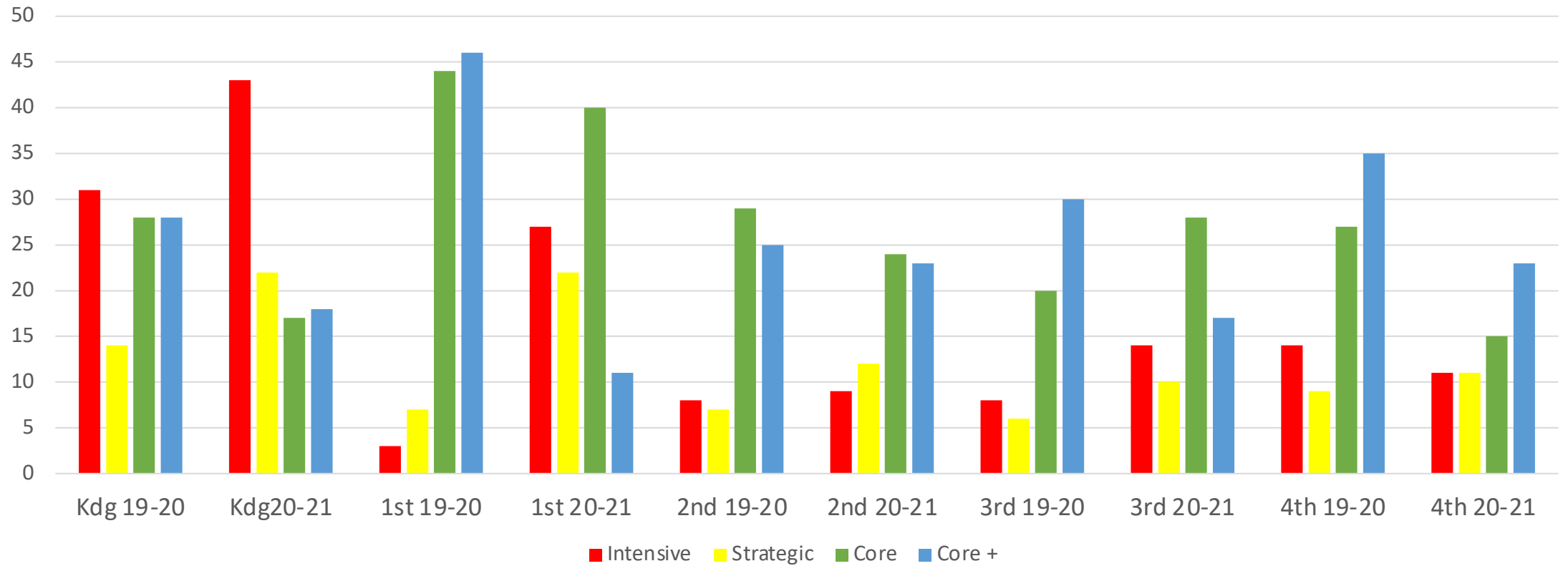
100% of Lost Creek students will perform at 80% according to the DIBELS 8 Spring Benchmark.

Fall to Fall MAPS



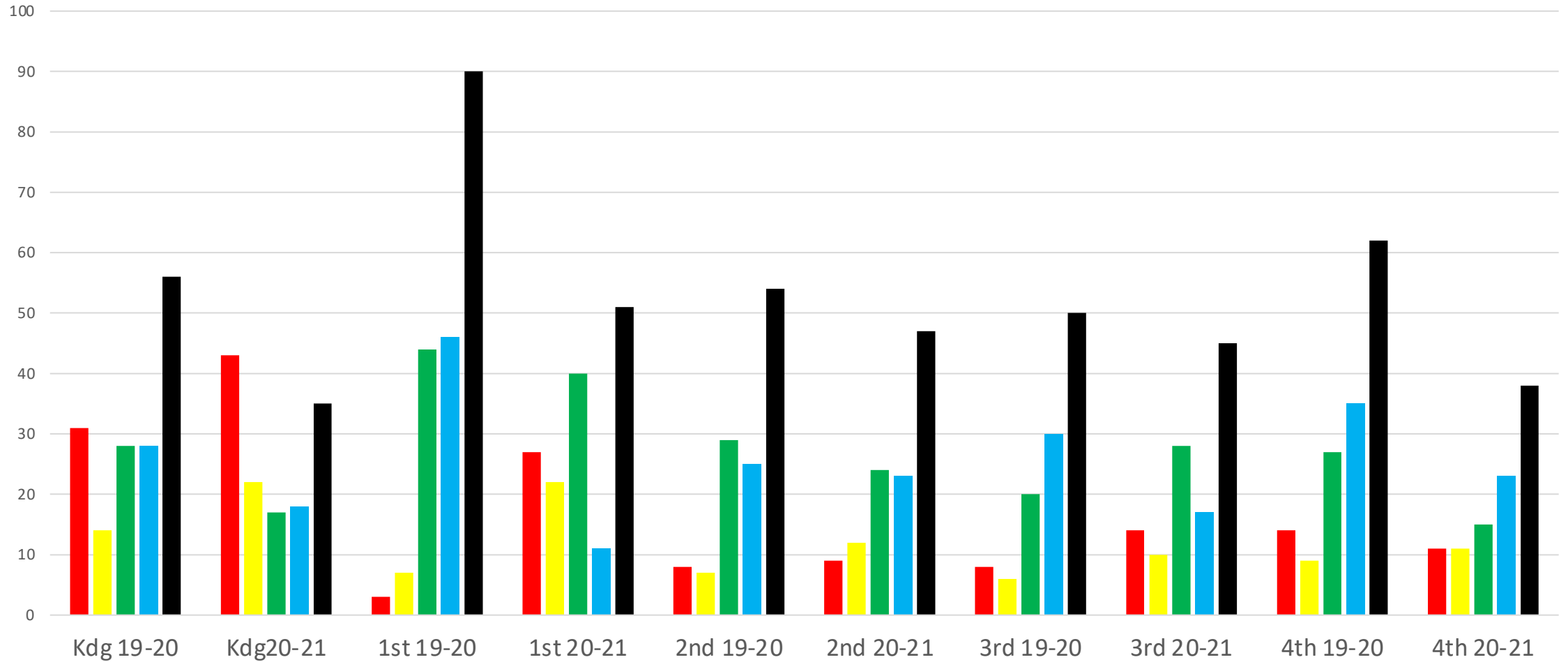
DIBELS Winter to Winter

2019-20 to 2020-21



DIBELS Winter to Winter Compared to 80% Goals

Winter to Winter 2019-20 to 2020-21



MTSS Revamp



Lost Creek teachers use the Multi-Tiered Support System (MTSS) model to track, discuss, and plan for appropriate support for students with concerns in the areas of academics, social and emotional needs and behavior.



A google spreadsheet is used for teachers to enter student names in which they wish to discuss.



Classroom teachers choose 6 per grade level will be the number of students discussed at each meeting for approximately 10 minutes.



Teachers complete the running record by the Friday before each meeting. This way the team can review before the meetings.



BIP/BIST Plans are included in the special considerations section of the student running record.



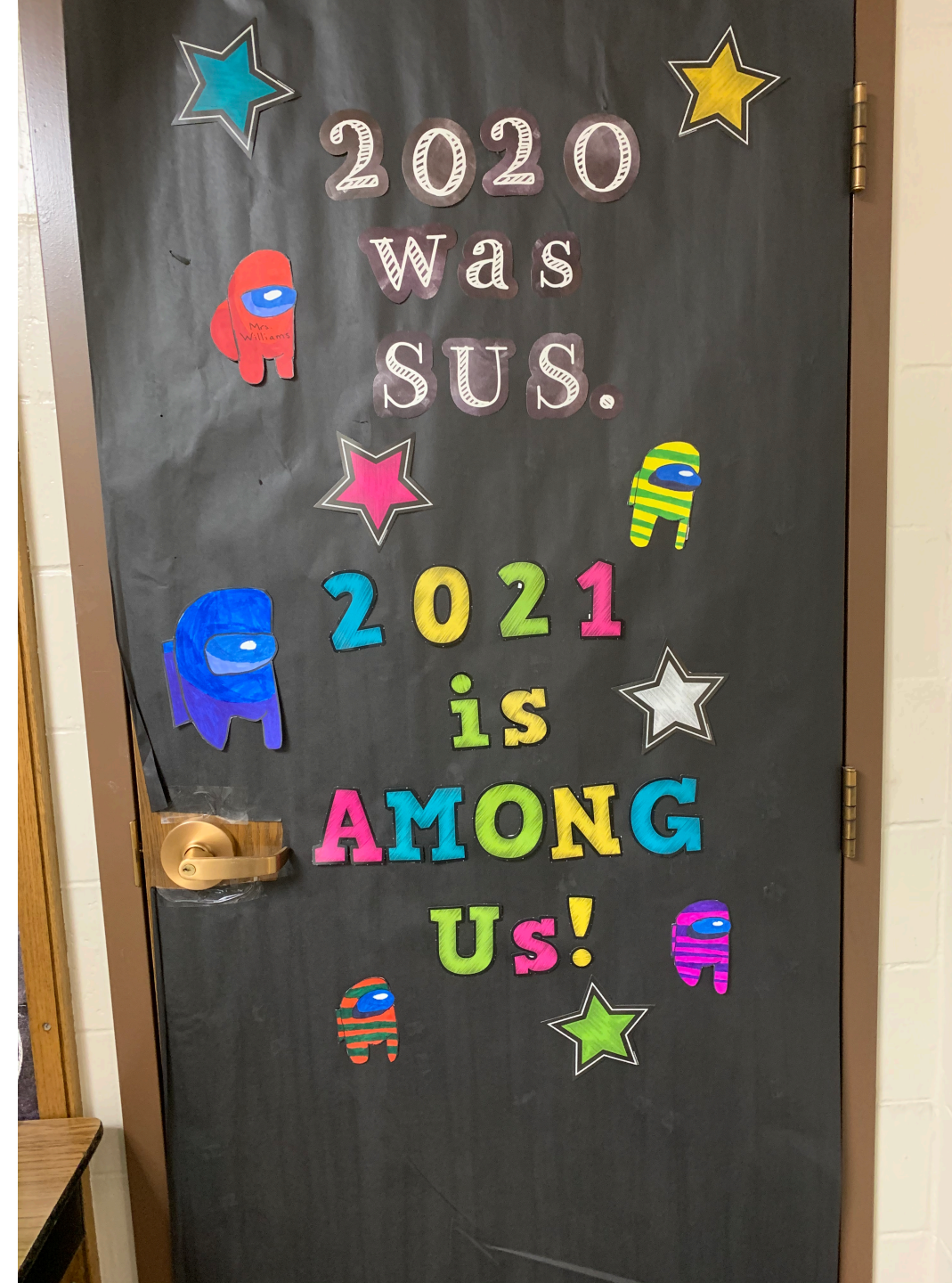
Circle of Friends

- Facilitators-Megan Johnson and Michelle Figge
- Purpose- This club helps targeted students in our HN and A+ rooms make social connections with peers as well as help the peers know how to interact with students who have communication and social needs.
- Outcome-The hope is that when they go to CMS they will have a group of general education peers who "have their back" and can connect with them when they see our students in the hall or any other times throughout the day or in the community.
- 2 students are the focus this year. There is an application/permission form for students in the same homeroom. 5 peers were selected.
- The club meets every Monday after school from 3:25-4:15 and do a snack where conversational skills and social norms, such as remembering names and staying with the group during activities are practiced along with a fun activity. These activities are relay races, giant Jenga, Bubble Balls, Nerf gun battles, hide-and-seek, scooter races, and more!



