Regular Meeting
Monday, July 11, 2022 6:30 PM
Ramada Columbus River's Edge Convention Center
265 33rd Avenue
Columbus, NE 68601

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

I.F. Opportunity for Public to be Heard

I.G. Recognitions

I.G.1. SkillsUSA-National Awards

I.H. Board Special Functions

I.H.1. Adjourn

I.H.2. Hearings

I.H.2.1. Special hearing for the purpose of receiving public input on Columbus Public Schools' Student Fees Policy 504.18, Regulation 504.18R1, and Exhibit 504.18E1

I.H.3. Second and Final Reading of Policy 504.14 Tobacco/Alcohol/Drugs

I.H.4. Second and Final Reading of Policy 503.09 Homeless Students

I.H.5. Swimming CO-OP Request from Lakeview Community Schools

I.H.6. CHS Student Handbook 2022-23

I.H.7. CHS Activity Handbook 2022-23

I.H.8. CHS Admission Prices for 2022-23

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

I.J. Consent Agenda

I.J.1. Approval of Minutes

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

I.J.3. Financial Report M5

I.J.4. Certified Personnel

I.J.5. Classified Personnel

I.J.6. Professional Travel

I.K. Acceptance of Gifts/Donations

I.L. Business Operations and Human Relations

I.L.1. Policies

I.L.1.1. First Reading of Policy 406.09 Evaulation of Teachers

I.L.1.2. First Reading of Policy 409.01 Professional Growth and Training

I.L.2. Administrative Functions

I.L.2.1. Certified Staff Handbook for 2022-2023

I.L.2.2. Classified Handbook for 2022-23

I.L.2.3. Fundraising Applications

I.L.2.4. Declaration of Surplus

I.L.2.5. Focus Teacher Evaluation Model Approval

I.L.2.6. Consideration and adoption of a resolution authorizing the District to enter into one or more lease purchase financings with the Columbus

Educational Facilities Leasing Corporation in an aggregate principal amount of not to exceed $2,600,000, for the purpose of leasing certain educational facilities and equipment from the Corporation.

I.L.2.7. Parchment Proposal for Transcripts

I.L.3. Updates

I.M. Buildings & Sites/Technology

I.M.1. Administrative Functions

I.M.1.1. ServiceMaster Contract for 2022-23

I.M.2. Updates

I.N. Curriculum and Instruction

I.N.1. Administrative Functions

I.N.2. Updates

I.O. Student Services

I.O.1. Administrative Functions

I.O.2. Updates

I.P. Superintendent's Report

I.Q. Board Sharing

II. Executive Session

III. Adjourn

STUDENT FEES

The Board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. In other special cases where the parent/guardian requests that the student be exempted from charges, the superintendent shall determine granting of waivers. No fees, specialized or non-specialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:
1. Extracurricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from a postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:
1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute;
8. Summer school or night school; and
9. Breakfast and lunch programs.

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment and specialized attire required for participation in extracurricular activities.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

• Participation in extracurricular activities;
• Postsecondary education costs; and
• Summer school or night school.

The superintendent shall promulgate regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall promulgate regulations to be published annually in the student handbook authorizing and governing:
1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also promulgate regulations authorizing and governing the following areas:
1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures for the handling of fees for students receiving postsecondary education credits;
6. Procedures for handling of fees related to summer school or night school; and
7. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.

The maximum dollar amount of each fee must be specified as part of this policy.

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each household.

Legal Reference: Neb. Constitution, Art VII, Sect. 1
Neb. Statute 79-215 (tuition)
79-241 (option student busing)
79-605 (nonresident busing)
79-611 (transportation fees)

79-734 (books, equipment and supplies)
79-2,104 (student files)
79-2,125 to 2,134 (student fees law)
79-1104 (before-and-after-school services)
79-1106 to 1108 (learners with high ability)

Cross Reference: 505.05 Fines for Lost or Damaged Items
506 Student Activities
507.01 Student Records Access
801 Transportation
802.05 Free or Reduced Cost Meals Eligibility
1005.01 Public Complaints

Policy
Adopted: 7-16-12

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 7-20-16
7-17-17
7-16-18
7-15-19
7-16-20
7-12-21

STUDENT FEES REGULATION

The Board of Education of Columbus Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations, which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students for the **2022-2023** school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building

administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from, courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be subject to parking fines up to $15.00 for parking violations specified in the student handbook. Student parking fines will not be allowed to accrue in excess of $30.00m after which parking privileges will be restricted until which time the fine balance is paid. Students may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities–Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which

participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extra-curricular activities for the **2022-2023** school year are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.
(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 11th day of July, 2022, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the **2021-2022** school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

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Superintendent or Other Authorized School Official

Legal References:
Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. §79-2,104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Policy Adopted: 6/10/02
Policy Revised: 7/29/02
Policy Revised: 7/14/03
Policy Revised: 7/07/04
Policy Revised: 7/11/05
Regulation Adopted: 7/10/06
Regulation Revised: 7/9/07
Regulation Revised: 7/13/09
Regulation Revised: 7/12/10
Regulation Revised: 7/11/11
Regulation Revised: 7/16/12
Regulation Revised: 7/15/13
Regulation Revised: 7/21/14

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 7/21/14
Reviewed: 7/20/15
Reviewed: 7/20/16
Reviewed: 7/17/17
Reviewed: 716//18
Reviewed: 7/15/19
Reviewed: 7/16/20
Reviewed: 7/12/21

Sharing Information with Other Programs

Dear Parent/Guardian:

To save you time and effort, the information you gave on your Free and Reduced-Price School Meals Application may be shared with other programs for which your children may qualify.

For the following programs, we must have your permission to share your information. Sending in this form will not change whether your children get free or reduced-price meals.

___Yes! I DO want school officials to share information from my Free and Reduced Price School
Meals Application with: Extracurricular Activities_____

Class Fees_____

If you checked yes to the box above, complete the following form to ensure that your information is shared for the child(ren) listed below. Your information will be shared only with the programs you checked.

For more information, you may call Chip Kay at 563-7000, ext. 13595.

Child's Name:_____ School_____

Child's Name:_____ School_____

Child's Name:_____ School_____

Child's Name:_____ School_____

Return this form to: Columbus High School
Exhibit COUMBUS PUBLIC SCHOOLS
Approved: 7-20-15 Columbus, Nebraska

Grades 9-12 Student Fees

Class Fees	Each fall with the start of a new school year as part of grade level orientation, students will be charged a class fee as shown below. ● Class fees for Grades 9 and 10 are $5.00 ● Class fees for Grade 11 are $7.00 ● Class fees for Grade 12 are $10.00 Class fees defray the costs associated with student incentives, the school newspaper, class pages in the yearbook for all grades; PROM for juniors and seniors; and graduation for seniors.
Technology Damage Protection Plan	It is highly recommended that a student purchase the technology damage protection plan at an annual cost of $25.00. With the purchase of the plan, the district will cover 85% of costs per claim with the student being responsible for 15%
Athletic Physicals	The Nebraska School Activities Association (NSAA) requires that all students involved in athletics be required to have an annual physical paid for by the student.
Activity Stamp	Any student may annually purchase an activity stamp for $35.00. The activity stamp is good for admission to all CHS sponsored home activity events including plays and musicals. The activity stamp is not valid at NSAA sponsored activities including district and state competitions. Students qualifying for free and reduced meals may receive an activity stamp at no charge. Students can purchase an activity stamp during back-to-school orientation or during the school year in the high school office beginning with the first full day of classes.
Individual Class Fees	Each of the following high school elective courses will charge a fee specific to the nature of the class. For example, fees are charged for tuition and books for college credit courses and for projects that students make and take home.

Advanced Automotive Technology	To receive college credit students must pay for tuition and fees through CCC. Fees determined by student initiated project.
Advanced Construction Technology	To receive college credit students must pay for tuition and fees through CCC.
Advanced Electronics	To receive college credit students must pay for tuition and fees through CCC.
Advanced Manufacturing Design	To receive college credit students must pay for tuition and fees through CCC. Fees determined by student initiated project.
Advanced Placement Calculus 1 & 2	To receive college credit students must pay for tuition and fees through CCC
Advanced 2D, 3D and Advanced Art	$12.00 for student art creations

Art Exploration, Art Techniques, 2D Media	$8.00 for student art creations
3D Media	$10.00 for student art creations
Basic Electronics	To receive college credit students must pay for tuition and fees through CC
Calculus	To receive college credit students must pay for tuition and fees through CCC
College Algebra	To receive college credit students must pay for tuition and fees through CCC
Concert Band = Fall Concert Band = Spring	$9.00 and includes an ensemble method book
Engineering Concepts	Up to $7.00 depending on student initiated projects
Environmental Science	To receive college credit students must pay for tuition and fees through CCC
Guitar	$10.00 for replacement strings, picks, and tuners
Honors Biology	To receive college credit students must pay for tuition and fees through CCC
Intermediate Automotive Technology Service	To receive college credit students must pay for tuition and fees through CCC. Fees determined by student initiated project
Introduction to Manufacturing Woods	Up to $50.00 depending on student initiated projects
Linkages	Up to $7.00 depending on student initiated projects
Manufacturing Welding	Up to $15.00 depending on student initiated projects
Marching Band	$46.00 plus an instrument and does not include shoes and gloves
Marching Band Cadet	$25.00 plus an instrument and does not include shoes and gloves
Manufacturing Woods	Fee will vary and are determined by the student initiated project
Manufacturing Processes	Up to $60.00 depending on student initiated projects

Mechatronics I and II	To receive college credit students must pay for tuition and fees through CCC.
Percussion	$300 and includes instrument usage fee, consumable materials, sticks and mallets, camp fees
Photography	$10.00 for student photography items
PreCalculus with Trigonometry	To receive college credit students must pay for tuition and fees through CCC
Principles of Marketing	To receive college credit students must pay for tuition and fees through CCC
Spanish III, IV and V	To receive college credit students must pay for tuition and fees through Nebraska Wesleyan
Symphonic Band	$9.00 and includes an ensemble method book
Technical Math	To receive college credit students must pay for tuition and fees through CCC
US History - Dual Credit	To receive college credit students must pay for tuition and fees through CCC

School Fees

Each of the following extra-curricular activities may have fees and/or other costs associated with the activity. Free and Reduced status may waive the fee with completion of the waiver request form at the start of the school year/activity.