COVID Adjustments

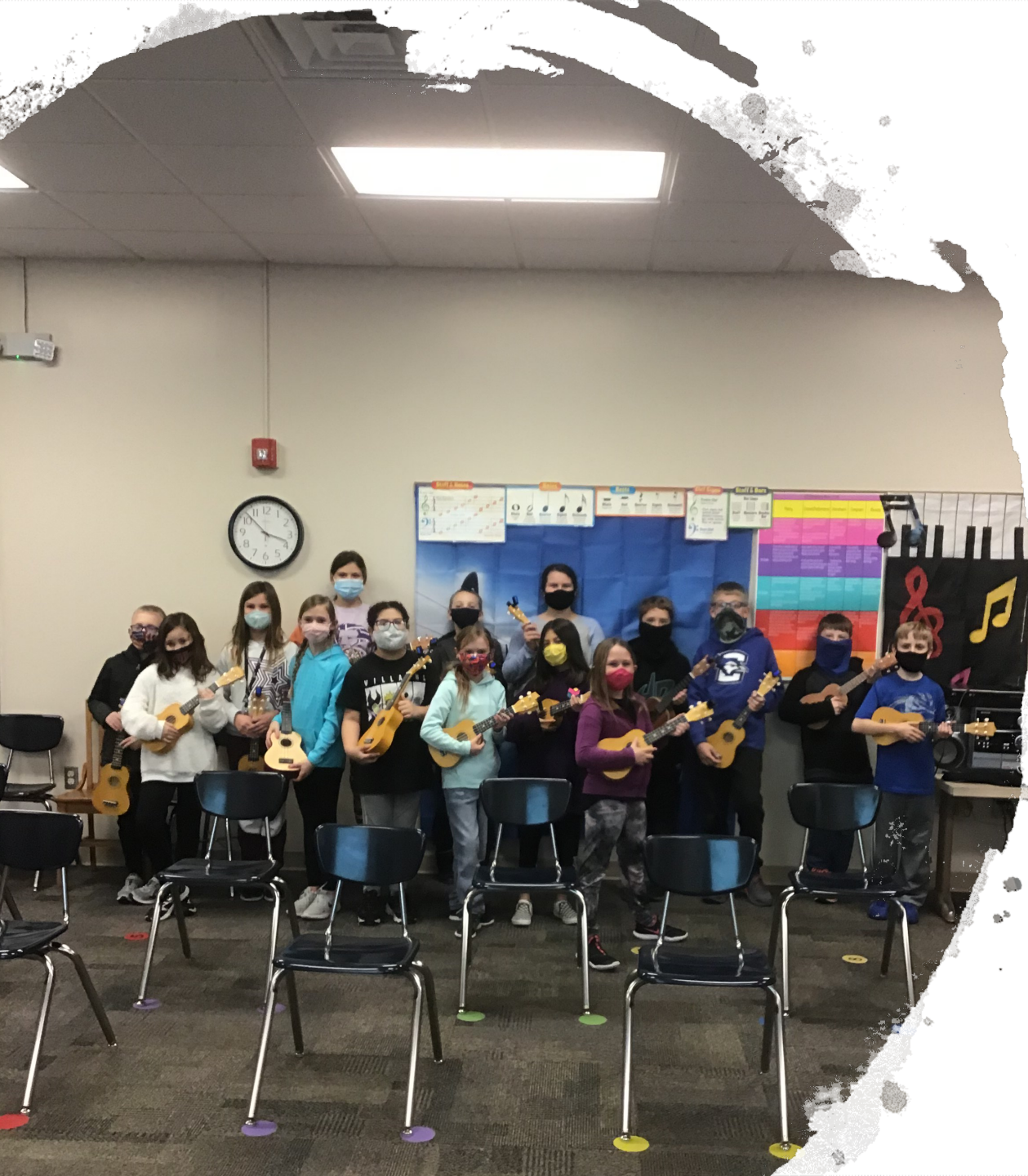
- Virtual Expectation Stations
- Lunchroom-2 sections in lunchroom at a time, 1 in class rotating
- Playground-3 zones
- Parent Teacher Conferences-Individually scheduled times in gym
- Water Bottle Filling Stations
- Before and After School announcements and procedures instead of morning assembly
- SOAR Tickets implemented-catch kids following protocols and procedures
- Party Hat Fridays
- Door Decorations





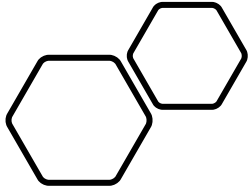
1st , 2nd , 3rd
Grade Fall
Music Concert





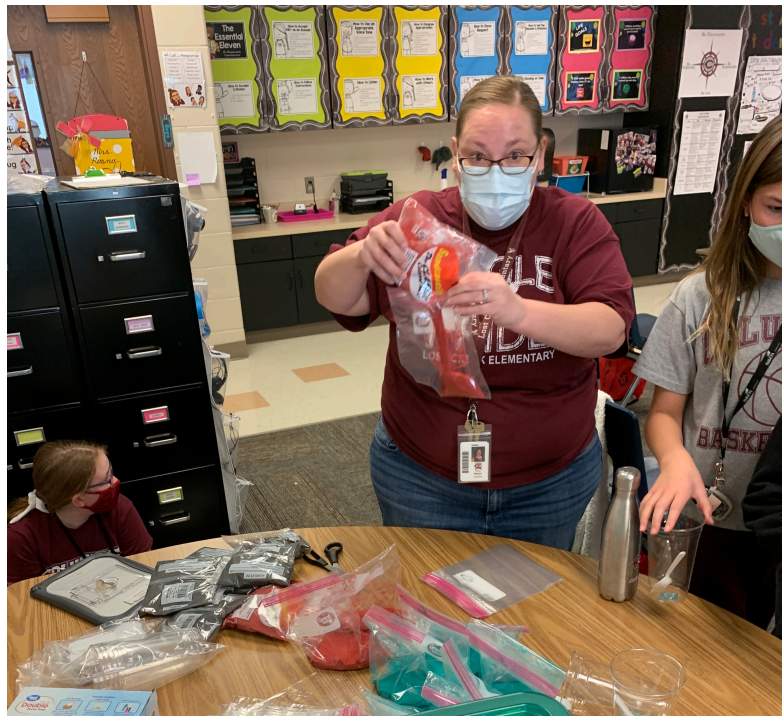
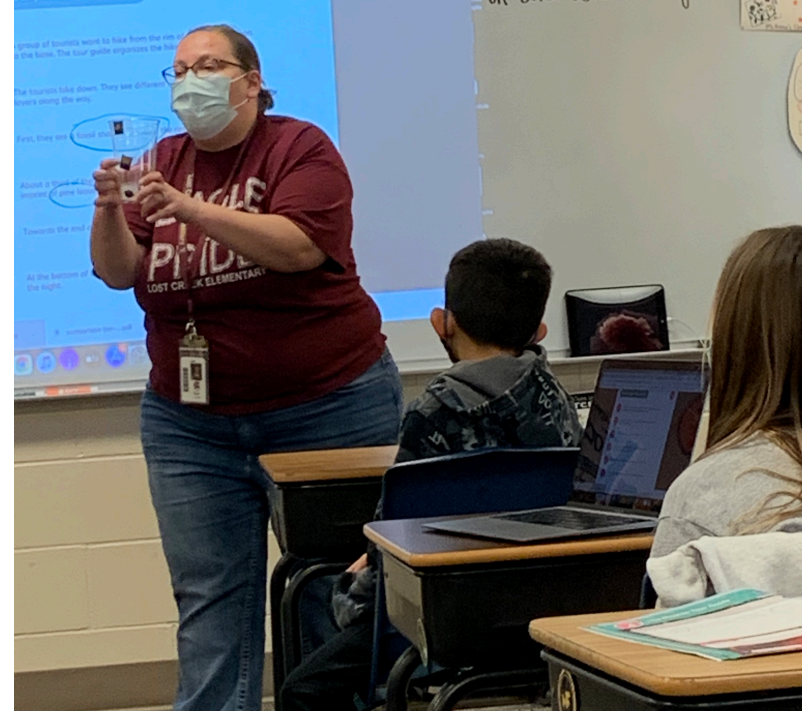
- Mrs. Stadler, our Lost Creek Music Teacher, wrote a grant, formed and started a Ukulele Club.
- The group of 4th grades met for the first time before our Christmas Break as an introduction to the club and they will be meeting for 6 more sessions during the spring semester.
- The Ukulele Club meets after school in our music room.
- We look forward to seeing our new musicians grow and have fun with this new club.
- They plan to perform a song at our Kdg & 4th Grade Concert this spring.

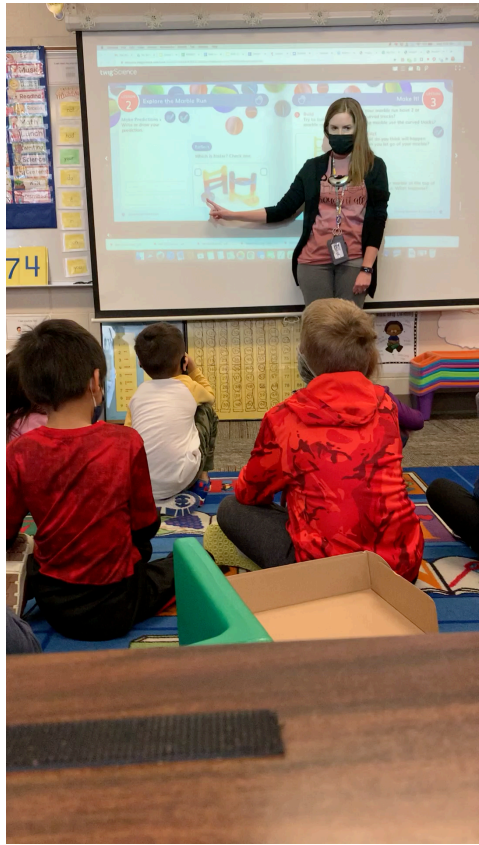
Ukulele Club



TWIG Science

- Fast Track
- Hands On
- Collaboration
- Accountability
- Exploration
- Prep/Set up
- Background Informaion

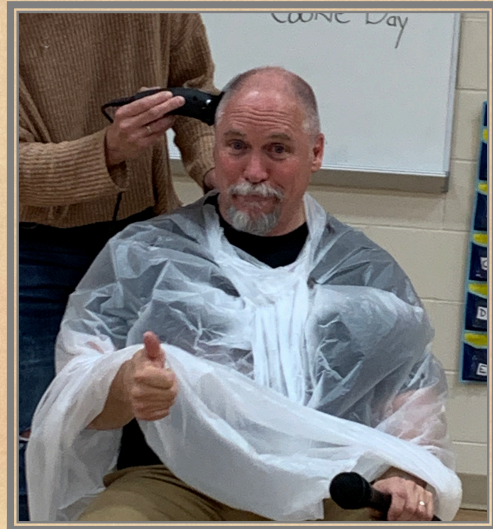




TWIG Science KZB Marble Run

Lost Creek Student Council

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





Conclusion

- Crisis Team
- Maternity Leaves
- Flexibility
- Changing the way we think/work/collaborate
- Conflict and collaboration breeds growth and success

Fly Like An Eagle!



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

Committees

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

RESIDENT STUDENTS

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

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

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

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

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

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

Approved _____ Reviewed _____ Revised _____



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

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Approved _____ Reviewed _____ Revised _____

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 2020-2021 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	STUDENT/TEACHER RATIO	PROJECTED 2021- 22 ENROLLMENT
GRADE LEVEL	CUT OFF NUMBER		
K	275	19:1	
1	275	19:1	289
2	275	19:1	267
3	275	23:1	291
4	275	23:1	315
5	290	23:1	259
6	290	23:1	319
7	290	23:1	270
8	290	23:1	287
9	290	23:1	285
10	290	23:1	325
11	290	23:1	288
12	290	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 2020-2021 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 CUT-OFF #	TARGET STUDENT/TEACHER RATIO	PROJECTED 2021-22 ENROLLMENT
K	19	20:1	
1	19	20:1	289
2	19	20:1	267
3	23	25:1	291
4	23	25:1	315
5	N/A	25:1	259
6	N/A	25:1	319
7	N/A	25:1	270
8	N/A	25:1	287
9	N/A	25:1	285
10	N/A	25:1	325
11	N/A	25:1	288
12	N/A	25:1	330

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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

COLUMBUS PUBLIC SCHOOLS

Columbus, Nebraska

CPS

SEARCHES, SEIZURES AND ARRESTS

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

The superintendent or building principals may release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or to remove a student from school premises if the officer or school administrator has reason to believe that the student has violated the law.

The principal or designee will immediately attempt to notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly taken, except in cases of child abuse.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

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It shall be the responsibility of the superintendent, in conjunction with the administrative team, to implement this policy.

The Marzano Focused Evaluation Models

A System for Meeting High Student Performance Standards



Columbus Public Schools

2508 27th Street, Box 947

Columbus, NE 68601

November 23, 2020

Columbus Public Schools
Attn: Troy Loeffelholz
2508 27th Street, Box 947
Columbus, NE 68601

RE: Columbus Public Schools Transition to Focused Teacher Evaluation Model

To Whom It May Concern:

LSI is excited to continue our partnership with Columbus Public Schools for the upcoming school year. During the 2019-2020 school year, LSI provided services to the district to address the needs for rater agreement, scoring accuracy, and constructing meaningful feedback to teachers. This was done through both classroom style group training as well as walking classrooms in the district for further observer calibration.

For the 2020-2021 school year, LSI will be supporting Columbus Public Schools as you transition to the Marzano Focused Teacher Evaluation Model. Your Administration will participate in transition training to explain the updated features and protocols of the model. We will further support each school by offering Side-by-Side coaching which will focus on scoring and feedback calibration using the Focused Teacher Evaluation Model.

We love to work with districts who embrace the changes required for growth while still honoring the dedication and work previously completed by the teachers and leaders. Our continued partnership will revitalize the practice of professional evaluation and empower and energize educators to seek growth, find success, and integrate sustainable processes to meet each students' learning needs.

On the following pages, please find information related to the Implementation Plan previously discussed. For any questions or clarification, please contact Lee Manly or Melissa Bloom. Their contact information is as follows.

Lee Manly

Sr. Director of District Partnerships
918-319-2446
lmanly@learningsciences.com

Melissa Bloom

Practice Leader
309-249-8265
mbloom@learningsciences.com

Implementation Plan & Description of Services

The following plan describes how LSI recommends optimizing the Focused Evaluation Models to implement and sustain student achievement and educator growth in Columbus Public Schools. This plan requires continued discussion with leadership to customize services that align to the district’s needs, and LSI will work closely with you to update according to the district’s exact needs. To provide a comprehensive plan, LSI assumed all administrators would attend the following services.

Implementation Plan

Services	DISTRICT LEADERS	SCHOOL LEADERS	TEACHER LEADERS	CLASSROOM TEACHERS
SUMMER 2021				
Making the Transition for Observers	✓	✓		
2021-2022 SCHOOL YEAR				
Team Lead Meetings - Implementation Support	✓			
Side-by-Side Coaching for Observers		✓		
Making the Transition for Teachers			✓	✓
FTEM: Standards-Based Planning (Onsite, 3 Hour)			✓	✓
Marzano Focused Teacher Evaluation Model for Growth Feedback (Custom Onsite, 3 Hour)			✓	✓
2022-2023 SCHOOL YEAR				
Marzano Focused Teacher Evaluation Model for Growth Feedback (Custom Onsite, 3 Hour)			✓	✓
2023-2024 SCHOOL YEAR				
Marzano Focused Teacher Evaluation Model for Growth Feedback (Custom Onsite, 3 Hour)			✓	✓

Description of Services

Professional Development for School and District Leaders

Making the Transition for Observers

1 day, 1 cohort, 50 participants per cohort

- Participants will be able to explain the similarities and differences with the 2014 Marzano Evaluation model- score using the updated scale for planning, then scaffold to the scale for instruction and conditions, and finally, professional behaviors and a brief overview of scoring procedures. Primary focus of session is monitoring and using student evidence to arrive at the final score. (Optional: A scoring assessment can be added at the end of the session)

Side-by-Side Coaching for Observers

Half days, 6 cohorts delivered consecutively, 5 Administrators per cohort

- On-site coaching sessions training a team of 1-5 administrators on the classroom observation and feedback process. The consultant and administrative team participate in a briefing to establish goals for the coaching session, followed by classroom visits. Observers share the observation data, learn ways to provide specific feedback to teachers, and brainstorm next steps in improving their practice as instructional leaders.

Team Lead Consultations

1-hour virtual consultations, 6-hours total

- In these monthly Team Lead meetings, an LSI expert will provide customized implementation support for your transition to the Focused Teacher Evaluation Model.

Professional Development for Teachers

Making the Transition for Teachers

Half day each cohort, 7 cohorts, 50 participants per cohort

- Focuses on an overview of the Marzano Focused Teacher Evaluation Model, which includes a comprehensive, robust, and research-based description of teacher effectiveness that measures the impact of teachers using observation protocols, classroom artifacts, student work, and professional growth plans. Highlights the similarities and differences with the 2014 model.

Standards-Based Planning

Half day each cohort, 7 cohorts, 50 participants per cohort

- Focuses on Domain 1 of the FTEM by deepening teachers' understanding of the importance and practice of planning for standards-based instruction that meets standards with clear learning targets, intentional scaffolding for rigor, alignment of resources and tasks, and use of appropriate student data to plan for all students' success.

Focused Teacher Evaluation Model for Growth Feedback (Custom)

Half day each cohort, 6 cohorts, 50 participants per cohort

**** 2 cohorts to be delivered each School Year for the next 3 years ****

- Make connections between the Focused Teacher Evaluation Model and the Deliberate Practice. Use the Focused Model and protocols to construct meaningful and sustainable plans for growth in specific Focused Model strategies.

Evaluation Proposal – Itemized

Qty	Units	Product	Description	Unit Price	Total Discount	Total
2021-2022 School Year						
School and District Leader PD and Coaching						
6	1	Consultation Evaluation (Virtual, 1 Hour)	Virtual, 1 Hour, Team Lead meetings for implementation support.	\$500.00	\$1,200.00	\$1,800.00
1	1	Marzano Focused Teacher Evaluation Model: Making the Transition (Observers)	Marzano Focused Teacher Evaluation Model: Making the Transition (Observers); Prerequisite: Domain 1: Framework, Domain 1: IRR and Protocol, Domain 1: IRR and Scoring, Domain 1: IRR and Feedback, Domains 2-4; Max participants: 50	\$4,500.00	\$0.00	\$4,500.00
1	1	Marzano Focused Teacher Evaluation Model: Making the Transition (Observers) - Reproduction License	Marzano Focused Teacher Evaluation Model: Making the Transition (Observers) - Reproduction License	\$1,000.00	\$0.00	\$1,000.00
6	1	Side-by-Side Coaching for Observers (Half Day)	Marzano Focused Teacher Evaluation Model: Side-by-Side Coaching for Observers (Half Day). (Half Day at each school, to be delivered consecutively)	\$2,750.00	\$3,000.00	\$13,500.00
Teacher PD						
7	1	Marzano Focused Teacher Evaluation Model: Making the Transition (Teachers)	Marzano Focused Teacher Evaluation Model: Making the Transition (Teachers); 3 hour session; Max participants. 50. (2 cohorts (AM/PM) same day delivery)	\$2,750.00	\$3,500.00	\$15,750.00
1	1	Marzano Focused Teacher Evaluation Model: Making the Transition (Teachers) - Reproduction License	Marzano Focused Teacher Evaluation Model: Making the Transition (Teachers) - Reproduction License	\$1,000.00	\$0.00	\$1,000.00
7	1	Standards-Based Planning (Half)	Standards-Based Planning. Half day, onsite. Max participants: 50. 2 cohorts (AM/PM) same day delivery.	\$4,500.00	\$15,750.00	\$15,750.00

3	1	<p>Focused Teacher Evaluation Model for Growth and Feedback: Custom session</p>	<p>PROP 345; Focused Teacher Evaluation Model for Growth Feedback; Make connections between FTEM and Deliberate Practice. Use the Focused Model and protocols to construct meaningful and sustainable plans for growth in specific Focused Model strategies; onsite, 3 hours/cohort, 2 cohorts, same day delivery; digital materials included. Audience: Teachers, Teacher Leaders/Coaches, School Admin. Cohorts of 50 participants. ** 2 cohorts to be delivered each School Year for the next 3 years **</p>	\$5,500.00	\$0.00	\$16,500.00
1	1	<p>Focused Teacher Evaluation Model for Growth and Feedback: Custom session Reproduction License</p>	<p>PDS Marzano Custom Session - Teacher Evaluation - Materials; Electronic files for District to print materials.</p>	\$1,000.00	\$0.00	\$1,000.00
Proposal Total						\$70,800.00

Exhibit A – Services Agreement

This agreement is made and entered into as of the date last signed below by and between **Columbus Public Schools** (hereinafter referred to as “the District”) whose principal place of business is 2508 27th Street, Box 947, Columbus, NE 68601, and **Learning Sciences International, LLC** (hereinafter referred to as “Contractor”), whose principal place of business is 175 Cornell Road, Suite 18, Blairsville, PA 15717.

WHEREAS, The District is interested in procuring the Contractor’s professional development, training, and support services for schools within the District; and

WHEREAS, Contractor desires to provide their professional development, training, and support services for schools within the District,

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. SPECIAL CONDITIONS

1.1. Term of Agreement. The term of this Agreement shall commence upon contract award and continue until June 30, 2021. Notwithstanding any other termination referenced herein or attached hereto, the District reserves the right to terminate this agreement within 30 days prior to the start of each fiscal year (July 1) during the term of this agreement without cause or subject to any penalties or obligations.

1.2. Scope of Work. The Contractor shall provide the following services as noted within the Implementation Plan.

1.2.1. Services shall be provided at the following location(s): _____

1.2.2. Services shall be considered complete upon the District’s acceptance of deliverables described in the Implementation Plan and Cost Summary.

1.2.2.1. If services are not able to be provided in person at the identified location due to statewide or other shutdown, the District agrees to accept virtual delivery of the services.

1.2.3. The Contractor reserves the right to revise the Services based on data analysis results throughout the project, upon discussion with and written approval authorized leaders from the District. The Contractor will make a best effort to maintain overall project cost neutrality of any changes.

1.2.4. While the Contractor is providing services, the Contractor’s staff developers and leadership coaches are permitted to take informal pictures or videos of classroom practices and student interactions when [client name] has a photo/video release on file for such students. These photographs and videos will be used for training purposes to assist the Contractor’s

clients in better understanding the impact of their professional practice on student learning. The District will provide a list of the students with photo/video releases on file.

1.2.5. If the District desires to modify participating schools named as part of this agreement, the Contractor reserves the right to assess and/or revise the Services, and thus may require a renegotiation of products, services and overall cost based on the changes.

1.3. Pricing. Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted. Pricing remains firm for the contract period.

1.4. Payment. Purchase order or payment is required prior to order fulfillment, unless otherwise agreed upon by the District and the Contractor. Make checks payable in USD to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

1.5. Scheduling. Onsite training and professional development sessions requires 30 days advance notice. Signed contract, purchase order, or payment must be received before training dates can be reserved. Trainings scheduled at the District's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee. All training sessions must be scheduled no later than 12 months following receipt of purchase order.

1.5.1. The District commits to receiving delivery of products and services as defined in the proposal, unless agreed to in-writing by and authorized representative of the Contractor. As a result, any scope changes, repurposing of professional development days or onsite coaching or district support days or virtual support sessions will not be permitted unless agreed to, in-writing, by any authorized Contractor representative.

1.6. Cancellation. Onsite training and professional development sessions may be rescheduled prior to 30 days in advance without penalty. If the District cancel or reschedule within the 30-day window, a \$500 fee + travel expenses incurred will be charged (including cancellation and airline booking fees.)

1.7. Shipping and Handling. Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply. The Contractor will fulfill the Districts' order based on the quantity of materials shown on the District's purchase order. Should the District request additional copies of materials, the District will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.

1.8. Sales, Use, Value Add and other Taxes. If the District is exempt from sales taxes, they must provide a copy of their current exemption certificate, if applicable. The Contractor reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on the

Contractor’s sales tax collection requirements and the District’s current jurisdiction rates in effect on the date of invoice.

- 1.9. Materials Reprint Licenses.** Professional development sessions and related materials are revised periodically to reflect most current research and provide the best possible experience for the learners. Updates to materials covered under reprint licenses will be provided free of charge upon request during the terms of the license. The District is advised to print only sufficient quantities to cover their immediate training needs.
- 1.10. Recording of Presentations.** All audio and video recording is prohibited without written consent from the Contractor.
- 1.11. Payment on Deliverables.** Total contracted services will be invoiced as services are delivered, over the course of the contract.
- 1.12. Required Signatures.** Please complete the required signatures below and return with a purchase order via email to accounting@learningsciences.com.

<p>District Representative: _____</p>	<p>Title: _____</p>
<p>Signature _____</p>	<p>Effective Date _____</p>
<p>LSI Representative: Michael Toth _____</p>	<p>Title: CEO _____</p>
<p>Signature <i>Michael Toth</i> _____</p>	<p>Effective Date 11/23/20 _____</p>

Regular Meeting

Monday, December 21, 2020 5:30 PM via
ZOOM

Candace Becher: Present

Ken Curry: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Present

Douglas Willoughby: Present

Present: 6.

I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Mission Statement

Theresa Seipel read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Presentations

I.G.1. Denny Hill from Strategic Resources West
Enrollment Study

Denny Hill from Strategic Resources West presented the recent enrollment study. He said the largest classes are in the high school at this time, smaller classes are in the elementary schools. Manufacturing continues to grow at a steady rate, we will see the growth at the elementary level. Mr. Hill encouraged the board to look at capacity in each of the elementary buildings as some are getting pretty close to being at capacity. There was also discussion on the housing that is being built in our community at this time and how that will affect CPS enrollment.

I.G.2. Digital Video Courses Presentation-Abby Sayers

Abby Sayers was invited to the meeting to share information about the new Video Digital Courses being offered at CHS. This is her first year at CHS, she did her student teaching at CHS and then taught similar courses in Leigh. She said she has been building curriculum from that class.

Ms. Sayers highlighted some of the student projects and showed that they are learning a lot of great things. She said the students are very excited about the Video Production Class for second semester, they are hoping to be able to create a news broadcast. Some of the video productions will include live streaming events, broadcasting games, and creating commercials for local businesses.

I.G.3. North Park Elementary Presentation

Bob Hausmann, Principal at North Park Elementary created an iMovie for his presentation. He shared that Brandi Fleming gave him some direction to get this done. The iMovie showed many highlights of staff and students from North Park this semester. Mr. Hausmann said COVID is a major part of this school year but it is still school as usual.

One of the highlights was showing multiple classrooms using partner talk and what a wonderful tool this is especially for our EL Learners. He shared that the timing of his presentation was not great for sharing data as students are just finishing Dibels testing and because of the lack of testing last spring there is not a full year of assessments.

I.H. Board Special Functions

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

The Board moves to accept the Superintendent's Letter of Intent to Extend, as submitted. Passed with a motion by Ken Curry and a second by Doug Molczyk.
Candace Becher: Yea, Ken Curry: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Dr. Troy Loeffelholz, Superintendent, talked about the submission of this letter. This is part of his contract to let the board know his intention for the next 3 years. Dr. Loeffelholz said he loves CPS, he said CPS has a great board of education, and he loves his job here. He is not planning on going anywhere, the community is awesome, and he has a great relationship with the board.

I.H.2. Grant Writer Contract 2021

The Superintendent recommends that the Board approve the Grant Writer Contract 2021, as submitted. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel.
Candace Becher: Yea, Ken Curry: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Dr. Loeffelholz shared the contract between CPS and Lori Aschoff. Lori has been writing grants for CPS for several years. He said we have been keeping her busy with the Kramer/Preschool project. Grant writing is a special talent, we pay \$12,000.00/year. There was discussion on acting on this item in November instead of December. CPS does not currently share this contract with any other organizations.