All Activities	$35.00 C-Stamp/Meals on Trips
All Athletic Teams	Shoes, Personal Attire
All Choir Groups	Appropriate Personal Attire for Performances
Bowling	Bowling ball and shoes
Cheerleading	Standard Uniform up to $1200
Color Guard	$15.00 plus cost of uniform
Dance Team	Standard Uniform up to $1200
Destination Imagination	Costs will vary depending on competitions
Golf	Golf clubs and shoes
HOSA	Entry fees for individual competitions
Intramural Basketball	$5.00

	<table><tr><td>FBLA</td><td>Membership dues, conference expenses</td></tr><tr><td>Mock Trial</td><td>Appropriate Personal Attire for Competitions</td></tr><tr><td>National Honor Society</td><td>$10.00 Membership dues</td></tr><tr><td>SkillsUSA</td><td>Membership dues, conference expenses</td></tr><tr><td>Tennis</td><td>Tennis racquet, Personal Attire</td></tr><tr><td>Robotics</td><td>Costs will vary depending on competitions</td></tr><tr><td>Swimming</td><td>Goggles, Cap, Personal Attire</td></tr><tr><td>Soccer</td><td>Shin Guards, Personal Attire</td></tr><tr><td>Speech</td><td>Appropriate Personal Attire for Competitions</td></tr></table>
Other Items	Purchases that include yearbooks, class rings, letter jackets and other similar personal effects are sold to students as a convenience which are not fees and do not fall under the guidelines of the fees policy. Fines for overdue books, school parking violations, restitution for damage to property that is deemed to be a violation of school rules, regulations and policies established for the safe and efficient operation of the school and thus do not fall under the Student Fee Policy 504.18R1
Graduation Caps and Gowns	To participate in the graduation ceremony, students are required to purchase a cap and gown. Participation in the ceremony is optional and thus costs do not fall under the Student Fee Policy 504.18R1
Fund Raising	Students may do fund raising activities while participating in an extracular activity. Fundraising is done to offset expenses incurred by the student as members of the activity. Fundraising can also be done as charitable giving campaigns by student affiliated groups with Board of Education approval in September or January each year

Columbus Middle School Student Fees List
Grades 5-8

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

Math Counts	Varies
Destination Imagination	Varies
Sing Around Nebraska Festival Choir	Varies
UNO Middle School Honor Choir	Varies
Wayne State Honor Festival Choir	Varies
History Day	Varies
Quiz Bowl	Varies
Duke Talent Identification Program	Varies
Nebraska Scholars Academy	Varies
Platte County Spelling Bee	Varies
Geography Bee	Varies
Nebraska Scholastic Art Comp./Display	Varies
Intramural Volleyball	Varies
Intramural Flag Football	Varies
Intramural Basketball	Varies
Intramural Wrestling	Varies
Football	Varies
Wrestling	Varies
Basketball	Varies
Track	Varies
Leadership / Yearbook	Varies
Band	Varies
Vocal Music	Varies
Cheerleading	Varies
Drumline	Varies
Robotics	Varies
Musical	Varies
Play	Varies

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

Activity Stamp
Any student may purchase an activity stamp for $35.00. The Activity Stamp allows students to attend all CHS and CMS home games, plays and musicals. The Activity Stamp is not valid at NSAA sponsored activities. (district and state tournaments) Students that qualify for free or reduced meals and participate in activities may receive an activity stamp to all CHS/CMS home events. Students may purchase the activity stamp in the office.

Other Activity Fees
The following courses or co-curricular activities have fees associated with them. They should be paid in advance. Students/families that qualify for free or reduced meals may have their fees waived by completing the free or reduced lunch form at the start of the course.

All Students	$5
Band Instrument Rental	Varies
Band Competition	$10-$20/event
All Activities	Meals on Trips

Columbus Public Schools Element

PRESCHOOL
The following items need to have names on them:
1 - Change of clothes (season appropriate--does not need to be new)
1 - Bookbag -- large enough to hold a folder, no rollers and can be opened and closed by child without help
1 - Folder that will fit in bookbag
The following items will be shared and do not need names:
1 - 24 count box of **Crayola** crayons
1 - Box Washable markers
1 - Glue (4oz bottle)
1 - Roll of paper towels
1 - Large box of Kleenex
2 - Containers Disinfecting wipes (Clorox, Lysol, etc.)
1 - Package Cheap White paper plates
1 - Box Ziplock Bags (Any Size)

KINDERGARTEN
The following items need to have names on them:
1 - Pencil box with hinged lid (plastic only)
1 - Bookbag -- large enough to hold a folder, no rollers and can be opened and closed by child without help
1 - Change of clothes (season appropriate--does not need to be new)
1 - Headphones (**No Earbuds**) to use with ipads - Wired, not wireless/bluetooth
The following items will be shared and do not need names:
8 - Glue sticks
2 - 24 count box of **Crayola** crayons (regular size, No Rose Art please)
1 - **Crayola** Watercolors
8 - Fine point dry erase markers (black only)
1 - 1-Subject spiral bound notebook (wide ruled)
1 - Package of 12, #2 yellow pencils (sharpened)
1 - Box of **Crayola** markers
1 - Fiskar scissors
2 - Large boxes of Kleenex
1 - Roll of paper towels
1 - Container Clorox wipes
1 - 12 oz. bottle of hand sanitizer
1- Box of Ziploc Bags -- Boys bring Gallon or Quart
-- Girls bring Snack Size

1ST GRADE
The following items need to have names on them:
1 - Book Bag
1 - Fiskar scissors
1 - 6" x 8" Pencil box
1 - 3-Hole pencil pouch w/ zipper
3 - 3-Hole punched folders w/ bottom pockets (No metal clasps)
1 - 3-ring clear-view binder (1 inch)
1 - Headphones to use with ipads - Wired, not wireless/bluetooth
The following items will be shared and do not need names:
2 - 24 count box of **Crayola** crayons (No Rose Art please)
4 - Glue sticks
1 - Package of 12, #2 yellow pencils (sharpened)
2 - Large erasers
4 - Expo dry erase markers (black only)
1 - Clorox Wipes
1 - 10-12 oz. hand sanitizer
2 - Large boxes of Kleenex to share
1 - Box of Ziploc Bags -- Boys Gallon Size
-- Girls Snack or Quart Size

School supplies shoul

School supplies should
Classroom teachers may determine to colle

ary School Supply List 2022-23

2ND GRADE
1 - Book Bag
2 - 24 count box of **Crayola** crayons
1 - Fiskar scissors
4 - Glue sticks
2 - Large erasers
2 - Packages of 12, #2 yellow pencils (sharpened, no sparkles)
1 - Plastic pencil box (no larger than 6" x 8")
3 - Pocket folders with two bottom pockets, **3-hole punched**
1 - Wide Ruled Spiral Notebook
1 - Box of Ziploc bags -- Boys bring Gallon
-- Girls bring Quart
2 - Large boxes of Kleenex to share
1 - Container Clorox wipes (boys)
1 - Hand Sanitizer (girls)
2 - 3-ring solid color binder with inside pockets (1 inch)
4 - Expo dry erase markers (black only)
1 - Headphones to use with ipads - Wired, not wireless/bluetooth

3RD GRADE
1 - Book bag
1 - 3-ring binder (1 inch)
4 - Glue sticks
4 - Expo dry erase markers (black only)
2 - Packages of 12, #2 yellow pencils (sharpened)
1 - Red pens (for checking)
1 - Large eraser
1 - 24 count box of **Crayola** crayons
1 - **Crayola** markers
1 - 3 ring pencil pouch
1 - Fiskar scissors
3 - Folders w/ two bottom pockets (3 hole punched)
1 - Composition Wide-Ruled Notebook - 9 1/2 x 7 1/2 (no spiral bound)
1 - Package of wide-ruled paper
2 - Large boxes of Kleenex to share
1 - Hand Sanitizer - Girls
1 - Disinfectant Wipes - Boys
1 - Headphones to use with iPads - Wired, not wireless/bluetooth

4TH GRADE
1 - Headphones to use with ipads - Wired, not wireless/bluetooth
1 - Book bag
1 - Packages of loose leaf paper (wide ruled)
1 - Fiskar scissors (small)
4 - Glue sticks
2 - Pink Erasers
3 - Packages of 12, #2 yellow pencils (sharpened)
8 - Expo dry erase markers **(Black)**
1 - Box **Crayola** markers
1 - 24 or 48 count box of **Crayola** crayons
1 - Zipper pencil pouch
4 - Plastic folders with bottom pockets & 3 hole punch (No Prongs)
2 - 1-Subject spiral bound notebook (wide ruled)
1 - 3-ring binder (1 1/2 inch)
2 - Large boxes of Kleenex to share
1 - 10-12 oz. hand sanitizer
1 - Box of Quart Ziplock Bags--Girls
1 - Container Clorox wipes--Boys

d be replaced periodically

ɔ be replaced periodically.
ct items for classroom community use.

TOBACCO/ALCOHOL/DRUGS

The Board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of alcohol, tobacco, and/ or "look alike" substances that appear to be tobacco, alcohol or controlled substances by students while 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 the misconduct will directly affect the good order, efficient management and welfare of the school district. Look alike substances also include prescription drugs (except for diabetes and asthma), non-prescription medications or vitamins.

The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol or drugs on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, "possession" of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drugs (for example, a student being in a car where alcohol is present and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at student party at which other students are drinking) that school officials may reasonably determine that the student was in "possession" of the items as well).

The Board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, will be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance will also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the building administration at the parent's expense. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The Board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health

consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;

- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;

- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;

- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;

- A statement that students may be required to successfully complete an appropriate rehabilitation program;

- Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;

- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and

- Notification to parents and students that compliance with the standards of conduct is mandatory.

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

Consequences:

The administration may impose lesser or greater consequences dependent on the circumstances in accordance with administrative regulations. The following are the consequences that will ordinarily result.

Under the Influence of Drugs/Alcohol:

1st Offense: Up to 19 days of out-of-school suspension, this could be reduced to 10 ~~3~~ days of out-of-school suspension and ~~3~~ a number of days of in-school suspension as determined by administration upon the successful completion of a substance abuse evaluation at the parent's expense.

2nd Offense: Expulsion and mandatory reassignment to ~~at Boys & Girls Home or the Columbus Public Schools Alternative School~~ ~~or~~ an educational placement deemed appropriate by the administration.

Possession/Distribution:

1st Offense: Up to 19 days of out-of-school suspension, this could be reduced to 10 ~~3~~ days of out-of-school suspension and ~~3~~ a number of days of in-school suspension as determined by administration upon the successful completion of a substance abuse evaluation at the parent's expense.

2nd Offense: Expulsion and mandatory reassignment to ~~at Boys & Girls Home or the Columbus Public Schools Alternative School or~~ an educational placement deemed appropriate by the administration.
.

Tobacco Use/Possession/Distribution:

Consequences as spelled out in building student handbooks.

Activity Policy:

Beginning in ~~9th~~ 7th grade, ALL violations carry over from year to year and are enforced ~~9~~ 7-12. Activity consequences for alcohol, drug, and tobacco violations are determined in accordance with the activity discipline policy and regulations established by the administration**.** The consequences include activity suspensions.