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

There were no items removed from the Consent Agenda.

I.J. Consent Agenda

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

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

I.J.1. Approval of Minutes

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

Chip Kay, Director of Finance gave a brief report of all financials. He said Financial Report M2 looks good, all accounts are ahead of last year. The Bond Fund payments has been made and refinanced. Building Fund looks great, money from the lease purchase is showing in this balance. Financial Report M3-Revenue report shows CPS has collected about 29% of revenue, 30% is collected each quarter, 4th quarter is generally the lowest. January will be the next tax draw. Financial Report M4a, showing expenditures, Mr. Kay highlighted 3 payments, check #7769 to Father Flanagan's Boys' Home, check #7772 to Frontline for the annual set up fee. Check #7787 to Ferguson Enterprises which is supplies used by the maintenance department, this is higher than normal, some equipment has been purchased for buildings. The new water fountains for elementary buildings purchase will be reimbursable thru the CARES Act.

I.J.3. Financial Report M5

Mr. Kay shared some payments showing on Financial Report M5, check #7869 for Columbus Bucks purchased at the Columbus Area Chamber of Commerce for our Christmas Social Distance for staff. Check #7881 for the audit done by Schumacher, Smejkal, Brockhaus & Herley, and check #7994-Marzano Resources for training with Jan Hoegh.

I.J.4. Certified Personnel

Mr. Kay talked about the Certified Personnel resignations and hires. There was a 4th grade teacher that resigned effective immediately. Nikki Hiner was hired for the 4th grade position, she is doing a great job and jumped right into a difficult situation. We have been able to hire ahead some teachers for future openings, if there is not an opening they become full time subs. Dave Hiebner found a replacement for Trudy Noonan, science teacher, she is retiring at the end of the school year.

I.J.5. Classified Personnel

Mr. Kay said there is a lot of movement in classified staff at this time.

I.J.6. Class of 2021 Mid-Term Graduates

Mr. Hiebner, CHS Principal shared that there are 44 mid-term graduates, this number is down a few from last year. He said the class of 2021 is a large class. He commented he

wants to keep students in the building as long as possible. Also, that COVID may have played a part for some students and families.

I.J.7. Professional Travel

Dr. Loeffelholz commented on the Travel Report, he said no one is traveling much, but a lot of virtual meetings are being watched by staff.

I.K. Acceptance of Gifts/Donations

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

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

Dr. Loeffelholz shared some Foundation Report information, total contributions for November were \$69,146.43. A large amount of the Community and Family Partnership Funds will be moved to United Way.

I.L. Business Operations and Human Relations

I.L.1. Policies

I.L.2. Administrative Functions

I.L.2.1. School Fundraising

The Superintendent recommends that the Board approve the School Fundraising Applications, as submitted. Passed with a motion by Doug Molczyk and a second by Douglas Willoughby.

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

Mr. Kay stated this would be the last fundraising approval for this school year. The large amount of patron letters going out to the community could become detrimental to the CPS Foundation.

I.L.2.2. Surplus Property

The Superintendent recommends that the Board declare the attached items as surplus property. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel.

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

Mr. Kay gave some information on the football helmets that need to be disposed of. It is a very time consuming process, they must be cut in half with face masks removed.

I.L.2.3. Extension of EPSLA Leave Until Vaccines Are Available

The Superintendent recommends that the Board approve the Extension of EPSLA Leave Until Vaccines Are Available. Passed with a motion by Doug Molczyk and a second by Ken Curry.

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

Mr. Kay talked about the EPSLA program sunsetting on December 31, 2020. He is proposing as a school district to extend this into 2nd semester until vaccines are available to our staff. There was some discussion regarding people with conditions that are unable to receive the vaccine. Also concerns about recovery time from COVID. Mr. Kay said another option is the Emergency Leave Bank that can be used if you have donated. Sixty-eight new people joined this year and 100 people donated another day even though they had already donated. It was noted that classified staff does not have an Emergency Leave Bank or anything similar. Mr. Kay said he has been researching some type of program for classified staff, but there are some concerns regarding the legality because they are at-will employees.

Dr. Loeffelholz shared that the district will be highly recommending the vaccine but it will not be required. The recommendation is that EPSLA will not be taken away until the second dose is administered. We will try to have vaccine clinics on Fridays in case people have symptoms and need to recover over the weekend.

Dr. Loeffelholz took this time to talk about the plan for staff and students after break, he is suggesting we start back to school 5 days a week. Once vaccinations start being administered, we will need Fridays for those clinics. Staff not receiving the vaccinations will use the full day on Fridays as plan days, for those receiving the vaccination, they will plan in the AM and receive the vaccination at the clinic provided in the PM. The follow up dose is 21 days after the first dose. CPS will likely get the Moderna vaccine. The panel who approved the vaccines bumped educators to essential workers and are in Group 1B. Group 1A is medical staff. We will turn our numbers in to the National Guard by the end of day tomorrow. Substitute teachers have not been approved yet for Group 1B, but hopeful by tomorrow.

I.L.3. Updates

Mr. Kay gave an update, he said only one staff member is out today because of COVID, we have 0 people positive in the district right now. He also said that the Christmas Social Event was changed this year due to COVID protocols. He explained the new Frontline Program for substitutes and leave management, he thinks it's a really great tool, all digital.

We are in the RFP process for food service. All food service staff will be moved to the food service vendor except people that are within 5 years of retirement with NPERS. Mr. Kay shared the HR philosophy-building strategy to recruit teachers. CPS has received a grant for the After-School Program for additional personnel time. He facilitated two TERIP meetings, 13 people received the information, paperwork will be due on February 4th. He

also noted that the certified staff hires memo has been changed slightly from a hiring memo to a recommendation to hire memo, after a vote those people will be hired as CPS employees.

I.M. Buildings & Sites/Technology

I.M.1. Policies

I.M.2. Administrative Functions

I.M.3. Updates

Leonard Kwapnioski, Director of Buildings/Sites and Technology shared some information from his department. Drawings were received on Phases 2 and 3 for the Kramer Early Education Center. Phase 2 is the finishing out of the preschool, Phase 3 is for the remainder of the building. Footings will be started tomorrow. Mr. Kwapnioski said fencing banners will be going up, they will show entrance names and labels.

I.N. Curriculum and Instruction

I.N.1. Policies

I.N.2. Administrative Functions

I.N.3. Updates

Dr. Amy Romshek gave an update on social studies work sessions with middle school and high school teachers. There are new standards and updates to goals and skills for social studies. Teachers are excited about the new materials, Dr. Romshek said the new resources have really nice digital formats. The group has reached a consensus on 2 curriculums. They have made really good progress. The elementary will staff will start soon. She also shared that much of her staff has been in Synergy training learning how to build assessments in that program.

I.O. Student Services

I.O.1. Policies

I.O.2. Administrative Functions

I.O.3. Updates

Jason Harris, Director of Student Services and SPED, reported that he has finalized a letter for the remote learning families for second semester. Three families are interested in returning to school and this includes 5 students. Families will need to sign a release from the school attorney. We have 46 students participating in remote learning at this time. Mr. Harris is meeting tomorrow with ECDHD. He is giving a shout out to the CPS nurses, they have been doing a lot of work getting ready for the vaccination clinics. The preparation is being done to see that clinics run smoothly. He also commended Sara Colford for obtaining and providing information regarding child development center licensing regulations.

I.P. Superintendent's Report

Dr. Loeffelholz said Mr. Kwapnioski is working hard at Kramer which has included some difficult conversations with BCDM Architects. After receiving some guidelines for licensing, some redesign work had to be created. He shared information regarding calling it a child development center for a better explanation of the education we want to offer. Eventually, programs for children 6 weeks to preschool age will be offered. After receiving more information regarding the licensing guidelines some offices needed to be moved. There can be no public access, no community, employee etc. without background checks. Small changes that were made were two footings, placement of steel beams, and two playground areas instead of one. There has been some conversations with Bubbles and Blocks out of Lincoln, maybe looking at a partnership or consulting. A tour is planned in January. Dr. Loeffelholz shared some of the artwork and campaign information for the Strong Roots Campaign created by Clark Creative. This will be used for securing funding for early childhood, the brochures include data and statistics. Also, shared information on partnerships for early childhood professionals with CCC, UNK. Partnership levels. 3.9 million total.

A \$50,000.00 lead gift has been secured to start the project off. Dr. Loeffelholz said he and Nicole will hit the road for early childhood funding. He said this strategy really blew the STEM Campaign out of water in securing funding.

Dr. Loeffelholz also shared an article with COVID vaccine information.

I.Q. Board Sharing

The Board thanked Ken Curry for filling in on the Board for the last few months. All feel like CPS has weathered the pandemic better than most districts, have heard really positive feedback.

They really appreciated the changes that were made to the Christmas Social, happy that we stayed local with the gifts. CPS is really looked at as a community partner, that is so positive.

Really happy to see people coming together making this a really good semester with all that is happening with COVID. Thankful to staff and administration for all that has had to be done this year to keep our students in school. They all wished CPS staff a Merry Christmas and Happy New Year.

II. Executive Session

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

Candace Becher: Yea, Ken Curry: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea,

Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

The Board went into Executive Session at 8:12.

III. Adjourn

Motion to come out of Executive Session and adjourn at 8:47pm Passed with a motion by Ken Curry and a second by Candace Becher.

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

I, the undersigned, being the duly qualified Secretary of the School District No. 1 of
Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of
the Regular School Board meeting of Monday, December 21, 2020.

President

Secretary

DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
Attachment M4a			\$ 271,341.93		
Attachment M5 (prior Bd Mtg)			\$ 3,608,505.20		
GEN FUND - GREAT PLAINS STATE BANK	\$ 6,296,436.18	\$ 2,430,775.80	\$ 3,879,847.13	\$ 4,847,364.85	\$ 3,149,497.01
Dividends		\$ 1,061.42	\$ -		
Management Fees			\$ 241.50		
Investment Loss			\$ 268.01		
GENERAL FUND - FNB TRUST	\$ 953,306.75	\$ 1,061.42	\$ 509.51	\$ 953,858.66	\$ 926,669.92
PAYROLL - PINNACLE BANK	\$ 211,328.35	\$ 3,359,081.45	\$ 3,335,309.25	\$ 235,100.55	\$ 216,234.60
			\$ -		
PAYFLEX - PINNACLE BANK	\$ 39,431.61	\$ 10,913.11	\$ 7,489.21	\$ 42,855.51	\$ 28,906.34
Dividends		\$ 1,384.97			
Management Fees			\$ 357.27		
Investment Gain		\$ 964.59			
Scoreboard Ads		\$ 5,000.00			
DEPRECIATION - FNB	\$ 1,410,242.36	\$ 7,349.56	\$ 357.27	\$ 1,417,234.65	\$ 1,521,370.74
Administration	\$ 775,921.76	\$ 33,160.78	\$ 12,806.05	\$ 796,276.49	\$ 476,408.25
Middle School	\$ 87,472.97	\$ 20,587.71	\$ 5,539.73	\$ 102,520.95	\$ 94,917.48
High School	\$ 436,269.34	\$ 84,169.04	\$ 66,624.64	\$ 453,813.74	\$ 441,150.01
ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,299,664.07	\$ 137,917.53	\$ 84,970.42	\$ 1,352,611.18	\$ 1,012,475.74
Credit card fees received		\$ 144.00			
Interest Income		\$ 722.31			
State Reimbursement		\$ 5,852.74			
Rct to Expenditures		\$ 3,696.00			
Student Meals		\$ 7,409.35			
NUTRITION FUND - CORNERSTONE BANK	\$ 378,469.78	\$ 17,824.40	\$ 195,650.10	\$ 200,644.08	\$ 153,560.50
Platte County Treasurer		\$ 14,081.96			
Butler County Treasurer					
Dividends		\$ 1,103.78			
BOKF Wealth Management			\$ 1,903,193.25		
Management Fees			\$ 485.31		
Investment Loss			\$ 539.36		
BOND FUND - FNB	\$ 1,915,683.34	\$ 15,185.74	\$ 1,904,217.92	\$ 26,651.16	\$ 400,891.61
Dividends		\$ 296.36			
Management Fees			\$ 103.34		
Investment Loss			\$ 227.96		
SPECIAL BLDG FUND - FNB TRUST	\$ 407,898.91	\$ 296.36	\$ 331.30	\$ 407,863.97	\$ 394,558.92
Advanced Consulting Engineering Services			\$ 4,232.50		
BCDM Architects			\$ 63,571.05		
City of Columbus - Finance Dept			\$ 7,587.02		
SPECIAL BLDG FUND - BANK OF THE VALLEY	\$ 5,768,580.54	\$ 7,946.29	\$ 75,390.57	\$ 5,701,136.26	\$ 340,820.30

Columbus Public Schools
General Fund Revenue Detail
December 31, 2020

ACCOUNT NUMBER	DESCRIPTION	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	PERCENT
01.1.01100.000.000	Property Taxes	(\$20,561,770.00)	(\$66,470.27)	(\$6,978,715.14)	(\$13,583,054.86)	33.94%
01.1.01115.000.000	Carline Taxes	(\$25,000.00)	\$0.00	(\$5,236.24)	(\$19,763.76)	20.94%
01.1.01120.000.000	Public Power District Sales Ta	(\$750,000.00)	\$0.00	\$0.00	(\$750,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,100,000.00)	(\$170,069.64)	(\$772,020.36)	(\$1,327,979.64)	36.76%
01.1.01300.000.000	Summer School	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01312.000.000	Tuition, Summer School	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01323.000.000	Tuition, SpEd School Age	(\$115,000.00)	(\$310,761.00)	(\$310,761.00)	\$195,761.00	270.23%
01.1.01335.000.000	Tuition, SpEd Preschool	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01370.000.000	Tuition and Fees, Preschool	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01422.000.000	Transportation, SpEd	(\$3,000.00)	\$0.00	\$0.00	(\$3,000.00)	0.00%
01.1.01510.000.000	Interest	(\$90,000.00)	(\$5,899.85)	(\$27,991.92)	(\$62,008.08)	31.10%
01.1.01801.000.000	After School Program Receipts	\$0.00	(\$6,116.00)	(\$18,657.00)	\$18,657.00	#DIV/0!
01.1.01910.000.000	Rental Fees	(\$4,800.00)	(\$1,005.00)	(\$1,005.00)	(\$3,795.00)	20.94%
01.1.01911.000.000	Local License Fees	(\$9,000.00)	\$0.00	(\$11,165.00)	\$2,165.00	124.06%
01.1.01921.000.000	Police Court Fines	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01925.000.000	Grants from Private Sources	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01965.000.000	Distance Education Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01990.000.000	Miscellaneous Local Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$18,104.79)	(\$67,365.71)	(\$87,634.29)	43.46%
01.1.02130.000.000	Other County Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03110.000.000	State Aid	(\$16,616,319.00)	(\$1,639,988.00)	(\$6,776,396.00)	(\$9,839,923.00)	40.78%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,109,105.00)	\$0.00	(\$3,029.64)	(\$2,106,075.36)	0.14%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$120,708.00)	\$0.00	\$0.00	(\$120,708.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	\$0.00	(\$32,529.31)	\$32,529.31	#DIV/0!
01.1.03131.000.000	Property Tax Credit	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$19,350.00)	\$0.00	\$0.00	(\$19,350.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$25,000.00)	\$0.00	(\$6,920.00)	(\$18,080.00)	27.68%
01.1.03300.000.000	In Lieu of Taxes	\$0.00	(\$15,729.87)	(\$15,729.87)	\$15,729.87	#DIV/0!
01.1.03400.000.000	State Apportionment	(\$416,240.00)	\$0.00	\$0.00	(\$416,240.00)	0.00%
01.1.03500.000.000	State Categorical Programs	(\$30,000.00)	\$0.00	\$0.00	(\$30,000.00)	0.00%
01.1.03512.000.000	Distance Education Incentive P	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03535.000.000	High Ability Learner Allocatio	(\$23,000.00)	\$0.00	(\$25,767.00)	\$2,767.00	112.03%
01.1.03540.000.000	State Early Childhood Grant	(\$145,051.00)	\$0.00	(\$7,842.00)	(\$137,209.00)	5.41%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$160,000.00)	\$0.00	(\$81,143.00)	(\$78,857.00)	50.71%
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$5,745.81)	\$5,745.81	#DIV/0!
01.1.03990.000.000	Other State Receipts	(\$20,000.00)	\$0.00	\$0.00	(\$20,000.00)	0.00%
01.1.03995.000.000	Cares Act Revenue	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04418.000.000	PEAK Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$579,991.00)	\$0.00	\$0.00	(\$579,991.00)	0.00%
01.1.04506.000.000	ESSA Title I Accountability Re	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04509.000.000	ESSA Title II Receipts	(\$115,136.00)	(\$74,301.00)	(\$74,301.00)	(\$40,835.00)	64.53%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$37,565.00)	\$0.00	\$0.00	(\$37,565.00)	0.00%
01.1.04512.000.000	IDEA Base Allocation	(\$1,032,901.00)	\$0.00	\$0.00	(\$1,032,901.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	\$0.00	\$0.00	(\$1,286.00)	\$1,286.00	#DIV/0!
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	\$0.00	\$0.00	(\$140,158.00)	\$140,158.00	#DIV/0!
01.1.04521.000.000	IDEA Proportionate Share	\$0.00	\$0.00	(\$38,261.00)	\$38,261.00	#DIV/0!
01.1.04525.000.000	Carl Perkins Grants	(\$40,814.00)	\$0.00	(\$37,305.00)	(\$3,509.00)	91.40%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$75,642.00)	\$0.00	(\$24,980.00)	(\$50,662.00)	33.02%

Columbus Public Schools
General Fund Revenue Detail
December 31, 2020

ACCOUNT NUMBER	DESCRIPTION	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	PERCENT
01.1.04528.000.000	Title III Immigrant	(\$52,118.00)	\$0.00	(\$3,231.00)	(\$48,887.00)	6.20%
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,163.00)	\$0.00	(\$149,163.00)	\$0.00	100.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$65,000.00)	\$0.00	(\$28,305.52)	(\$36,694.48)	43.55%
01.1.04710.000.000	Other Federal Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	(\$525,000.00)	(\$127,301.00)	(\$384,846.00)	(\$140,154.00)	73.30%
01.1.05200.000.000	Transfers from Other Funds	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.05301.000.000	Claims	\$0.00	\$0.00	(\$32,371.46)	\$32,371.46	#DIV/0!
01.1.05690.000.000	Other Non-Revenue Receipts (Rt	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.06968.000.000	Columbus After School Program	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.06996.000.000	Cares Act	\$0.00	\$11,094.00	\$0.00	\$0.00	#DIV/0!
01.1.70051.751.960	Covid Relief Fund	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
		(\$46,171,673.00)	(\$2,424,652.42)	(\$16,062,227.98)	(\$30,109,445.02)	34.79%
	Transfers					
	Reimbursements/Refunds		(\$7,818.81)			
	Interest - other accounts		\$1,695.43			
	Total Revenue		\$ 2,430,775.80			

Check Number	Vendor	Amount
8031	AMAZON CAPITAL SERVICES	\$5,265.95
8032	HOBBY LOBBY	\$100.23
8033	HY-VEE FOOD STORES	\$56.85
8034	SUPER SAVER	\$403.10
8035	WALMART-CHARGE	\$618.60
8036	CENTRAL NEBRASKA REHAB. SERV	\$30,685.73
8037	COLUMBUS PUBLIC SCHOOLS ACTIVITY	\$40.62
8038	CUNA MUTUAL GROUP	\$614.11
8039	DAU, PAYTON	\$327.18
8040	DELL MARKETING L.P.	\$199.00
8041	ESU #7 SPECIAL EDUCATION	\$13,634.56
8042	FATHER FLANAGAN'S BOYS' HOME	\$78,600.00
8043	FIRST NATIONAL BANK OMAHA	\$573.73
8044	FIRST NATIONAL BANK OMAHA	\$1,122.58
8045	FIRST NATIONAL BANK OMAHA	\$275.73
8046	FIRST NATIONAL BANK OMAHA	\$150.68
8047	FIRST NATIONAL BANK OMAHA	\$285.33
8048	FIRST NATIONAL BANK OMAHA	\$262.69
8049	FIRST NATIONAL BANK OMAHA	\$250.00
8050	GEHRING CONST. & READY MIX CO.	\$1,151.00
8051	GLOBAL TELETHERAPY	\$19,344.00
8052	JONES SCHOOL SUPPLY CO., INC.	\$793.80
8053	MADDEN, BRITTANY	\$140.00
8054	MUNTZ, JANELLE	\$24.15
8055	MUSTARD, JANELL M.	\$180.55
8056	NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIA	\$285.00
8057	PAYFLEX SYSTEMS USA, INC.	\$353.40
8058	QUADIENT FINANCE USA, INC	\$1,000.00
8059	WELLS, CAROL	\$57.63
8060	AMAZON CAPITAL SERVICES	\$2,004.51
8061	HY-VEE FOOD STORES	\$40.29
8062	SUPER SAVER	\$97.07
8063	POSTMASTER	\$92.75
8064	ACE HARDWARE-COLUMBUS	\$248.88
8065	AMAZON CAPITAL SERVICES	\$261.23
8066	BATES, LINDSEY	\$170.44
8067	BEARD-WARREN HEATING AIR	\$78.90
8068	BOMGAARS	\$11.63
8069	CAPITAL SANITARY SUPPLY	\$1,604.49
8070	COLUMBUS MUSIC	\$580.00
8071	DONOGHUE, TRACY	\$255.65
8072	EAKES OFFICE SOLUTIONS	\$190.84
8073	ELECTRICAL ENGINEERING & EQUIP	\$2,696.68
8074	ELECTRONIX EXPRESS	\$246.00
8075	ENTERPRISE ELECTRIC-COLUMBUS	\$111.84
8076	ESU #7	\$71.60
8077	FERGUSON ENTERPRISES INC	\$215.71
8078	FOLLETT SCHOOL SOLUTIONS, INC.	\$151.13

8079	GENE STEFFY FORD	\$16.98
8080	GOPHER	\$598.68
8081	HOESING, KRISTIN	\$229.43
8082	INNESS, SARAH	\$149.13
8083	INNOVATIVE OFFICE SOLUTIONS	\$26.18
8084	JOE FRANZLUEBBERS JR. CONSTRUCTION	\$400.00
8085	MENARDS-COL	\$1,914.26
8086	METAL DOORS & HARDWARE CO.	\$169.00
8087	MIDWEST GLASS SERVICE INC.	\$7.50
8088	MUHSMAN, ERICA	\$110.40
8089	NEBRASKA CENTRAL EQUIPMENT	\$561.20
8090	OVERHEAD DOOR CO. OF COLUMBUS	\$175.32
8092	PLATTE VALLEY EQUIPMENT LLC	\$863.69
8093	SCHOOL OUTLET	\$440.42
8094	SHERWIN-WILLIAMS	\$44.47
8096	SUPER DUPER PUBLICATIONS	\$88.00
8097	THE HOME DEPOT PRO	\$267.56
8098	TRUCK CENTER COMPANIES	\$249.05
8099	WALMART-CHARGE	\$59.76
8100	EAKES OFFICE SOLUTIONS	\$45,796.00
8101	JACKSON SERVICES INC.	\$165.17
8102	LINCOLN JOURNAL STAR	\$14.40
8103	LOUP POWER DISTRICT	\$51,011.77
8104	MCMULLIN, LINDA	\$30.00
8105	NEBRASKA SAFETY CENTER	\$100.00
8106	TYLER BUSINESS FORMS	\$272.94
8107	U AND I SANITATION LLC	\$1,810.00
8108	WOODCOCK, DONNA	\$25.33
	Voided CK # 7918 on M5 Dec 2020	-\$180.55
	Total Fund Expenditures	<u><u>\$271,341.93</u></u>



COLUMBUS PUBLIC SCHOOLS FOUNDATION

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

January 4, 2021

Candy Becher
Board of Education
Columbus Public Schools

Dear President Becher and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of December. On behalf of the Board of Directors for the CPS Foundation and the officers of the thirteen umbrella organizations, we respectfully submit these items to the Board of Education for acceptance.

Foundation

\$2,687.00 - Dual Credit Scholarships	\$101.00 - Stem on the Go
\$4,986.73 - Columbus After School Program	\$8,614.13 - Community for Kids
\$37,553.23 - Community & Family Partnership	\$349.49 - CMS Student Emergency Fund
\$58,935.37 - Stem Equipment	\$16.62 - Educators Rising
\$2,747.63 - CMS Holiday Spirit Coop	

Centennial PAC

\$240.05 - Playground Equipment
\$29.11 - Pumpkins & Chocolate

North Park PTO

194.04 - Water Bottles
\$2,328.00 - T-Shirt Sales

CMS PAC

\$600.00 - Scholarships

Band Boosters

\$288.12 - CMF Program Printing

Lost Creek PTO

\$783.00 - Movie Licensing
\$57.25 - Funeral Flowers
\$111.26 - P/T Conference Meal
\$1729.00 - Teacher Christmas Gifts

West Park PTO

\$10.49 - Binding Combs
\$23.95 - American Flag
\$560.70 - Christmas Gifts

Sports Boosters

\$3,648.00 - Fall Support 2020
\$207.00 - Business Key Policy
\$45.00 - Crystal Award
\$101.17 - Golf Tournament Appetizers
\$55.00 - Stamps

The total contributions for the month of December was **\$127,002.34**

The total contributions for the FY 2020-2021 (Sept-Aug) total is **\$381,813.64**

Thank you for your consideration.

Sincerely,

Nicole Anderson
Director of Marketing & Foundation

Columbus Public Schools Unpaid Meal Policy

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

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

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

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

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

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

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

Policy adopted: _____

Policy reviewed: _____

Policy revised: 1/2/19 **Changes 12/28/20**

Columbus Public Schools 2021 District Stakeholder Financial Report



January 2021
Board and Stakeholder Information

Prepared by Chip Kay
Director of Finance & Human Resources

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Executive Summary

This document is to assist the School Board and Stakeholders in assessing the financial condition and needs of the Columbus Public School District. The District utilizes the following funds and an explanation of each is included:



GENERAL FUND – Is the account used for the annual operations of the school district. This fund receives revenue from property tax (levy), various county taxes, state reimbursements, net-option funding, and federal program support. The expenditure limit for this account is called budget authority and set through the TEEOSA formula established by the Nebraska Legislature and managed by the Nebraska Department of Education. The General Fund has a levy limit of \$1.05.