Legal Reference:	34 C.F.R. Pt. 86 (1996).	
Cross Reference:	504	Student Rights and Responsibilities
	505	Student Discipline
	508	Student Health and Well-Being

Policy
Adopted: 8/14/06
Revised: 2/11/08
Revised:

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Homeless Students

1. General Policy. The District will provide tuition free education for homeless children and youth who are in the district and accord them the educational rights and legal protections provided by state and federal law. Homeless children and youth shall not be stigmatized or segregated on the basis of their status as homeless and shall have access to the same services offered to other students. It is the intent of this policy to remove barriers to the enrollment and retention of homeless children and youth in the District.

2. Homeless Liaison. The district's homeless liaison is The Director of Student Services. Students in homeless situations who require assistance should contact the liaison at 402-563-7000 or in person at 2508 27th Street, Columbus, NE 68601. The liaison's responsibilities include:

a. Ensuring homeless children and youth are identified through coordination with the Nebraska Department of Education, community groups, and other school personnel;
b. Receiving training regarding state and federal law governing homeless children and youth;
c. Ensuring homeless children and youth and their families are referred to appropriate health care, housing, and other relevant service providers and programs available in the community;
d. Assisting other District personnel to work with homeless children and youth and their families on regular attendance, participation in programs and activities of the District, and completing academic work to meet academic standards of the District;
e. Assisting homeless children and youth and working with other District employees to prepare for and improve college readiness, including assistance with applications, selection, financial aid, and status verification for purposes of the Free Application for Federal Student Aid; and
f. Carrying out other aspects of this policy.

3. Definitions

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a. "Homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

   i. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
   ii. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
   iii. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
   iv. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

b. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by an act of Congress or by state law.

c. "Child" and "youth" refers to persons who, if they were children of residents of the District, would be entitled to a free education.

d. The term "unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

e. "School of origin" means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

4. School Stability and Enrollment. Generally, the District presumes that keeping a homeless child or youth in their school of origin is in the child's best interest unless it is contrary to a request of the child's parent, guardian, or in the case of an unaccompanied youth, the youth. The District will also consider factors including, but not limited to: the impact of mobility on achievement, education, health, and safety of the child.

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5. Strategies to Address Enrollment Delays. In order to address enrollment delays resulting from homelessness, the school district shall immediately enroll homeless students even if they are unable to produce records normally required for enrollment such as immunization and medical records, residency documents, birth certificates, school records, or other documentation, or guardianship documents. The school district shall immediately contact the school last attended by the student to obtain academic and other records. The school district's homeless liaison shall assist in obtaining necessary immunizations, or immunization or medical records.

6. Transportation. Transportation shall be provided to homeless students to the extent required by law and comparable to that provided to students who are not homeless. At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation shall be provided to and from the school of origin as follows:

a. If the homeless child or youth continues to live in the area served by the school district, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the school district.

b. If the homeless child's or youth's living arrangements in the area served by the school district terminate and the child or youth, though continuing his or her education in the school district, begins living in an area served by another school district, the school district and the new school district in which the homeless child or youth is living shall negotiate to agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school district. If the districts are unable to agree, the responsibility and cost for transportation shall be shared equally.

7. Records. The District will maintain and respond to requests for enrollment records for homeless children or youth consistent with its record policies and state and federal record laws. Any information about a homeless child's or youth's living situation shall be treated as a confidential education record and shall not be deemed directory

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information.

8. Dispute Process. If a dispute arises over school selection or enrollment in a school:

a. The child or youth shall be admitted immediately to the school in which enrollment is sought, pending resolution of the dispute;

b. The child, youth, parent, or guardian shall be referred to the district's homeless liaison who shall carry out the dispute resolution process within (30) thirty calendar days after receiving notice of the dispute;

c. The parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth, shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or unaccompanied youth to appeal the decision within (30) thirty calendar days of the time such complaint or dispute is brought.

d. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought pending resolution of the dispute.

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9. Appeal Process

a. **Nebraska Department of Education.** If the Complainant is not satisfied with the written decision of the District after the dispute resolution process, the Complainant may appeal the decision of the District to the Commissioner of the Nebraska Department of Education within (30) thirty calendar days of receipt of the decision from the District, pursuant to Nebraska Department of Education Rule 19.

b. **State Board of Education**. If the Complainant is not satisfied with the decision of the Commissioner, the Complainant may file a Petition with the State Board of Education within (30) thirty calendar days of the receipt of the decision of the Commissioner pursuant to Nebraska Department of Education Rule 19.

Legal Reference: Neb. Statute 79-215
NDE Rule 19 and Rule 61
42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act) with amendments
20 U.S.C. §1232g Federal Education Rights and Privacy Act

Policy
Adopted: 9/11/06
Reviewed: 10/17/16
Reviewed: 09/18/17
Revised: _____

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COLUMBUS PUBLIC SCHOOLS
Columbus, NE

Columbus High School
Student Handbook
2022-23



3434 Discoverer Drive | Columbus, Nebraska 68601 | Ph: 402.563.7050 | Fx: 402.563.7058
ColumbusPublicSchools.org

COLUMBUS HIGH SCHOOL

Office Hours: 7:30 a.m. to 4:30 p.m.

High School Office Auto-Attendant	.....	402-563-7050
High School Office Fax	.....	402-563-7058
Operator	.....	Press 0
Attendance	.....	Press 1
School Counseling & Career Center	.....	Press 2
Activities	.....	Press 3
Nurse	.....	Press 4
Food Service	.....	Press 5
If you know the extension ...	.....	Press 9
Administration Building	.....	402-563-7000
Director of Student Services	.....	402-563-7000
Superintendent of Schools	.....	402-563-7000

CHS Administration

Mr. David Hiebner	Principal
Ms. Molly Hornbeck	Assistant Principal
Ms. Angela Leifeld	Assistant Principal
Mr. Michael Ziola	Assistant Principal
Mr. Tim Kwapnioski	Activities Director

FREQUENTLY ASKED QUESTIONS:

1. For attendance, prearranged absences, tardy arrivals to school, etc.
   -- Contact the Attendance Office 402-563-7050, Option 1

2. For transcripts, schedules, enrollment, address changes, good student auto discounts, or Social Security benefit verification
   -- Contact the School Counseling & Career Center Office 402-563-7050, Option 2

3. For questions about the school lunch program or the Free/Reduced Lunch Program
   -- Contact Food Service 402-563-7050, Option 5

4. For questions about sports, the activity program, or building rental
   -- Contact the Activities Director 402-563-7050, Option 3

5. For questions regarding a student's grades
   -- Contact the classroom teacher 402-563-7050, Option 0

6. For translation services or assistance:
   -- Contact EL Program 402-563-7000 and select, Option 7

Your student handbook has been written to assist you in becoming a productive member of Columbus High School. In preparing for various roles at Columbus High School, you must be conscious of your rights and be committed to your duties. Protect these rights by being a responsible citizen in your school community.

Your teachers, counselors, and principals are available to assist you in understanding the important things written in this handbook. Ask them questions if you do not understand the meaning of anything in this handbook.

Disclaimer Notice

The CHS student handbook does not form a contract, and the school reserves the right to interpret and modify the rules listed within the book. Levels of consequences listed or identified in the handbook are consistent with typical school practices; however, the administration reserves the right to assign more serious consequences based upon the frequency and/or severity of the infraction.

Parent/Guardian Involvement and Participation

Columbus Public School's Policy 1005.02 R1 requires that a copy of the student handbook be given to each parent/guardian. This handbook has been prepared to explain and clarify the procedures, policies and regulations of Columbus High School. This student handbook complies with the law that was passed by the Nebraska Legislature, LB503 (1976), which requires every school district to summarize general rules and regulations regarding student conduct. This law further requires such rules and regulations to be available in writing to all students and their parents/guardians. The school district urges students and their parents/guardians to read this handbook carefully. Parents are invited to contact the school office during normal business hours to inquire about access to instructional materials and/or attend and monitor instructional activities. You are urged to contact any high school administrator if you have any questions regarding the contents of this student handbook.

School-Home Communications

Columbus Public Schools does send regular communication to parents regarding upcoming events and activities to keep them informed. Under the Federal Telephone Consumer Protection Act, all calls--whether live, automated, or prerecorded voice calls or text messages--made to cellular phones using an auto-dialer or other automated dialing technology are prohibited unless the calls are made for emergency purposes or with the prior express consent of the cellular phone subscriber.

In order to conform with new rules within the Federal Consumer Protection Act, Columbus High School will need to obtain the "prior express consent" of the parent to call the cellular phone number. The Federal Communications Commission has stated, "people who knowingly release their phone numbers have given permission to be called at the number which they have given, absent instructions to the contrary."

By signing the receipt of this handbook, you are granting Columbus Public Schools permission to call all cell phones registered in Synergy for school and student purposes.

COPPA Notification

As a district, Columbus Public Schools only authorizes the use of tools and applications that support the implementation of our curriculum and have been screened through a rigorous educational process.

Our district utilizes several computer software applications and web-based services that are operated not by school but by third parties. A complete list of the programs with the privacy policy for each can be found on our district website: https://columbuspublicschools.org.

In order for students to use these third-party educational programs and services, certain Board Policy approved directory information, which may consist of the student's name, username, District e-mail address, grade level, age, and/or date of birth, may be provided to the website operator strictly for educational purposes. Under the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule

School law permits schools such as ours to consent to the collection of directory information on behalf of all of its students strictly for educational purposes, thereby eliminating the need for individual parental consent given directly to the website operator. Columbus Public Schools use integrated technology as part of your child's education; the need for such information and permission is necessary to utilize software and web-based services as part of the classroom instruction.

By signing the receipt of this handbook, you are granting Columbus Public Schools permission to provide your child's directory information consisting of first name, last name, an email address, and username.

Notification of Nondiscrimination

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all professional organizations holding collective bargaining or professional agreements with Columbus Public School District #1 are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Columbus Public School District #1's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact the Superintendent of Schools, Columbus Public Schools, 2508 27th Street, Columbus, NE 68601, telephone number 402/563-7000. The Superintendent has been designated by Columbus Public School District #1's Board of Education to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, or Section 504. Any person may also contact the Assistant Secretary for Civil Rights, US Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.

Notification of Sexual Discrimination

It is the policy of the Columbus Public School District to comply in spirit as well as in fact to the regulations implementing Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits sex discrimination in federally assisted education programs. Specifically, Title IX states:"No person in the United States shall, on the basis of sex, be subjected to discrimination under any education program or activity receiving federal financial assistance..."
Any student who has a grievance should complete a grievance form and forward it to the Superintendent. Forms are available in all school offices.

Notification of American Disabilities Act

If you have any special needs requests that will assist you in participating in programs, services, or activities of the Columbus Public Schools, please contact the Superintendent of Schools.

Title IX

In reference to CPS Board Policy 103.00 and Title IX (20 U.S.C. 1681) and 34 CF.R. part 106, it is the policy of the school district that no person sall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject ot discrimination under any of the school district's programs or activities. If a formal complaint is deemed necessary, the complainant may be filed with the Title IX Coordinator or the Assistant Secretary for Civil Rights of the United States Department of Education in person, by mail, or by electronic mail by using the contact information listed on the CPS district website. The District will follow the strict procedures and guidelines outlined for the formal complaint, response to sexual harassment, and grievance process found in CPS Board Policy 103.00.

Mission Statement of Columbus Public Schools

"Engaging All Learners to Achieve Success"

Vision of the Columbus Public Schools

We will continuously and passionately strive to be a high performing learning community that will effectively meet the unique learning needs of each and every student:

To attain this vision, we are:

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

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CHS Bell Schedules

CHS Regular Weekday Bell Schedules

Regular Schedule

Period 1	8:10 - 9:00
Period 2	9:04 - 9:56
Homeroom	10:00 - 10:32
Period 3	10:36 - 11:26
Period 4	11:30 - 12:58
Lunch A	11:26 - 11:54
Lunch B	11:58 - 12:26
Lunch C	12:30 - 12:58
Lunch D	1:02 - 1:30
Period 5	1:02 - 1:52
Period 6	1:56 - 2:46
Period 7	2:50 - 3:40

Wednesday Schedule

Period 1	8:10 - 8:57
Period 2	9:01 - 9:49
Period 3	9:53 - 10:39
Period 4	10:43 - 12:08
Lunch A	10:39 - 11:06
Lunch B	11:10 - 11:37
Lunch C	11:41 - 12:08
Lunch D	12:12 - 12:39
Period 5	12:12 - 12:57
Period 6	1:01 - 1:46
Period 7	1:50 - 2:35

10:00 Late Start

Period 1	10:00 – 10:38
Period 2	10:42 – 11:22
Period 3	11:26 – 12:04
Period 4	12:08 – 1:34
Lunch A	12:04 – 12:32
Lunch B	12:35 – 1:03
Lunch C	1:06 - 1:34
Lunch D	1:38 – 2:06
Period 5	1:38 – 2:16
Period 6	2:20 – 2:58
Period 7	3:02 – 3:40

Noon Dismissal

Period 1	8:10 – 8:39
Period 2	8:43 – 9:14
Period 3	9:18 – 9:47
Period 4	9:51 – 10:20
Period 5	10:24 – 10:53
Period 6	10:57 – 11:26
Period 7	11:30 – 12:00

2022-23 Columbus High School Faculty

Advantage Program

Ms. Kimberly Ek
Ms. Jill Sorsen

Art
Ms. Cynthia Campbell
Ms. Jaime Stodola

Business Education
Mr. Jordan Hitchcock
Ms. Jeri Otten
Ms. Abby Sayers
Ms. Brenda Schaefer
Ms. Kari Tunink

District Career Coordinator
Ms. Allie Bastian

Family & Consumer Sciences
Ms. Amanda Jaixen
Ms. Jaclyn Long

English
Mr. Marc Baue
Mr. Alexander Hollister
Ms. Cathy Kwapnioski
Ms. Amber May
Mr. Sean McDonald
Ms. Shannon McDonald
Ms. Chelsea Parker
Ms. Lydia Quiring
Ms. Danielle Tilley

ELL
Ms. Rebecca Lenser
Ms. Jennifer Young
Ms. Laura Sprunk

Health Services
Ms. Laurie Swanson

Instructional Media
Ms. Valarie Wallin

JAG

Ms. Erica Gable

Mathematics
Mr. Scott Bethune
Ms. Lauren Hollister
Mr. Brandon Jansen
Mr. James Johnson
Ms. Abby Pelc
Ms. Kortney Riedmiller
Mr. Chris Sander
Ms. Kelli Soltys
Ms. Michelle Watson
Mr. Cole Wemhoff

Music
Mr. Jeff Peabody
Mr. Jacob Ritter

Health & Physical Education
Mr. Mick Bubak
Ms. Heidi Field
Ms. Stacy Smith
Mr. Bret Thompson
Mr. Craig Williams

School Counseling
Ms. Val Brown
Ms. Kim Loeffelholz
Ms. Guadalupe Marino
Ms. Bethany Seehusen

Science
Mr. Kyle Anderson
Mr. Matt Bills
Mr. Seth Kirkegaard
Mr. Keegan McGill
Ms. Kelsey Newman
Mr. Ryan Schroeder
Mr. Brian Townsend

Skilled & Technical Sciences
Mr. Marcus Gillespie
Mr. Ron Haefner
Mr. Joe Krysl
Mr. Ben Loeffelholz
Mr. Levi Nielsen
Mr. Adam Whitmore

Social Studies
Mr. Nathan Coan
Mr. Collin Fowler
Mr. Ethan Lichtenfeld
Mr. Brett Novak
Ms. Anne Robertson
Mr. Jonathan Shea
Mr. Grant Stadler
Mr. Zack Wayman

Social Worker
Ms. Jill Spale

Special Education
Ms. Kristin Biggs
Mr. Derek Dishman
Mr. Ryan Goetsch
Ms. Brenda Huey
Ms. Kate Juranek
Ms. Jennifer Kallweit
Ms. Kim Leibhart
Ms. Kristi Nelson

Speech Pathologist
Ms. Judy Deepe
Ms. Mary Czarnick SLP-A

World Languages
Ms. Blanca Alarcon
Ms. Lorena Miya
Ms. Trinia Perigo
Ms. Liliana Velasco

SECTION I
STUDENT RIGHTS AND RESPONSIBILITIES – UNDER NE STATUTES

I-A Responsibilities and Right to an Education

A student's right to an education in Nebraska is granted because of provisions in the state's constitution. There are two very important things a student must faithfully do to protect this constitutional right: attend school regularly and participate in the learning process

There are many other things responsible students do while they are students, but nothing is more important than doing the schoolwork assigned by their teachers and being in school regularly.

The policy of the Columbus Public Schools regarding the right to an education states: The State of Nebraska, as provided for in Article VII, section I, of the Nebraska Constitution, "established public schools to provide a free appropriate public education (FAPE) for students between the ages of five and twenty-one." All residents of the Columbus Public Schools from five through twenty-one are entitled to attend public school without tuition. All students are entitled to equal opportunities. Along with one's rights to equality of educational opportunity, each student has a commensurate responsibility to act in such a way as not to interfere with the rights of others to the same opportunity.

Essential to the fostering and maintaining of educational opportunity is reasonable and necessary order in the schools. A student may forfeit his/her right to educational opportunities when his/her conduct is such that it substantially disrupts the educational process and deprives others of their rights. The most important thing a student must do to protect his/her right to an education are stated as responsibilities. They are as follows:

I-B Attendance Responsibility

All students enrolled in any of the Columbus Public Schools, regardless of how old they are, must attend school regularly and be in all the classes to which they are assigned, unless properly excused by an official of the school. Only authorized officials can excuse a student from school. It is the responsibility of the student and his/her parents(s)/guardian(s) to inform the school of the reason for any absence and to comply with the specified attendance procedure of the particular school in which the student is enrolled. Any student who fails to attend school regularly and/or be in his/her classes on time shall be disciplined. Parents/Guardians of students under eighteen years of age may be held legally negligent if their son/daughter fails to meet this attendance responsibility, according to Nebraska Statute §79-201-211.

According to Columbus School Board Policy 503 and Nebraska Statute §79-209, the school has the right to compel student attendance. If any student has accumulated a total of five unapproved absences per quarter, or a percentage equivalency of five absences, the school shall render all services in its power to compel the student's attendance. If a student is absent more than 20 days per year, or the percentage equivalency, the attendance officer shall file a report with the County Attorney of the county in which the person resides. See **IV – Student Attendance Expectations**

I-C Academic Responsibility

Students are obligated to complete all schoolwork assigned to them by their teachers. Students are also responsible for bringing materials such as pencil, paper, electronic devices and textbooks, to class regularly. Any students who fail to show a sincere and regular effort to complete their assigned work may be disciplined for being academically irresponsible.

I-D Health Examination and Immunizations

State law requires that each student entering school must be protected against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, and tetanus by immunization. This law further requires that prior to the entrance of a student into the beginner grade and seventh grade, or in the case of a transfer student from an out-of-state school to any other grade, he/she should be examined by a qualified physician. Any student who fails to comply with these health responsibilities shall be excluded from school until such time as he/she is in compliance with these responsibilities. For the current school year, a student must have the following immunizations: three doses of DPT vaccine, three doses of polio vaccine, two doses of the MMR vaccine, and three doses of Hepatitis B vaccine (for students entering for the first time or grades K/1st).

I-E Student Records

CPS Board Policy 507.01 and its accompanying rules govern the maintenance of student records. These records are maintained to assist the instructional, guidance, and educational progress of the student and for legitimate research to better the educational programs of the school district.

The means and methods specified by Policy 507.01 to collect and maintain these important records comply with regulations promulgated in PL 93-380, the Family Educational Rights and Privacy Act of 1974, and various Nebraska Revised Statutes and rules of the State Board of Education. Board Policy 507.01 assures the confidentiality of student records. Under this policy, students, former students, and parents/legal guardians are assured access to student records; the right to challenge information contained in the student record believed to be "inaccurate, misleading or otherwise inappropriate" and the right to a hearing should a conflict result. The student record for each student may include, but is not limited to, such information as identifying information, attendance records, grade levels completed, aptitude test scores and records of achievement, health records, and family background data. Parents, legal guardians, or eligible students may

request to review a student's student record. The only other persons who have access to the information in the student record are school personnel who have a legitimate educational interest, persons complying with a judicial order, and persons representing federal, state, or accrediting agencies. Parents, legal guardians, or eligible students may request in writing that information contained in a student's student record be released for their purposes. They may also request copies of information classified as a subsidiary student record prior to its required destruction within three years after the student leaves school.

Schools may make public certain non-confidential "directory information" in association with recognition for such things as academic excellence, extracurricular honors and awards, or participation in officially recognized school-sponsored activities. "Directory information" may include such things as name, address, telephone number, date and place of birth, dates of school attendance, and specific information relating to recognition (such as weight, height of athletic team members). Any parent, legal guardian, or student of legal age who does not wish the school to release such "directory information" must notify by September 15 the principal of the school the student presently attends. Student records other than directory information will only be released upon receipt of a written parental permission for students younger than eighteen years of age. Records of students eighteen years and older will be released only with the student's own written permission. Release forms are available in the Counseling Office.

These statements on student records have been presented in this handbook to emphasize that information about students is kept confidential and to encourage the free flow of information between parent(s)/guardian(s), student, and school.

Students and parent(s)/guardian(s) who have any additional concerns regarding their rights under Policy 507.01 and various federal and state laws are encouraged to contact the building principal of their school. A copy of Policy 507.01 and its accompanying rules may be obtained for the cost of reproduction from the Office of the Superintendent of Schools. Students and parent(s)/guardian(s) may file with the Department of Health, Education and Welfare complaints concerning alleged failures of the school district to comply with federal legislation dealing with student records.