SPECIAL BUILDING FUND – is the account used for new construction or building improvements. This account generates revenue from property tax (separate levy) and/or bond funds. Expenditures should not include unplanned repairs; it is designed for specific improvement projects. The Building Fund has a levy limit of \$0.14.

DEPRECIATION FUND – is the account established in order to facilitate the eventual purchase of costly capital outlay by reserving such monies by transferring unused funds from the General Fund. The purpose of this fund is to spread replacement costs (by accumulation of funds over time) in order to avoid a disproportionate tax effort in a single year to meet such an expense. Typical expenditures include buses, vans, technology, track/field surfacing, HVAC equipment, and IT equipment. The balance does count toward your allowable cash reserve.

BOND FUND – is the account that is used to accumulate property tax funds that are levied in order to pay back general obligations bonds that are taken out by the school district to make improvements to a building(s) or certain infrastructure needs. There is no limit on the amount that can be levied, as long as it does not substantially exceed the annual bond obligation payments.

SCHOOL NUTRITION FUND – This was formerly called the Lunch Fund. The fund is designed to take receipts and make payments for the operation of the school nutrition program. Any deficit that would occur becomes the responsibility of the General Fund.

ACTIVITIES FUND – is required to account for the fiscal operations of student organizations, inter-school athletics, and other self-supporting or partially self-supporting school activities. This account does not count toward the annual expenditure limits established in the Budget Authority. The balance does count toward your allowable cash reserve.

EMPLOYEE BENEFIT FUND – An employee benefit fund may be established in order to specifically reserve General Fund money for the benefit of school district employees. This is typically used to manage a 125 plan, unemployment compensation, early retirement, or HSA contributions.

CONTINGENCY FUND – A contingency fund is authorized by statute and may be used to fund uninsured losses and legal fees incurred by the district for the defense against public losses. This fund may not exceed 5% of the total budgeted general fund expenditures.

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND (QCPUF) – This fund may be established for the removal of environmental hazards and the reduction or elimination of accessibility barriers to schools. The tax levy for and duration of this fund is restricted to \$0.03 over five years.

COOPERATIVE FUND – The Cooperative Fund may be used by the school district acting as the fiscal agent for any cooperative activity between two or more political subdivisions. All school districts, including the school district acting as fiscal agent, shall show the payment for services to the cooperative in their General Fund.

STUDENT FEES FUND – as authorized by statute, is a separate fund not supported by tax revenue. Includes all moneys collected from students pursuant to the Public Elementary and Secondary Student Fee Authorization Act. Included are the fees for Extracurricular Activities, Postsecondary Education, and Summer/Night School.

Tax Valuation of District

When taxing, the District uses the certified valuations of all property established by the Assessors Office(s) in Platte, Polk, and Butler County's. Columbus Public Schools does not have influence or input on the decisions regarding property valuation. The tax asking for each fund is determined by the valuation multiplied by the levy, with \$0.01 of levy accounting for \$10 per \$100,000 of property valuation.

District Valuation History

School Year	Platte County	Change	Polk County	Change	Butler County	Change	Total Valuation	Change
2010-2011	\$1,440,798,361		\$561,360		\$6,300,041		\$1,447,659,762	
2011-2012	\$1,507,743,461	4.65%	\$643,333	14.60%	\$6,659,401	5.70%	\$1,515,046,195	4.65%
2012-2013	\$1,538,575,469	2.04%	\$685,775	6.60%	\$7,262,850	9.06%	\$1,546,524,094	2.08%
2013-2014	\$1,553,529,343	0.97%	\$830,214	21.06%	\$7,756,677	6.80%	\$1,562,116,234	1.01%
2014-2015	\$1,660,127,442	6.86%	\$959,153	15.53%	\$8,215,548	5.92%	\$1,669,302,143	6.86%
2015-2016	\$1,728,187,014	4.10%	\$1,144,782	19.35%	\$8,894,364	8.26%	\$1,738,226,160	4.13%
2016-2017	\$1,839,632,015	6.45%	\$1,227,880	7.26%	\$9,673,089	8.76%	\$1,850,532,984	6.46%
2017-2018	\$1,868,695,593	1.58%	\$1,174,726	-4.33%	\$9,874,906	2.09%	\$1,879,745,225	1.58%
2018-2019	\$1,925,827,521	3.06%	\$1,139,032	-3.04%	\$10,234,384	3.64%	\$1,937,200,937	3.06%
2019-2020	\$1,993,173,607	3.50%	\$1,083,227	-4.90%	\$10,267,889	0.33%	\$2,004,524,723	3.48%
2020-2021	\$2,076,022,885	4.16%	\$1,134,974	4.78%	\$10,307,271	0.38%	\$2,087,465,130	4.14%

District Revenue

Columbus Public Schools receives state equalization aid (TEEOSA) from the State of Nebraska as a part of the overall state aid calculation. State Aid for the purposes of this chart includes revenue received for teacher allocation aid, state income tax, equalization aid, net-option funding and any prior year corrections. It is the amount considered certified state aid by the NDE.



A historical chart for State Aid Revenue

Year	State Aid	% Change
10-11	\$13,710,903	
11-12	\$12,249,855	-10.66%
12-13	\$ 9,373,076	-23.48%
13-14	\$10,367,192	10.61%
14-15	\$12,055,593	16.29%
15-16	\$12,530,744	3.94%
16-17	\$12,172,935	- 2.86%
17-18	\$11,523,048	- 5.34%
18-19	\$12,047,354	4.55%
19-20	\$16,269,523	35.05%
20-21	\$16,616,319	2.13%

Additional revenue for the General Fund comes in the form of State or Federal Program Grants (qualifications and limitations apply), county taxes, and local property Tax. All other funds receive their revenue from direct property tax or general fund transfers.

A historical chart for Property Tax Asking to support the General Fund

Year	GF Levy	GF Tax Asking	% Change
2010-2011	1.003483	\$14,527,020	
2011-2012	1.000500	\$15,158,037	4.34%
2012-2013	1.064985	\$16,470,250	8.66%
2013-2014	1.079068	\$16,856,296	2.34%
2014-2015	1.029212	\$17,180,658	1.92%
2015-2016	1.029007	\$17,886,469	4.11%
2016-2017	1.000220	\$18,509,401	3.48%
2017-2018	0.983864	\$18,494,137	-0.08%
2018-2019	1.010768	\$19,580,607	5.87%
2019-2020	1.000069	\$20,046,630	2.38%
2020-2021	0.994961	\$20,769,464	3.61%

Factors that impact Tax Asking include State Aid, State/Federal Program Grants, and SPED Reimbursements. The tax asking is the difference between that total and the total anticipated expenditures from the General Fund. The District attempts to carry enough Cash Reserve to operate for three months to offset the delayed timeline for receipts from Property Tax and the State of Nebraska.

General Fund

The General Fund cash balance on August 31, 2020 was \$6,112,391 compared to \$3,391,233 at the end of the 2019 fiscal period. This is considered required cash reserve and is not factored into the revenue for the 2020-2021 fiscal period.

Below is a comparison of annual budgeted expenditures by year (Budget Document approved in September) and actual expenditures and transfers (Annual Financial Report/Audit) by year. The percentage change will show the budget expenditure (planned and actual) increase or decrease by year.

The General Fund encompasses all annual operating expenditures for the District. The difference between actual and planned does not equate a cash carry-over amount since the fiscal year revenue may not have been equal to the planned budget amount.

Year	GF Planned Budget (Budget Document)	% Change	GF Actual Expenditures (AFR/Audit Document)	% Change
10-11	\$ 34,650,000		\$ 33,636,518	
11-12	\$ 34,147,175	-1.45%	\$ 32,671,712	-2.87%
12-13	\$ 36,169,698	5.92%	\$ 32,890,665	0.67%
13-14	\$ 35,804,167	-1.01%	\$ 34,667,983	5.40%
14-15	\$ 37,839,757	5.69%	\$ 36,284,583	4.66%
15-16	\$ 39,317,875	3.91%	\$ 37,579,875	3.57%
16-17	\$ 41,330,834	5.12%	\$ 40,034,443	6.53%
17-18	\$ 42,509,009	2.85%	\$ 44,189,583	10.38%
18-19	\$ 42,272,377	-0.56%	\$ 40,652,164	-8.01%
19-20	\$ 45,100,334	6.69%	\$ 43,572,613	7.18%
20-21	\$ 47,217,424	4.69%		

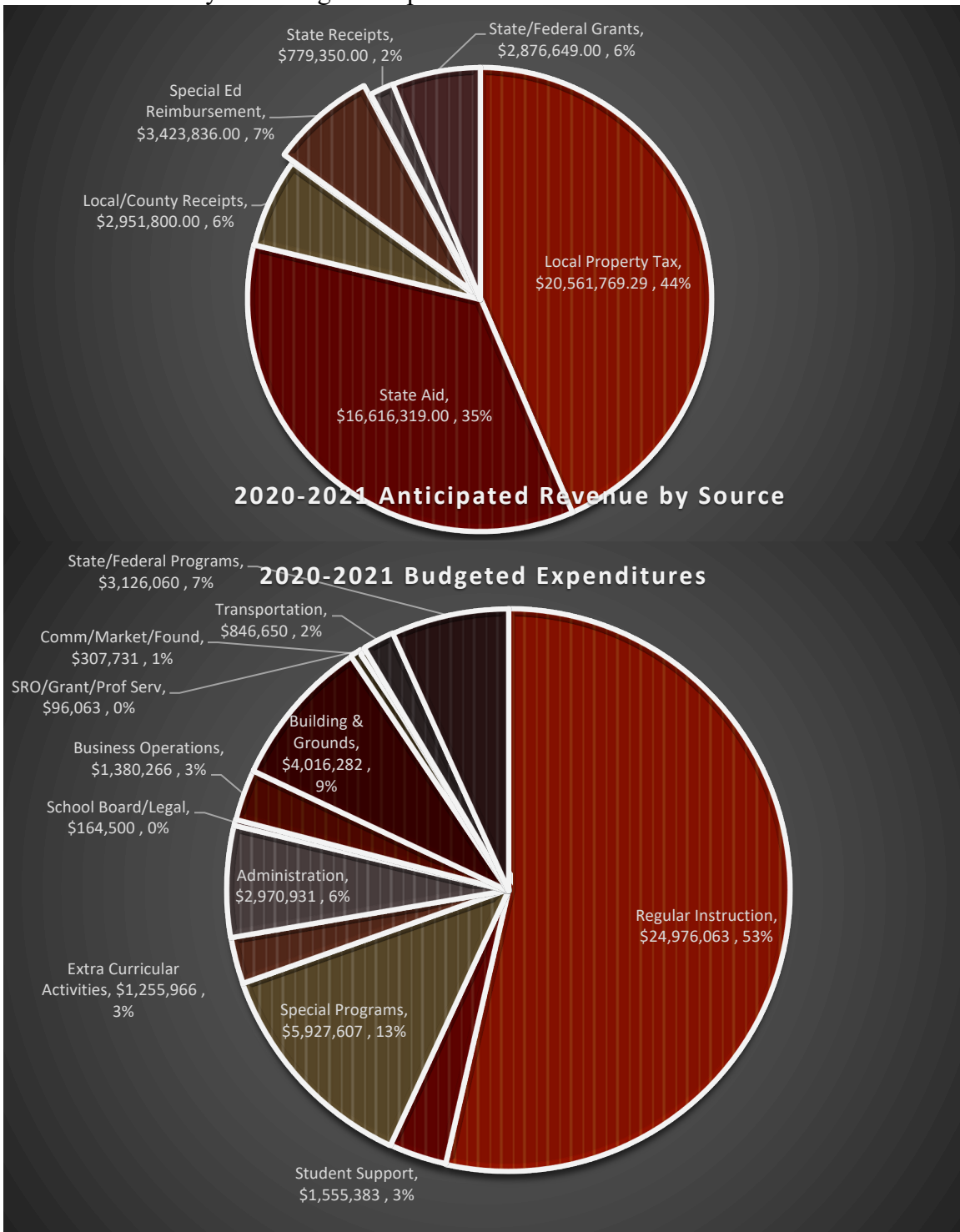
GENERAL FUND REVENUE

Year	Local*	State**	Total
2010-11	\$16,291,138	\$14,142,015	\$35,078,951
2011-12	\$16,960,876	\$15,173,596	\$34,158,996
2012-13	\$17,493,610	\$12,727,956	\$31,958,300
2013-14	\$18,969,821	\$13,847,889	\$34,734,771
2014-15	\$18,105,924	\$16,222,149	\$37,695,805
2015-16	\$19,132,420	\$16,948,666	\$37,944,820
2016-17	\$19,824,448	\$16,711,750	\$38,702,008
2017-18	\$22,030,313	\$16,184,918	\$41,180,051
2018-19	\$20,092,591	\$16,662,824	\$39,058,826
2019-20	\$20,536,836	\$21,538,396	\$45,606,110

* - Includes Property Taxes

** - Includes State Aid

This chart shows the percentage of revenue split and categorical expenditures for the 2020-2021 Planned General Fund Budget. The 2020-2021 planned budget is an increase of 4.69% over last year's budgeted expenditures.