I-F Responsibility and Right to Freedom of Assembly

The Board of Education of the Columbus Public Schools recognizes that Freedom of Assembly is a right protected by the First Amendment of the Constitution of the United States. The exercise of this right must be conducted in a responsible manner so as not to interfere with the educational activities of the school district. [CPS Board Policy 504.07 and 506.02R1]

I-G Search and Seizure

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students. According to School Policy 504.08, school employees may conduct searches when they have reason to suspect that the health, safety, and welfare of students may be in danger. Any school employee making a search or a seizure will follow these guidelines:

1) General searches on school property (including personal items such as lockers, cars, book bags, purses, coats, etc. found on school property) will be conducted at any time when there is reasonable cause for school employees to believe that something that violates a law or school rule is on school property. This search of school property may be made without the student being present.
2) Illegal items (firearms, weapons, drugs) or other possessions reasonably determined to be a threat to the safety or security of others or which might possibly interfere with school purposes will be seized by school employees.
3) Items which are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.
4) A student's person may be searched by school employees when there is reasonable cause to believe that the student has on his/her person illegal items or other items that may interfere with school purposes.

Lockers and desks are the property of the school district and are made available to students for their convenience. Lockers are randomly searched. Each student is responsible for the content or security of his/her locker. Each student is assigned a locker with an individualized lock combination. Students are advised not to disclose the combination to other students. The student solely assigned to the locker is responsible for the locker and will be held accountable for all items in the assigned locker. The school assumes no responsibility for items placed in a shared locker or shared combination. For the security of our students, staff and school grounds, Columbus High School is equipped with security cameras.

Columbus High School has a responsibility for providing a secure educational environment for students and staff. In cooperation with local law enforcement agencies, we work together to maintain a safe and drug-free environment, which includes using appropriate and necessary means to search lockers and the grounds for illegal substances. Canine drug units will be used to search the building and grounds at Columbus High School (Policy 504.15). The canine drug units are trained and handled by law enforcement officers. Such searches will be unannounced during the school day and will last approximately 50 minutes as a deterrent for bringing illegal substances to school. Established procedures will be implemented to facilitate the search and to ensure students and staff are out of the hallway and into their classrooms.

I-H Responsibility and Right of Freedom of Expression

The right to freely express oneself is justifiably tempered with responsibilities to ensure that the expression made does not interfere with the rights of others. The official school policy and the responsibilities students have when expressing themselves are contained in this handbook to promote reasonable communication. This reflects one of the purposes of the Columbus Public Schools. [CPS Board Policy 504.07] That purpose is to encourage the use of good language skills while providing educational experiences for students. The official school policy in regard to Freedom of Expression states: "The Board of Education of the Columbus Public Schools recognizes the First Amendment of the Constitution of the United States of America as being an essential part of the learning process. The Board of Education further recognizes that students need guidance in exercising the right of Freedom of Expression so that they do not interfere with the rights of others." The following statements are made to guide students in exercising their constitutional right of Freedom of Expression.

I-I Oral Expression

Schools must encourage inquiry and expression of ideas. Such expression should include the personal opinion of students relevant to the subject matter being taught, to school activities and policies, to school administration, and to matters of broad social concern and interest. In so expressing themselves, students have the responsibility to refrain from the use of slanderous remarks, obscene language, and language derogatory of race, creed, sexual orientation, national origin, or handicapping condition and to conduct themselves in such a way as to allow all persons the opportunity to express themselves freely if they so desire. [CPS Board Policy 504.07]

I-J Symbolic Expression and Related Activities

Symbolic expression is defined as that type of expression, exclusive of verbal and written expression, which conveys the personal ideas, feelings, attitudes, and opinions of an individual. Length of hair, choice of clothing, buttons, badges, armbands, and physical gestures are some examples of symbolic expression. Each student has the right to express himself/herself by way of symbols subject only to the restrictions that such expression does not result in overt exhibitionism or disruption of the educational process or be obscene, disrespectful, or obviously annoying to others. [CPS Board Policy 504.07]

I-K Rights of Handicapped Students

It is the policy of the Columbus Public Schools to not discriminate against any student who is a resident of the district on the basis of handicap in admission or access to its programs and activities. Any student who may believe the school district is not complying with Section 504 of the Rehabilitation Act of 1973 should inform the Superintendent of Schools of his/her complaint.

I-L Pregnant or Parenting Students

The district recognizes that pregnant or parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The district will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded from, denied the benefits of, or be discriminated against under any educational program or activity because of pregnancy or parenting responsibilities. [CPS Board Policy 503.07]

SECTION II
DISCIPLINE – UNDER NE STATUTES or CHS POLICY

II-A Disciplinary Actions That a Teacher and/or Administrator Can Administer:

- **Guidance:** a conversation between the student and school personnel. The purpose of this form of counseling is not to lecture the student but to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others or to help the student improve his/her learning capabilities.
- **Conference:** a meeting of the student's parent(s)/guardian(s) and school personnel to discuss the student's behavior or learning process. The school intends to seek the assistance of the student's parent(s)/guardian(s) in helping the student to become a better student.
- **Detention:** requiring that a student remain after or arrive before school for a period of time. It is intended that students serving detention will be doing school-related work assigned by and monitored by the classroom teacher for class-related issues.
- **School Clean Up:** requiring a student to clean up certain items of the school that the student failed to care for properly. The student may be required to clean more than just the item(s) damaged by him/her to encourage the student not to damage school property or litter in the future.
- **Use of Force:** Teachers, administrators and other school personnel may use force to protect a student from inflicting physical harm on themselves, other students, or staff members.

II-B Disciplinary Actions That Only Administrators May Assign:

- **Rearrangement of Schedule:** assigning a student to a new schedule of classes and/or in-school suspension when the behavior of the student is such that the student cannot conduct himself/herself in an acceptable manner.
- **Suspension from attending or participating in activities:** action taken by the principal and/or assistant principal(s) as a consequence of his/her behavioral problems and/or actions. Such action will be stipulated by school administration. The length of the suspension will be determined by the frequency and/or severity of the behavior.
- **Loss of Good Standing (Social Probation):** If a student misses an excessive number of days, is carrying over three or more hours of disciplinary time, or is placed in an alternative education placement due to disciplinary purposes, that student is automatically considered to have lost "Good Standing." Students that are not in good standing are considered to be on social probation and therefore may not attend CHS social functions such as dances. Students who have lost their good standing status may earn it back by correcting the problem that led to the loss of good standing (improving attendance or serving After School Detention ASD minutes). *Loss of good standing also means the student will be indicated as "Not in Good Standing" on any dance guest form the student may present to an administrator until such time as the matter is resolved and good standing is restored.*
- **Requirement that a student receive counseling/educational evaluation:** an action that may require a student to visit a guidance counselor, medical counselor, or psychological counselor to assist the student in resolving his/her problem **at parental expense.**
- **In-School Suspension (ISS):** Students are placed in the suspension room rather than their regularly scheduled class(es). Students are supervised and expected to carry on their studies as well as abide by the rules set down for ISS. Assigning students to ISS is at the discretion of the administration. Students who experience a high frequency of in-school suspensions can be suspended out of school at the discretion of the administration up to and including a period of 5-days.
- **After School Detention (ASD):** Takes place on Tuesday, Wednesday and Thursday afternoons after school. Students are placed in up to a 2-hour detention/academic study period. The purpose is to enable students to fulfill disciplinary and academic obligations. Sessions are held on all available Tuesday and Thursday afternoons from 3:45 to 5:45 pm on Wednesday *early release days* from 2:30 to 4:00 pm in the counseling classroom. The only students who will be permitted to leave early will be those owing less than three hours of time. See also "**II-C After School Detention"** for further information.
- **Suspensions and Emergency Exclusion:** Students may be suspended from classes or school in accordance with CPS Board Policy 505.02. Short and long term are defined as:
  (a) Short term: exclusion of a student from attendance to school for a period not to exceed five school days.
  (b) Long term: exclusion of a student from attendance to school for a period exceeding five school days but less than twenty school days.

  Students will be suspended for reasons such as, but limited to, if a student:

  1. uses violence, force, threat or intimidation in a manner causing substantial interference with school purposes; or
  2. causes or attempts to cause substantial damage to school or private property or steals or attempts to steal school or private property of substantial value or repeated damage or theft involving property; or

3. causes or attempts to cause physical injury to another person except in self-defense; or threatens or intimidates any student for the purpose or intent of obtaining something of value from the student; or
4. possesses or transmits any firearm, knife, explosive or other dangerous object that is ordinarily considered a weapon; or
5. engages in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103 or being under the influence of a controlled substance or alcoholic liquor; or
6. commits public indecency as defined in Nebraska statute 28-806 if that student is at least twelve years of age but less than nineteen years of age; or
7. commits or attempts to commit sexual assault of any degree, that occurs on or off school grounds, function, activity, or event, (79-267.9) against any person. Which may include if a complaint has been filed by a prosecutor alleging the incident as required in Nebraska statute 79-267.8; or
8. engages in any other illegal activity which constitutes a danger to other students or interferes with school purposes; or engages in bullying as defined in section 79-2,137; or
9. repeatedly violates the policies, rules and standards of student conduct established by the district

- **Expulsion:** exclusion from school attendance in accordance with Neb. Rev. Stat. § 79-283.
- **Exclusion:** immediate withdrawal of a student from school for
  (a) presenting a clear threat to the physical safety of himself/herself or others or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
  (b) a dangerous communicable disease as cited in Neb. Rev. Stat. § 79-4,177.
  (c) any student who is suspended pursuant to this section may be given an opportunity to complete any classwork, including, but not limited to, examinations, missed during the period of suspension. Students will be given classwork by either paper or digital format.
- **Mandatory Reassignment:** Students may be reassigned to an alternative educational setting to complete instructional units.
- **Legal Action in a Court of Law**: Any disciplinary action taken against a student will comply with existing state laws and CPS Board policies and shall afford the student due process. [CPS Board Policy 504.01]

II-C After School Detention

Students assigned to serve After School Detention receive time assignments from a grade-level administrator as consequence for misconduct in the building. Students may receive time assignments in as small as 30-minute increments or as large as three-hour time blocks, depending upon the offense. Students will be assigned to attend the next available ASD session to serve earned minutes in a timely fashion. However, up to 180 minutes (3 hours) owed, mandatory attendance at the next session is NOT REQUIRED, simply encouraged. The students are allowed to manage their own minute totals up to 180 minutes.

All students owing more than 180 minutes (3 hours) are REQUIRED to attend the next available After School Detention session. If the student is unable to attend the next ASD session, it is the student's responsibility to make arrangements with the appropriate grade-level administrator PRIOR to the required After School Detention session. Failure to do so will result in further consequences being imposed by the administrator. **Students owing over three hours of After School Detention minutes are no longer considered to be in good standing**. The loss of good standing status means the student may incur some or all of the following consequences:

- loss of privileges in the building (hallway passes, right to carry cell phone, etc.)
- reduced playing time / activity involvement
- social probation – loss of ability to attend dances/socials such as Homecoming, Winter Formal and Prom

Students should seek a meeting with their grade-level administrator if they are concerned about losing good standing status.

Students who demonstrate an unwillingness to work towards decreasing their time-owed figures and return to good standing status risk more significant building consequences including, but not limited to, restriction of privileges, suspension, or mandatory reassignment to an alternative educational environment.

After School Detention Schedule for the 2022-23 School Year

First Semester

AUGUST / SEPTEMBER				
M	T	W	Th	F
22	23	24	25	26
29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23

**After-School Detention is held on all un-shaded dates.*

Second Semester

JANUARY				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL / MAY				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19

**After-School Detention is held on all un-shaded dates.*

All Tuesday/Thursday After School Detention Sessions will begin PROMPTLY at 3:45 pm and end at 5:45 pm.
All Wednesday After School Detention Sessions will begin PROMPTLY at 2:45 pm and end at 4:00 pm.

Students are to arrive on time and to be prepared to complete schoolwork or read silently. Playing on one's phone or computer is not an appropriate use of After-School Detention time, and any student who does not appear to be busy will be asked to leave.

It is the RESPONSIBILITY OF THE STUDENT to make up time or make alternative arrangements with individual staff members (to be pre-approved by administration) to make up time owed. Remember these criteria:

- Time owed for TARDINESS TO PERIODS 2-7 should be served with your teachers at the teacher's convenience.
- Time owed for TARDINESS in PERIOD 1 must be served in After School Detention (ASD) the day of the infraction or the very next day.
- Time owed for DISCIPLINE matters must be served in After School Detention.

Students who owe over 180 minutes *will be expected to serve a minimum of two hours of the time via the next two appropriate After School Detention sessions.*

Students will NOT be permitted to accumulate more than 400 minutes without more significant discipline consequences being assigned INCLUDING a meeting with parents and administration.
Bonus minutes are assigned at the discretion of the grade-level administrator.

II-D Right to Due Process

CPS Board Policy 504.01 states: "The Board of Education of the Columbus Public Schools views the establishment of rules and responsibilities governing student behavior as a necessary element of the educational process. The rules and responsibilities governing student behavior established pursuant to this policy and other CPS Board Policies affecting student personnel shall be approved by the District's established procedure prior to their use. All rules and responsibilities established by the School District and any other rules established by individual buildings governing student behavior at school shall be publicized.

The Board recognizes that each classroom teacher needs to establish certain rules governing the educational process of which they are in charge. Any rules established by individual teachers are to be reflective of school policies and rules. Such rules are exempt from Board approval and need only to be made known in each individual class of which they are in charge. Any behavior on the part of the student that violates school policies, rules, or regulations may be subject to disciplinary action. Any disciplinary action shall be administered within the fundamental framework of due process."

Short-Term Suspension (1-5 days): The essential ingredients of due process afforded the student in a short-term suspension (1-5 days) and set forth in CPS Board Policy 505.02 are as follows:

1) an opportunity for the student's explanation of the incident(s), issue(s), and or/ event(s)
2) notice of the charge against the student
3) an explanation of the charge against him/her and communication to the parent/guardian with the explanation
4) written notification within 24 hours, or such additional time as is reasonably necessary, to the parents or guardians of the student stating: a) the reason(s) for the short-term suspension and b) dates of the short-term suspension
5) the student will be given the opportunity to make up schoolwork during the time of suspension
6) a reasonable effort should be made to hold a conference with the parent/guardian at the time of the suspension and prior to the return of the educational placement

The decision of the administrator shall be final.

Long-Term Suspension (6-19 days): (This procedure covers Long-Term Suspensions, Expulsion, and Exclusion.) The essential ingredients of due process afforded the student in Long-Term Suspension, Expulsion, and Exclusion are covered in detail in School Policy 505.02 are as follows with written notification to parent(s) or guardian(s) indicating the following:

1) an opportunity for the student's explanation of the incident(s), issue(s), and or/ event(s).
2) the rule(s) or standard(s) of conduct allegedly violated.
3) the penalty recommended by the school official in charge and notification to the parent/guardian of the situation.
4) a statement indicating the student has the right to a hearing on the specified charges upon request
5) a description of the hearing process and appeal hearing.
6) a form for parents/guardians to request a hearing; the form must be signed and returned to the Superintendent of Schools.
7) the student will be given the opportunity to make up schoolwork during the time of suspension.
8) a conference should be held with the parent/guardian at the time of the suspension and prior to the return of the educational placement.

Nothing in the above procedure precludes the student, student's parent(s)/guardian(s), or representatives from discussing and settling the matter with the appropriate school personnel prior to the hearing. In the event the school does not receive a request for a hearing within five school days following the receipt of the written notice, the punishment shall go into effect. A hearing can still be requested prior to thirty calendar days after the actual receipt of written notice; however, the punishment imposed may continue in effect, pending final determination. The appeal procedure shall be as set forth in School Policy 505.02.

SECTION III
SCHOOL RULES AND EXPECTATIONS

The following rules have been established under the direction of the Board of Education discipline policies, the Student Discipline Act, and Neb. Rev. Stat. § 79-267 for use on school grounds, in a vehicle owned, leased or contracted by a school being used for a school purpose, and at all school-sponsored activities or events. Compliance with the following standards of conduct is mandatory. A referral is defined as a summons or directive to the office due to an administrative rule violation, usually resulting in disciplinary action by an administrator. Repeated instances of receiving office referral may result in ISS, OSS, and/or alternative placement.

All students are expected to acquire the knowledge and skills necessary to perform civic, academic, and behavioral expectations with proficiency. The following sections outline performance expectations and correction measures. Sections III and IV, referred to as Administrative Discipline, relate to student civic and attendance expectations. Section V, referred to as Classroom Discipline, relates to student academic and behavior expectations.

Administrative Discipline – Civic Expectations

All students are expected to perform according to civic expectations. These expectations were established as an instructional tool so students function effectively within the school community.

Civic Expectation #1 - Contribute constructively to community

- Wear clothing that does not offend or disrupt others in the school community at school or school sponsored events.
- Act in a manner that does not offend or disrupt others in the school community.
- Refrain from possessing or using objects that may be disruptive or offensive to the school community.
- Touch and speak in ways that protect the integrity of others.
- Complete your own work and accept responsibility for that work.
- Report accurate and truthful information to members of the school community.

Supporting Guidelines

III-A Dress Code for Students

Columbus Public Schools believe that teaching principles of appropriate dress and appearance, good grooming, and cleanliness are a desirable component of the educational process. We are sensitive to the rapid changes in dress and grooming; however, we cannot accept those changes that depart from the standards of neat and appropriate appearance, good taste, modesty, and decency. Our school administration must weigh community standards along with individual rights. As a general rule, appearance that detracts from the learning environment cannot be permitted. It is our sincerest hope that students of Columbus High School will take pride in their appearance and their school.

Students who dress inappropriately will be given alternative attire (school T-shirt/shorts). Instructional time missed for clothing related issues (minimum of one half hour) will be made up in After School Detention.

The following general statements apply to all students during the instructional day:

1) Any article of clothing or other item brought to school by a student should not contain any printed wording or pictures that:
   a) includes profanity, vulgarity, or is found to be sexually explicit, indecent or lewd, or makes sexual innuendo (sexually suggestive)
   b) advertises the use or sale of tobacco or controlled substances in any manner
   c) promotes a business establishment whose primary business is drug paraphernalia or alcohol related
   d) would be found to be offensive to another ethnic background
   e) indicates any form of gang affiliation
   f) espouses questionable meaning or insinuates educationally inappropriate activities.
2) Clothing which is too tight or too short, has holes in the hip, thigh, genital or upper chest areas, or unnecessarily *exposes* or *draws attention to* one of these areas is considered disruptive to the learning environment and is therefore inappropriate school attire.
   a) Clothing considered proper attire is a garment worn in a matter in which it was designed. Rolled waistbands or sagging waistlines, a full-length shirt with appropriate sleeves, skirts or shorts with a minimum of a 3-inch inseam, covered shoulders, no tank tops, bare midriffs, low cut shirts, bare backs and/or exposed undergarments will not be tolerated. Two-piece outfits must touch at the waist. Sleeveless shirts are permitted only if intact as originally manufactured. Students are not allowed to wear clothing/jewelry that would encourage horseplay or pose a risk to self or other students (i.e. spiked apparel and chains).
   b) *All pants must be secured at the waistline, at or above the hips even if a long shirt accompanies the pants or shorts are worn under the pants.*

3) Appropriate dress for some social situations out of school is not necessarily appropriate for school. The type of clothing worn by a student must not be injurious to self or jeopardize his/her safety or the safety of others (e.g.. open-toed shoes, baggy or loose clothing in a STEM class, or dangling chains from clothing or wallets).
4) Shoes and shirts are essential for proper *inside-the-building* attire. Hats, sweat bands, stocking hats, bandanas, gloves, and sunglasses will not be considered proper building attire because they can be considered disruptive to the educational environment. Hats may be worn to school and kept in the locker during the academic school day. *Repeated violations will result in confiscation of the clothing item(s) as contraband. They may be held until the end of the school year.*
5) Dress identified by outside agencies (police and other law enforcement agencies) as gang-related and/or drug-related apparel is not allowed: e.g. West Side, South Side, East Side, North Side, gang affiliated artist, do-rags or bandanas worn on the head or hung from clothing, long baggy coats, knit gloves or prominent display of gang-affiliated colors, and other clothing which promotes gang activity using slang, symbolism and cartoon caricatures, clothing depicting gloved "Mickey" hands forming gestures, Marilyn Monroe featured shirts/sweatshirts, or altered rosaries.
6) Exceptions to the Columbus High School Dress Code detailed above *may* be made for "spirit days." The administration will work with student organizations to determine this in advance.

The Columbus High School Dress Code is in alignment with CPS Board Policy 504.05. The items detailed in section III-A above are all items individual students may use or possess to express themselves. Columbus High School recognizes this and believes it is the right of each student to have, possess, and even display these items – just not in school.

III-B Non-Instructional Areas

Students are only to be in non-instructional areas (such as hallways, restrooms, locker rooms, cafeteria, commons, school grounds) when authorized. Students are to conduct themselves in a proper and prudent manner and should always clean up after themselves by disposing litter in trash containers. Gyms, restrooms, stairwells, and other un-supervised areas are not authorized areas to congregate before, during, or after school. Students found congregating in non-instructional areas may trigger more restrictions to be put into place such as, but not limited to, increased staff supervision, limitations of privileges, or disciplinary consequences.

III-C Loitering

Students may not remain in school buildings, on school grounds, in student and/or faculty parking lots, or at school-sponsored events without the permission of school personnel after school is dismissed or the activity is completed. *Students are to be off the premises no later than 30 minutes following the dismissal of classes or school activities.* Students may not assemble in unauthorized areas or hallways during the school day when classes are in session.

III-D School-sponsored Activities - Suspensions

Students who are suspended out of school or suspended from school events will not be allowed to participate in or attend school-sponsored activities until they are reinstated.