Special Building Fund

The District will levy \$0.055039 for the Special Building Fund for the 2020-2021 fiscal period. The current balance of the building fund is \$1,263,976 as of August 31, 2019. The fund will be used to make the payments on the 2020 lease purchase of \$815,949 per year through 2027.

Tax asking for the Special Building Fund is used for land acquisition, land development, excavation/demolition, and large construction/repair projects. Below is a historical chart of tax asking by year for the Special Building Fund.

Year	Tax Asking	Levy
10-11	\$0	0.000000
11-12	\$0	0.000000
12-13	\$0	0.000000
13-14	\$0	0.000000
14-15	\$346,998	0.020787
15-16	\$364,802	0.020987
16-17	\$891,383	0.048169
17-18	\$1,132,753	0.060261
18-19	\$759,790	0.039221
19-20	\$1,000,659	0.049920
20-21	\$1,148,920	0.055039

The building fund will be used to generate funds for construction and renovation of the Kramer Education Center over the next two to three fiscal periods.

Depreciation Fund

The balance at the end of the 2019-2020 fiscal year was \$1,402,846, which does not include a transfer from the Nutrition Fund to replenish part of the 2020 transfer.

Annually the increase in the account comes from the sale of surplus equipment that is depreciated out, interest, and General Fund transfers from unused building budgets.

The goal of the account balance is to address any items (if needed) from the anticipated expenditure item list below.



Bond Fund

CPS has two active bond repayments, with the most recent coming in 2015 for construction of the High School. That bond was refinanced in the fall of 2020. The last payment on the refinance bond of 2012 will occur on 12/15/2022.

<i>School Year</i>	<i>Levy</i>	<i>Amount</i>	<i>Future Obligations</i>	<i>Amount Due</i>
2014-2015	0.204499	\$3,413,706	2021-2022	\$3,645,221
2015-2016	0.204418	\$3,553,247	2022-2023	\$3,641,412
2016-2017	0.204273	\$3,780,139	2023-2024	\$3,609,855
2017-2018	0.203980	\$3,834,304	2024-2025	\$3,610,224
2018-2019	0.200010	\$3,874,596		
2019-2020	0.168982	\$3,387,286		
2020-2021	0.193747	\$4,044,828		

School Nutrition Fund

The District's Food Program is contracted out to Lunchtime Solutions for 20-21. Food service staff are still employees of CPS. The program is self-sufficient with all expenditures including staffing, benefits, supplies, and equipment being paid from program receipts. Meal prices are set by formula from the Federal Program based on student meal participation. CPS will begin an RFP process for a new 4-year contract for food service management.

Activities Fund

Annually the District transfers funds from the General Fund to balance out expenses from school activities that do not generate revenue. For the 2020-2021 school year the General Fund transferred \$60,000 to the HS and \$18,000 to the MS. The end of fiscal period balance, not including the transfer (August 31, 2020) for the Activity Fund was as follows:

Admin	\$497,514	Total Balance of \$985,697
Middle School	\$ 89,755	
High School	\$398,428	

Revenue for the Activities Fund has been impacted by the DHM restrictions on attendance and will likely lead to a review of supplementing those accounts with increased transfer amounts for the 21-22 fiscal year.

Employee Benefit Fund

The District uses this fund to manage the 125-plan for certificated employees. Funds are withheld from monthly paychecks and deposited here. The expenditures equal claims made by participating employees. The fund should not have a carry over balance

Contingency Fund

Is not used by the District.

Qualified Capital Purpose Undertaking Fund (QCPUF)

Is not used by the District.

Cooperative Fund

Is not used by the District.

Student Fee Fund

Student fees are deposited here and then expensed out to the proper fund accounts.

Inter-Fund Loans

Currently the District does not have any inter-fund loans outstanding.

Total Levy of District Historical

The total levy is the combined tax asking for all above funds. For the 2020-2021 school year the total tax levy will be \$1.243747. This year's total tax asking is 6.25% higher than last year, primarily due to a \$650,000 increased bond payment before refinancing.

Year	Valuation	Total Levy	Total Tax Asking	% Change
10-11	\$1,447,659,762	1.154341	\$16,710,930	
11-12	\$1,515,046,195	1.143549	\$17,325,296	3.68%
12-13	\$1,546,524,094	1.208007	\$18,682,119	7.83%
13-14	\$1,562,116,234	1.211960	\$18,932,224	1.34%
14-15	\$1,669,302,143	1.254498	\$20,941,362	10.61%
15-16	\$1,738,226,160	1.254412	\$21,804,518	4.12%
16-17	\$1,850,532,984	1.252662	\$23,180,923	6.31%
17-18	\$1,879,745,225	1.248105	\$23,461,194	1.21%
18-19	\$1,937,200,937	1.249999	\$24,214,992	3.21%
19-20	\$2,004,524,723	1.218971	\$24,434,575	0.91%
20-21	\$2,087,465,130	1.243747	\$25,962,775	6.25%

Tax asking at Columbus Public Schools has been impacted by three things (1) State Aid, (2) Bond Obligation, and (3) Levy Lid. The Districts lease purchase and Kramer project will require approximately 4 cents to be dedicated to the Special Building Fund through 2027 leaving \$1.01 for General Fund levy/tax asking during that time. Building cash reserve will be necessary to ensure CPS can meet its general fund needs. The Bond Fund levy will be in the area of 18 cents for the next three years.

District spending continues to be tied to the CPS Strategic Plan which allows for a thoughtful approach to both short-term and long-term spending.





The DBQ Project

Teaching students how to answer document-based questions using primary and secondary resources

What are primary and secondary sources?



- Primary - First-hand evidence



Example: interview with actual witness of an event



- Secondary - Second-hand information and commentary



Example: newscast

What does DBQ offer?



- Online resource of text passages and documents related to important events in history



- Engaging, relevant questions



- Process for gathering evidence to support ideas and viewpoints



- Resource for both Social Studies and English content

DBQ Support for Social Studies and English-Language Arts

Social Studies

- SS HS.4.2 (US) Analyze multiple perspectives to investigate causes and effects of significant events in history.
- SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

Reading Complex Text

- Annotation Tools
 - Highlighting
 - Textbox
 - Drawing
 - Vocabulary

The Process

- Provide a hook – pique the interest of students
- Establish content – provide historical context for students
- Understand the question – determine the purpose
- Analyze documents – closely read and annotate
- Group the sources – connect the dots
- Prepare to speak or write – debate the issue

Feature:

Patrick Clark in US History Class

- Learning Goal: Why did Japan attack Pearl Harbor?
- Learning Focus
 - Annotating complex text
 - Reviewing primary and secondary documents
 - Analyzing documents to draw conclusions

Columbus Public Schools
Concussion Awareness Protocol

The Nebraska Legislature passed the Concussion Awareness Act, Columbus Public Schools will follow the protocol set forth by the Nebraska Department of Education. The goal of the act is to provide a consistent means to identify and manage concussions and help insure the safety of those in our schools.

The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.

1. Education: Coaches, Parents and Student Athletes
2. Removal from Play - if a concussion is reasonably suspected
3. Clearance by the appropriate health care professional

For CPS the **Concussion Management Team may include:**

Health Care Professional
Parent(s)/Guardian
Student Services Director
School Administrator or designee
Other school personnel assigned by Administration

Return to Learn BEFORE Return to Play!

As the brain is recovering reducing demands on the brain and avoiding overexertion of the brain at home and at school through a reduction in physical and cognitive activity is beneficial to the recovery of the student.

Once CPS personnel is aware of a possible concussion the following protocol will be implemented.

1. Concussion occurs, *At CPS the CMT ensures that **ANY** student that suffers a concussion is monitored for a safe return to learning and activity.*
2. **Medical confirmation of concussion is obtained.** (Modifications will be made for the student until medical confirmation is obtained.)
3. Parent signs **Release of Information form** allowing the school district to be notified of concussion and to share information.
4. **CMT Contact person notified of medical confirmation of concussion** by parent, coach, athletic trainer or health care provider.
5. **CMT Contact person informs appropriate school personnel** (teachers, school nurse, athletic trainer, coaches, etc.) of concussed student and specifies general accommodations from health care provider if available.
6. **CMT implements a gradual Return to Learn Progression.** (Refer to Concussion Report Form.)

7. CMT documents physical, cognitive, behavioral and emotional **symptoms of concussed student** and assesses the student's needs based on symptoms. (Refer to Post-Concussion Symptom Checklist).
8. CMT designs individual academic accommodation plan with appropriate school staff and works to coordinate academic accommodations for duration of recovery and reviews with student and family.
9. Teachers monitor the effectiveness of adjustments, accommodations and symptoms of concussion and reports progress on the Individual Concussion Report. Data on progress/recovery is shared with family and student. Family monitors symptoms at home and regularly reports to CMT.
10. **CMT** makes adjustments and readjustments to individual plan until student no longer has special needs in the classroom resulting from the concussion. Student progress and updates are communicated to appropriate school staff, family and student.
11. Once the student is symptom free and function is "back to baseline" in the classroom, CMT ensures that the concussion date and adjustments for Return to Learn are documented in the student's file.
12. Return to Learn is complete when student returns to academics full-time with no adjustments or accommodations.
13. The family will obtain written clearance by a licensed health care provider giving full clearance for physical activity before any activity will be resumed. After full clearance is obtained CPS will implement the Return to Play protocol for at least 5 days.

***CHS athletes will start Return to Play with the permission of the Licensed Athletic Trainer in accordance with the family and families licensed health care provider. Full clearance will be provided by the families licensed health care provider after the athlete has gone through the Return to Play protocol.*

Concussion Common Signs and Symptoms

Following a blow to the head, face, or neck, or blow to the body that transmits a force to the head, a concussion should be suspected in the presence of **any one or more** of the following signs or symptoms:

Table 1: Common Signs and Symptoms of a Concussion

Possible Signs Observed <i>A sign is something that will be observed by another person (e.g., parent/guardian, teacher, coach, supervisor, peer).</i>	Possible Symptoms Reported <i>A symptom is something the student will feel/report.</i>
<p>Physical</p> <ul style="list-style-type: none"> ● Vomiting ● Slurred speech ● Slowed reaction time ● Poor coordination or balance ● Blank stare/glassy-eyed/dazed or vacant look ● Decreased playing ability ● Loss of consciousness or lack of responsiveness ● Lying motionless on the ground or slow to get up ● Amnesia ● Seizure or convulsion ● Grabbing or clutching of head <p>Cognitive</p> <ul style="list-style-type: none"> ● Difficulty concentrating ● Easily distracted ● General confusion ● Cannot remember things happened before or after the injury ● does not know time, date, place, class, type of activity in which he/she was participating ● Slow reaction time (e.g., answering questions or following directions) <p>Emotional/Behavioral</p> <ul style="list-style-type: none"> ● Strange or inappropriate emotions (e.g., laughing, crying, getting angry easily) <p>Sleep Disturbance</p> <ul style="list-style-type: none"> ● Drowsiness ● Insomnia 	<p>Physical</p> <ul style="list-style-type: none"> ● Headache ● Pressure in head ● Neck pain ● Feeling off/not right ● Ringing in the ears ● Seeing double or blurry/loss of vision ● Seeing stars, flashing lights ● Pain at physical site of injury ● nausea/stomach ache/pain ● Balance problems or dizziness ● Sensitivity to light or noise <p>Cognitive</p> <ul style="list-style-type: none"> ● Difficulty concentrating or remembering ● Slowed down, fatigue or low energy ● Dazed in a fog <p>Emotional/Behavioral</p> <ul style="list-style-type: none"> ● Irritable, sad, more emotional than usual ● Nervous, anxious, depressed <p>Sleep Disturbance</p> <ul style="list-style-type: none"> ● Drowsy ● Sleeping more/less than usual ● Difficulty falling asleep

RETURN TO ACADEMIC PROGRESSION

Progression is individual. All concussions are different. Students may start at any of these steps, depending on symptoms, and may remain at a step longer if needed. If symptoms worsen, the CMT should reassess. If symptoms quickly improve, a student may also skip a step or two. Be flexible!

Steps	Progression	Description
1	HOME- Cognitive and physical rest	<ul style="list-style-type: none"> ➤ Stay home ➤ No driving ➤ Limited mental exertion- computer, texting, video games, homework
2	HOME- Light Mental Activity	<ul style="list-style-type: none"> ➤ Stay at home ➤ No driving ➤ Up to 30 minutes mental exertion ➤ No prolonged concentration

Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms.

3	<p style="text-align: center;">SCHOOL- Part Time</p> <p>Maximum adjustments</p> <p>Shortened day/schedule</p> <p>Built-in breaks</p>	<ul style="list-style-type: none"> ➤ Provide quiet place for scheduled mental rest ➤ Lunch is quiet environment ➤ No significant classroom or standardized testing ➤ Modify rather than postpone academics ➤ Provide extra time, help and adjustment of assignments
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Progress to Step 4 when student handles up to 30-40 minutes of sustained mental exertion without worsening of symptoms.