III-E Contraband / Electronic Devices

Contraband is defined as any item not considered necessary to complete in-class activities and/or any item considered disruptive to the school environment during the instructional day. This would include (but is not limited to) any obscene or vulgar material, both electronic and non-electronic, lighters, electronic devices, MP3 player/iPod, earbuds, and portable video games. Contraband may be confiscated from students and turned into the main office.

Items confiscated from students may be required to have a parent/guardian pick up the item from the main office. Contraband repeatedly confiscated from a student may be held until the remainder of the school year and a parent/guardian will be required to request in writing, to pick up the item, from an administrator. Contraband held until the end of the current school year will be disposed of following the conclusion. Items deemed necessary to be turned over to law enforcement will have to be requested from law enforcement, by the owner.

III-Ea Cell Phone Possession and Use

At Columbus High School, we believe every student is allowed to possess and utilize a personal cell phone. That privilege is limited, however, at the point that the device becomes a distraction or disruption to the school environment, is believed to have been used to harass other students, or the student becomes insubordinate regarding its appropriate use.

Appropriate times for cell phone use at CHS are prior to 8:10 a.m., passing periods on the way to class, lunch and after school. Appropriate locations for cell phone use are in the main office or entry area when checking out of school, the hallways, and the cafeteria. Inappropriate locations for cell phone use are **all locker rooms and restrooms**, any office area without prior permission, the IMC without prior permission, STEM and science lab areas, and any classroom without prior permission. Other areas in which cell phone use is considered inappropriate would be in the auditorium or gymnasium during assemblies or presentations.

Students should always ask a supervising adult (teacher, administrator) before using the phone during a restricted time period or in a restricted location. Reasonable requests will be considered by teachers and administration.

Staff will confiscate cell phones when students receive or make phone calls, text message, or access the phone during the instructional period *without prior staff permission*. Cell phones or electronic devices must never be used to photograph or record others *with or without their knowledge and/or permission* during the school day, *at any school event or activity*. If a student is found to have violated this rule, particularly if the resulting image or recording was of a verbal or physical altercation or utilized to harass, intimidate or demean another student, would be subject to an investigation procedure that may result in discipline, up to and including suspension and expulsion. (See III-O Harassment/Bullying/Intimidation). A student found to have engaged in bullying and/or harassment by law enforcement may be forced to surrender his/her phone as evidence to the School Resource Officer. Legal Reference: Neb. Rev. Stat. § 79-267

Because students are expected to work with their teacher regarding cell phone use/access in the classroom and because students have been granted access to their phones during passing periods and lunch, a refusal to turn over a cell phone to a staff member who requests to hold it for the period will result in a minimum, 2-hour After School Detention consequence for insubordination. A parent/guardian may be required to pick up the confiscated phone in the main office at the conclusion of the instructional day if the student is non-cooperative. Repeat offenses will result in further disciplinary consequences for insubordination and could result in specific cell phone restrictions for that particular student imposed by administration.

CPS Board Policy 504.11 prohibits visible possession of all cell phones in any area where there is an expectation of privacy (locker rooms or restrooms). The school is not responsible for any lost or stolen devices.

Disclaimer: The administration reserves the right to restrict cell phone privileges for any student or all students, at any time, should cell phone use prove to become a distraction to the educational program.

III-F Open Containers / Beverages other than Water

Students are not to have open containers of beverages in the hallways or in their lockers. Clear plastic bottles with screw top lids are only permitted if they contain water. Unopened cans/bottles of juice may be brought from home for lunch but must be kept in students' lockers or bags until the lunch period and only be consumed in the cafeteria. Students are permitted to carry clear bottles of unflavored water. *Students found to be consuming beverages other than water outside of the cafeteria at any time in the school day will be asked to forfeit the item. Failure to do so will result in a referral for insubordination.*

III-G Vandalism

Students are not to damage or to write, draw, or mark on school property in any way. Doing so will result in consequences including restitution, detention, suspension in or outside school and/or mandatory reassignment. Legal Reference: Neb. Rev. Stat. § 79-267

III-H Skateboards

Due to the potential danger to skateboarders and to other people who might be on the site, the Board of Education bans the use of skateboards on school property or property under the control of the School District.

III-I Display of Affection

Students are not to exhibit excessive displays of affection which would be considered embarrassing or distracting to others on school grounds or at school-sponsored activities. (See also VII-A Dance Guidelines)

III-J Responsibilities of Students When Expressing Themselves

When students express themselves at school, at school-sponsored activities, or in public places away from school, they must abide by the following rules:

1) The expression shall not contain words, pictures and/or actions that are considered indecent, lewd, obscene, profane, vulgar, off-color; fighting or gutter words (four letter words); phrases which contain threats; physical gestures which are offensive or threatening to anyone seeing or hearing the expression; or expressions which undermine or are disrespectful to school personnel.
    a) The use of hand signals, graffiti, or the presence of any apparel, jewelry (e.g. altered rosaries), accessory (e.g. black gloves), or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with a certain group, is disruptive to a positive learning environment and will not be tolerated. [CPS Board Policy 504.13]
2) The expression of the student shall not contain words, phrases, or gestures that ridicule or belittle.
3) The expression of the student shall not encourage other persons to violate school rules.
4) The expression of the student shall not be unusually loud or interfere with or obstruct any lawful mission, process, function, or purpose of the school.
5) The expression of the student shall not be slanderous.
6) The expression of the student shall not be libelous.
7) The expression of the student cannot be about, or directed at, any teacher, administrator, or other school employee at any time, in a public manner and incorporate any of the six previously identified inappropriate student

expression. (Example: Any student who refers to a teacher in a public place at any time by a lewd or obscene manner that the teacher and/or others hear/see the insult may be disciplined by school authorities.)

Any student who fails to meet these requirements when expressing himself/herself may be disciplined [CPS Board Policy 504.07]. The Columbus High School administration reserves the right to deem excessive expressionism as disruptive to the school environment. This will be addressed on a case-by-case basis.

III-K Academic Dishonesty (Cheating)

Students caught cheating/plagiarizing on major assignments such as tests, quizzes or performance assessments will be reported to the office. The parents will be notified by the classroom teacher. The student will have the option to redo the work or retake the assignment/assessment to demonstrate proficiency of the skill or content knowledge for full credit. Administrative consequences will be assigned based on frequency and severity of the behavior. Students found giving assignments/assessments to other students will be assigned disciplinary consequences but may not be required to make up the work.

III-L Altering School Records, Reports, Grades, Etc.

Students are forbidden to change and/or falsify school records, reports, grades, etc. Any tampering with such documents shall result in disciplinary actions.

Civic Expectation #2 – Interact effectively with others

- Respond without complaint to staff member or administrative directives.
- Follow staff member or administrative directives in a timely manner.
- Demonstrate respect for individuals responsible for school safety.
- Respect the right of others to make choices without verbal/physical coercion or intimidation.

Supporting Guidelines

III-M Insubordination

Students are to comply without complaint to reasonable directions given by all school personnel. **Definition:** Any student who fails to comply with reasonable directions or requests of school personnel will be considered insubordinate. Other acts of insubordination include, but are not limited to, inappropriate responses or use of inappropriate language and/or disrespectful behavior toward a staff member, failure to turn over contraband or other distractions such as a phone or failure to attend assigned periods of After-School Detention.

Consequence: Restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement, and/or expulsion.

III-N Parking

The privilege of driving to school and parking on school grounds comes with certain expectations. Students are expected to obtain and prominently display a CHS-issued parking permit in the front windshield of their vehicles. Students are also expected to park in the appropriate parking lots. Failure to do so may result in a parking fine, office referral, and/or placement of a boot on the vehicle.

Major Violations (Fine and/or Referral)	**Minor Violations (Fine and/or Referral)**
Parking in the fire lane	Parking tag does not match designated area
Parking in incorrect lot or area	Failure to display parking tag
Parking in bus lanes and driving lanes	Parking in two stalls at one time
Unattended vehicle in bus and driving lane	
Parking in grassy areas	
Frequent minor violations	
Excessive acceleration/torque	

- Parking tickets will be issued; students will be fined and could have a parking boot placed on the car for parking violations. A **$10 fine** will be assessed for the first offense; **$15** for the second offense. **Upon the third offense, the violation will be considered insubordination and referred to an administrator.** Failure to have one's car registered with the main office will be an **additional $5 fee**. Parking fines will not be allowed to accrue greater than $30.00. Student privileges will be restricted until the fine balance is paid.
- Parking in driving lanes or blocking bus-turning lanes is **an automatic $15 fine** because it obstructs traffic. Violators will be required to move their vehicles and make up missed instructional time in After School Detention.

III-Na Parking Lot Expectations

The privilege that comes with driving a vehicle to school also comes with certain behavioral expectations. These expectations support the safety of all who utilize the parking lots as well as preserve the orderly environment. Any student who violates these expectations is not only inconsiderate of others but also puts his/her safety at risk as well as the safety of others. This behavior will not be tolerated and can result in discipline ranging from After-School Detention to the removal of the right to operate a vehicle on the school property.

The following is a list of basic parking lot expectations:

- The utilization of appropriate trash receptacles in the parking lot is expected.
  - Students caught littering in the parking lot are inconsiderate of others and may receive consequences that may include parking lot litter collection for an appropriate period of time.
- The parking lot is CPS property. To that end, vaping, smoking, etc. are prohibited behaviors that will receive appropriate consequences when observed or reported.
- Students should demonstrate patience and consideration when entering or exiting the parking lots.
  - Accelerating past others who are waiting their turn in line is reckless endangerment and will receive administrative consequences when observed or reported. Doing so often puts the driver in the lane of oncoming traffic and puts him/her, as well as others, at risk of an accident.
- Students should never accelerate across seemingly open areas of the parking lot.
  - Utilizing the established traffic lanes makes all traffic in the lot predictable for other drivers and pedestrians, thus reducing the risk of accidents.
  - Driving over "islands" or curbs in the parking lot is not appropriate and can result in damage to the concrete as well as the landscaping, trees, light fixtures and your own vehicle.
  - Driving over, onto or through snow piles in the parking lot is not appropriate. See previous bullet.
- Excessive torque (burnouts), "cookies," and other forms of exhibition driving should never occur in the school parking lot. This will be considered reckless endangerment and result in appropriate consequences.
  - Besides the obvious dangers to bystanders, noise from loud vehicles disrupts activities taking place within the school building as well as projects negatively on teen drivers to our neighbors.
- Students should not operate a vehicle in any capacity on school grounds that would cause a disruption to the school or public environment.
- Student vehicles are to occupy ONE parking stall. No student has the right to claim more than one parking stall for his/her vehicle. To do so is inconsiderate of others and a ticketable offense. Students who are concerned about others parking near to them should consider parking at the farthest ends of the lot or very near a parking lot camera.
- Students should not have items visible or displayed on their vehicles that contain lewd, obscene, vulgar, or indecent material that would otherwise violate the student handbook.
- Students who violate these parking lot expectations should be reported to administration by name and/or vehicle description, parking permit number and/or license plate number. The report can be made via email and will be considered anonymous.
- If you sustain damage or suspect a break-in to your vehicle, report it immediately to the Columbus Police Department You should also notify CHS administration. CHS administration will work in cooperation with Columbus Police to utilize the parking lot surveillance cameras in the hope of identifying the offending party. Any information gathered will be shared directly with the investigating officer(s).