4	<p style="text-align: center;">SCHOOL- Part Time</p> <p>Maximum adjustments</p> <p>Shortened day/schedule</p>	<ul style="list-style-type: none"> ➤ No standardized testing ➤ Modified classroom testing ➤ Moderate decrease of extra time, help and modification of assignments
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Progress to Step 5 when student handles up to 60 minutes of mental exertion without worsening of symptoms.

5	<p style="text-align: center;">SCHOOL- Full Time</p> <p>Maximum adjustments</p>	<ul style="list-style-type: none"> ➤ No standardized testing; routine test are OK ➤ Continued decrease of extra time, help, and adjustment of assignments ➤ May require more support in academically challenged subjects
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Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.

6	<p style="text-align: center;">SCHOOL- Full Time</p> <p>Full academics</p> <p>No adjustments</p>	<ul style="list-style-type: none"> ➤ Attends all classes ➤ Full homework and testing
---	--	--

When symptoms continue beyond 3-4 weeks, prolonged in-school supports are required. Request a 504 meeting to plan and coordinate students supports.

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RETURN TO PLAY PROGRESSION

Return to play is a medical decision. The CMT will be familiar with state concussion laws and understand which healthcare providers may clear a student. **To begin the Return to Play Plan, the student must be free of all symptoms (see Signs and Symptoms of Concussions), have no academic adjustments in place, and be cleared by a healthcare provider.** The student may spend 1-2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, stop activity and have the CMT reassess.

Rehabilitation Stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Symptom limited physical and cognitive rest.	Recovery
2. Light aerobic exercise	Walking, swimming, or stationary cycling keeping intensity <70% maximum permitted heart rate. No resistance training.	Increase HR
3. Sport-specific exercise	Skating drills in ice hockey, running drills in soccer. No head impact activities.	Add movement
4. Non-contact training drills	Progression to more complex training drills, e.g., passing drills in football and ice hockey. May start progressive resistance training.	Exercise, coordination and cognitive load
5. Full-contact Practice	Follow medical clearance. Participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6. Return to play	Normal game play	

Recommendations from 2012 Zurich Consensus Statement on Concussion -McRory, P. Meeuwisse, WH, Aubry, M et. al., *Br. J Sports Med* 2013; 47:250-258

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TIPS FOR TEACHERS
Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

Concussion Symptoms	Implications at school	Potential Adjustments in School Settings
<p>PHYSICAL SYMPTOMS</p> <ul style="list-style-type: none"> ● Headache (most common symptom reported in concussions) 	<ul style="list-style-type: none"> ● Poor concentration- may vary throughout day ● Can be triggered by fluorescent lighting, loud noises and focusing on tasks 	<ul style="list-style-type: none"> ● Frequent breaks ● Reduce exposure to aggravators, i.e., turn off fluorescent light ● Rest as needed in nurse's office or quiet area
<ul style="list-style-type: none"> ● Dizziness/ Lightheadedness 	<ul style="list-style-type: none"> ● Standing quickly or walking in crowded environment may present a challenge ● Often provoked by visual stimulus (rapid movements, videos, etc.) 	<ul style="list-style-type: none"> ● Allow student to put head down if symptoms worsen ● Early dismissal from class and extra time to get from class to class to avoid crowded hallways
<ul style="list-style-type: none"> ● Visual Symptoms <ul style="list-style-type: none"> ○ Light sensitivity ○ Double vision ○ Blurry vision 	<ul style="list-style-type: none"> ● Trouble seeing slide presentations, movies, smart boards, computers, handheld computers (tablets) ● Difficulty reading & copying ● Difficulty paying attention to visual tasks 	<ul style="list-style-type: none"> ● Reduce brightness on the screens ● Student may wear hat or sunglasses in school ● Audiotapes instead of books ● Seat student close to center of classroom activities (preferential seating if blurry vision) ● Turn off fluorescent lights ● Cover one eye with patch/tape or one lens if glasses are worn (double vision)
<ul style="list-style-type: none"> ● Noise Sensitivity 	<ul style="list-style-type: none"> ● Troubles with various noises in several school settings; Lunchroom, shop classes, music classes (band, choir), physical education classes, hallways ● Organized sports practice 	<ul style="list-style-type: none"> ● Allow student to eat lunch in quiet area with classmate ● Limit or avoid band, choir or shop classes ● Avoid noisy gyms and organized sports practices and games ● Consider use of earplugs ● Early dismissal from class to avoid crowded, noisy hallways
<p>THINKING/COGNITIVE SYMPTOMS</p> <ul style="list-style-type: none"> ● Difficulty concentrating or remembering 	<ul style="list-style-type: none"> ● Challenges learning new tasks and comprehending new material (slowed processing speed) ● Difficulty recalling and applying previously learned materials ● Lack of focus in the classroom ● Difficulties with test taking, including standardized tests 	<ul style="list-style-type: none"> ● Avoid testing or completion of major projects during recovery time when possible ● Provide extra time to complete nonstandardized tests in a quiet environment ● Postpone standardized testing when possible ● Consider one test per day during exam periods

Concussion Symptoms	Implications at school	Potential Adjustments in School Settings
THINKING/COGNITIVE SYMPTOMS (cont'd)		<ul style="list-style-type: none"> • Assess knowledge using multiple-choice instead of open-ended questions • Consider use of preprinted notes, note taker, scribe or reader for oral testing • Consider tape recorder for note taking • Reduce the cognitive load & focus on the most important concepts for student to know - quality vs. quantity • Consider decreasing homework and reducing make-up work • Provide both oral and written instructions, clarify instructions
SLEEP ISSUES	<ul style="list-style-type: none"> • Excessive fatigue can hamper memory for new or past learning or ability to attend and focus • Insufficient sleep can lead to tardiness or excessive absences • Difficulty getting to sleep or frequent waking at night may lead to sleeping in class • Excessive napping due to fatigue may lead to further disruptions of the sleep cycle 	<ul style="list-style-type: none"> • Allow for late start or shortened school day to catch up on sleep • Allow rest breaks during day if needed
EMOTIONAL/MOOD SYMPTOMS	<ul style="list-style-type: none"> • Sadness, Irritability, changes in mood, nervousness, anxiety may affect social relationships with adults and peers • Student may feel scared, angry or depressed as a result of the concussion 	<ul style="list-style-type: none"> • Develop an emotional support plan for the student. This may include an adult with whom the student can talk if feeling overwhelmed • Mental fatigue may result in emotional meltdowns • Allow "signal" for student to remove himself/herself from classroom to de-escalate • Provide reassurance that what they are feeling is typical in the course of recovery- i.e., concern about getting behind in school work and/or grades • Share difficulties and progress with parents, CMT contact person, medical personnel, athletic coaches/trainers as appropriate

Sources: Halstead, M., McAvoy, K., et al. *Returning to Learning Following a Concussion*. *Pediatrics*; originally published online October 27, 2013. <http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
Oregon Concussion Awareness and Management Program (OCAMP)
http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf

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CONCUSSION AWARENESS

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

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

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

A student participating on a school athletic team shall be removed from a practice or game when reasonably suspected of having sustained a concussion or brain injury in that activity after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.

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

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

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

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

Legal Reference: LB 260 Concussion Awareness Act

Policy
Adopted: 10-10-11

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

CONCUSSION AWARENESS

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

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

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

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

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

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

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

The district shall establish a return to learn protocol for students that have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

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

Post-Concussion Symptom Checklist

Name: _____

Date: _____

Please indicate how much each symptom has bothered you over the past 2 days.

	Symptoms	None	Mild	Moderate	Severe		
PHYSICAL	Headache	0	1	2	3	4	5 6
	Nausea	0	1	2	3	4	5 6
	Vomiting	0	1	2	3	4	5 6
	Balance Problem	0	1	2	3	4	5 6
	Dizziness	0	1	2	3	4	5 6
	Blurry or double vision	0	1	2	3	4	5 6
	Sensitivity to Light	0	1	2	3	4	5 6
	Sensitivity to Noise	0	1	2	3	4	5 6
	Balance Problems	0	1	2	3	4	5 6
	Pain other than headache	0	1	2	3	4	5 6
THINKING/ COGNITIVE	Feeling "in a fog"	0	1	2	3	4	5 6
	Feeling Slowed Down	0	1	2	3	4	5 6
	Difficulty concentrating	0	1	2	3	4	5 6
	Difficulty Remembering	0	1	2	3	4	5 6
SLEEP ISSUES	Trouble Falling Asleep	0	1	2	3	4	5 6
	Fatigue or low energy	0	1	2	3	4	5 6
	Drowsiness	0	1	2	3	4	5 6
EMOTIONAL	Feeling more Emotional	0	1	2	3	4	5 6
	Irritability	0	1	2	3	4	5 6
	Sadness	0	1	2	3	4	5 6
	Nervousness	0	1	2	3	4	5 6

Do symptoms worsen with physical activity? Yes _____ No _____ Not Applicable _____

Do symptoms worsen with thinking/cognitive activity? Yes _____ No _____ Not Applicable _____

Activity Level: Over the past two days, compared to what I would typically do, my level of activity has been _____% of what it would normally be.

Adapted from Oregon Concussion Awareness and Management Program (OCAMP)

http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf

RETURN TO ACADEMICS PROGRESSION

Progression is individual. All concussions are different. Students may start at any of these steps, depending on symptoms, and may remain at a step longer if needed. If symptoms worsen, the CMT should reassess. If symptoms quickly improve, a student may also skip a step or two. Be flexible!

Steps	Progression	Description
1	HOME – Cognitive and physical rest	<ul style="list-style-type: none"> ➤ Stay at home ➤ No driving ➤ Limited mental exertion – computer, texting, video games, homework
2	HOME – Light Mental Activity	<ul style="list-style-type: none"> ➤ Stay at home ➤ No driving ➤ Up to 30 minutes mental exertion ➤ No prolonged concentration

Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms.

3	SCHOOL – Part Time Maximum adjustments Shortened day/schedule Built-in breaks	<ul style="list-style-type: none"> ➤ Provide quiet place for scheduled mental rest ➤ Lunch in quiet environment ➤ No significant classroom or standardized testing ➤ Modify rather than postpone academics ➤ Provide extra time, help, and adjustment of assignments
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Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.

4	SCHOOL – Part Time Maximum adjustments Shortened day/schedule	<ul style="list-style-type: none"> ➤ No standardized testing ➤ Modified classroom testing ➤ Moderate decrease of extra time, help, and modification of assignments
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Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.

5	SCHOOL – Part Time Minimal adjustments	<ul style="list-style-type: none"> ➤ No standardized testing; routine tests are OK ➤ Continued decrease of extra time, help, and adjustment of assignments ➤ May require more support in academically challenging subjects
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Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.

6	SCHOOL – Full Time Full academics No adjustments	<ul style="list-style-type: none"> ➤ Attends all classes ➤ Full homework and testing
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When symptoms continue beyond 3-4 weeks, prolonged in-school supports are required. Request a 504 meeting to plan and coordinate student supports.

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Concussion Management Team (CMT) Sample Return to Learn Protocol



The CMT ensures that every student who suffers a concussion is monitored for a safe return to activity.

<p>1. Concussion occurs! </p> <ul style="list-style-type: none">• If at school sporting event or other school activity, family is notified of possible concussion
<p>2. Encourage parent to obtain medical confirmation of concussion from a licensed health care provider.</p>
<p>3. Parent signs Release of Information form allowing the school to be notified of concussion by the health care provider and for information sharing.</p>
<p>4. CMT Contact person notified of concussion by parent, coach, athletic trainer or health care provider.</p>
<p>5. CMT Contact person informs appropriate school personnel (teachers, school nurse, athletic trainer, coaches, etc.) of concussed student and specifies general accommodations from health care provider, if available.</p>
<p>6. CMT implements a gradual Return to Learn Protocol based on the individual needs of the student. (Refer to Return to Academics Progression form.)</p>
<p>7. CMT documents physical, cognitive, behavioral and emotional symptoms of concussed student and assesses the student's needs based on symptoms. (Refer to Post-Concussion Symptom Checklist).</p>
<p>8. CMT designs individual academic adjustment/accommodation plan with appropriate school staff and works with SAT process to coordinate academic adjustments/accommodations during recovery (about 2-3 weeks) and reviews with student and family.</p>
<p>9. CMT -Teachers monitor the effectiveness of adjustments, accommodations and symptoms of concussion and report progress/recovery data and results regularly to CMT contact person.</p> <ul style="list-style-type: none">• Data on progress/recovery shared with family and student.• Family tracks and regularly reports progress on physical, cognitive sleep and emotional symptoms to CMT.
<p>10. CMT makes adjustments and readjustments to individual plan until student no longer has special needs in the classroom resulting from the concussion.</p> <ul style="list-style-type: none">• Student progress and updates are communicated to appropriate school staff, family and student.
<p>11. CMT and family agree student is symptom free and function is "back to baseline" in the classroom.</p>
<p>12. Student returns to classroom full-time with no adjustments or accommodations!</p>
<p>13. Parents/guardians deliver medical clearance from the healthcare provider to the CMT and parent provides written permission for the Return to Play Progression to begin.</p>
<p>14. Student begins Return to Play Progression <u>after</u> a successful Return to Learn.</p>
<p>15. CMT ensures that the concussion date and adjustments for Return to Learn are <u>documented</u> in the student's file.</p>