All students driving motorized vehicles to school must operate them in a safe and lawful manner. **Students observed operating a motor vehicle in an unsafe, reckless, or unlawful manner will be subject to disciplinary action and will be reported to the police.** Parking permits may be confiscated or revoked at administrative discretion. All cars parked on school property must be registered and display a school parking tag. Failure to display a proper parking permit in CHS lots will result in a ticket.

III-O Harassment/Bullying/Intimidation

Harassment of students, staff or visitors by CHS students or staff will not be tolerated. This policy is in effect while students or staff are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

Harassment may be reported by anybody including students, parents, teachers, the student nurse, or other staff. Teachers, counselors and administrators will be involved in the investigation of incidents of harassment.

Definition: Harassment as set forth above may include, but is not limited to, the following:

- verbal, physical, written harassment, texted or posted abuse
- repeated remarks of a demeaning or slanderous nature, obscene language towards an individual or group of individuals, and language derogatory of race, creed, sexual orientation, national origin, or handicapping condition
- implied or explicit threats concerning one's safety, well-being, grades, achievements, etc

- demeaning jokes, stories, or activities directed at an individual or group of individuals
- any ongoing pattern of physical, verbal, or electronic abuse

Students or individuals who feel that they have been harassed by other students should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or administrator to help.

If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, he/she should:

- report the matter to a teacher or counselor.
- write down exactly what happened, keep a copy, and give another copy to the counselor;
  - what, when and where it happened
  - who was involved
  - exactly what was said or what the harasser did
  - witnesses to the harassment
  - what the individual said or did, either at the time or later
  - how the individual felt and
  - how the harasser responded
  - provide screenshots and/or printouts of the alleged abuse (when appropriate)
- The counselor will then investigate the matter by interviewing witnesses and the alleged harasser and report the results of the investigation to the appropriate grade-level administrator.
- If the administrator determines that harassment is indeed occurring, appropriate consequences will be assigned as necessary based upon frequency and severity of the behavior.

Consequences: Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure that may result in discipline, up to and including, suspension, and expulsion.

Retaliation against an individual because the individual has filed a harassment complaint or who may have assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to have retaliated against an individual in violation of this policy will be subject to discipline, up to and including, suspension, and expulsion. [CPS Board Policy 504.17, 504.17R1] Legal Reference: Neb. Rev. Stat. § 79-267(8), § 79-2,137.

III-Oa Hazing

Definition: Hazing is an abusive, often humiliating form of initiation into or affiliation with a group, including any willful action taken or situation created which recklessly or intentionally endangers the mental or physical health of another.

No student shall do anything to physically or psychologically harm another student or staff member at school, on school grounds, or at school-sponsored events or on their way to and from school.

Consequence: Restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement and/or expulsion.

1) Hazing activities that occur outside the school day, outside school activities, and/or off school grounds should be reported by the victim to law enforcement. Columbus High School administration will become involved if/when the matter spills over to the regular school day or at school activities.
2) Intimidation, extortion, or verbal or physical threats will result in suspension or expulsion from school.
3) It should be noted that hazing is a Class II misdemeanor punishable by up to six months in jail and $1000.00 fine. The School Resource Officer will be consulted on all matters of hazing.

III-P Inappropriate Behavior

Inappropriate behavior in regards to public indecency and indecent exposure will be defined to coincide with Neb. Rev. Stat. § 79-267 (7) and Columbus High School expectations.

1) Students engaging in sexual conduct, even if consensual, on school grounds or at a school function or event
2) Sexual assault or attempting to sexually assault any person on school grounds or at a school function or event
3) Students touching or exposing themselves inappropriately to draw attention to a private area

Consequence: Restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement and/or expulsion. Students may also face a citation for indecent exposure.
[Columbus City Ordinance 130.091 Indecent Exposure].

III-Pa Sexual Harassment

Sexually harassing student(s) or school personnel is prohibited at school, on school grounds, at school-sponsored events, or on the way to and from school.

Sexual Harassment

The Columbus High School is committed to maintaining an educational setting that is free of sexual harassment. Sexual harassment is an illegal action relevant to Title IX, Title VII, and Nebraska State Statute, Columbus Board Policy 404.06 and Columbus Board Policy 504.17. Sexual harassment will not be tolerated, and the Columbus High School administration will take immediate and appropriate action upon notification of offense.

At Columbus High School, sexual harassment will be defined as any unwelcome advances, a request for sexual favors,

or verbal or physical conduct of a sexual nature by a student toward another student when the conduct has an effect of interfering with academic performance of the student or creates an intimidating, hostile, offensive or unsafe learning environment. This procedure and definition of sexual harassment will also include unwanted advances by a student toward an employee. As used in this policy the word "student" shall mean any resident student of the district, any student being served by contract with another educational agency, or any other person of school age attending the district for educational reasons. The word "employee" shall mean any person who is employed by the district.

The following procedure shall be followed to report any violation of this policy.

1) Student will report the incident to the appropriate assistant principal. The administrator will require the student to submit a written statement containing location, time, incident details, witnesses and student reaction. The administrator will investigate the incident by speaking to other students or staff who were identified as witnesses to the incident. A written statement will be obtained by these individuals, as well.
2) The administrator will then speak with the alleged harasser as part of their due process rights. Information obtained from step 1 above will be kept confidential. This alleged student will be given the opportunity to provide a written statement on his/her behalf as well as a list of students who may speak on his/her behalf..
3) The administrator will continue to investigate the incident based upon this new information.
4) The administrator may share information with other building administrators to determine the outcome of the investigation through a collaborative approach.
5) Consequences that may be imposed by the administration: verbal warning with conference regarding inappropriate behavior, parental conference, short-term suspension (1-5 days), long-term suspension (6-19 days), or expulsion from school.
6) The same procedures will be used with student harassment of a staff member.

Columbus High School will not tolerate any retaliatory behavior against any person(s), the harasser or person(s) encouraged by the harasser who have submitted information to the high school administration. The consequences will be the same as the above list.

The administration of Columbus High School will cooperate fully with the appropriate law enforcement agency if the harassed student/employee would file any charges through the court system. All written statements and documentation will be turned over to any investigative unit, if requested.

The Grievance Office (Title IX) of the Columbus Public Schools is the Superintendent of Schools, Columbus Public School District #1, 2508 27th Street, Columbus; phone: 402-563-7050.

Sex Offender Law

The Student Discipline Act allows for a student to be expelled from school when the student is criminally charged with certain sexual assaults even though the sexual assault occurs off school grounds. Sexual assault means sexual assault in the first or second degree or a sexual assault of a child in the first, second or third degree. Legal Reference: Neb. Rev. Stat. § 79-267(8)

Dating Violence

Columbus Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

Definition: For purposes of this policy, "dating violence" means a pattern of behavior in which one person threatens, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her current or former dating partner. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Consequence: Restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement, and/or expulsion.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

[CPS Board Policy 504.20] Legal Reference: Neb. Rev. Stat. §§ 79-2,139 to 79-2,142

Date of Adoption: May 17, 2010

Civic Expectation #3 – Fulfill legal requirements

All students are expected to perform according to the stated civic expectations and objectives.

- Act responsibly to maintain the physical safety of self and others.
- Respect the right of individuals or school officials to protect personal or public property from unwanted use or handling.
- Respect the right of the school to govern the use of technology or equipment.
- Only touch fire alarms/security equipment in case of an emergency.
- Respect the responsibility of the school to deny the possession/use of tobacco products, alcohol, or drugs.
- Respect the right of individuals to learn in a safe environment free of harassment/bullying.
- Act and speak responsibly to protect the school community from irreversible harm.
- Protect the school community from real or perceived weapons and/or explosives.

Supporting Guidelines

III-Q Reckless Endangerment

Students shall not engage in acts that create a substantial risk of physical injury to him/herself or another person. **Consequence:** After-School Detention, restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement and/or expulsion.

III-Qa Snowballs

Students are not to throw snowballs while on school grounds, or on their way to and from school, or while attending school events.
Consequence: After-School Detention, restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement, and/or expulsion.

III-Qb Unauthorized Games / Activities

Students are not permitted to participate in unauthorized games involving kicking, hitting, or throwing an object within the school building or on school grounds. Objects utilized in such games will be confiscated, and consequences involving contraband and reckless endangerment can be enforced.

Students are to know that gaming or other unauthorized use of the student device (streaming music or videos, etc.) during academic periods can result in disciplinary consequences including suspension of Internet privileges or access to the student device. Appropriate times for students to use the student device for recreational purposes would include during breakfast or lunch *in the cafeteria.*

III-R Theft/Stealing

Students are prohibited from borrowing without permission or stealing personal or public (school) property. Students found to have stolen the property of others will be subject to restitution and will be reported to the School Resource Officer. A student found to have stolen any property, also including but not limited to, the theft of a student device, charging cords, or storage bags, will result in disciplinary action including, but not limited to, suspension and expulsion.

Any student device or equipment that is misplaced or suspected to be stolen must be reported immediately to the CHS Technology Office. All found devices or equipment should be immediately returned to the CHS Technology Office along with a detailed explanation of where and when the item was found; any other *found* items should be returned to the main office. Legal Reference: Neb. Rev. Stat. § 79-267

III-S Unauthorized Entry

When school is in session, students are not to be in the school building before 6:30 AM or 30 minutes after dismissal time unless they are scheduled in activities taking place within the building or unless they have written permission from a staff member. Students should not allow others into the building, or prop doors open, at any unauthorized entrance.

III-T Fighting / Assaults

Students may not engage in verbal or physical altercations in school buildings, on school grounds, or when traveling in school vehicles/busses or at school-sponsored events. Students hitting, striking, kicking or in any other way harming another student or school personnel will be **suspended and may be recommended for expulsion.** Students may be liable for suspension or expulsion if they bring into the schools any object or substance which, when reasonable standards are applied and circumstances warrant, it is determined that the primary purpose is to cause bodily harm or property damage as set forth in CPS Board Policy 505.02 and 505.03. Columbus High School will comply with Nebraska State Statute relative to assaults by reporting incidents to law enforcement officials. Legal Reference: Neb. Rev. Stat. § 79-267

III-U Aiding and Abetting

Any student who aids, abets (encourages inappropriate behavior), or causes another to commit any offense may receive consequences as if he/she were the principal offender. The student could also face criminal charges if the offense merits a report to law enforcement officials. For example, a student who records a student altercation with a cell phone instead of reporting it to staff, is aiding and abetting the offending individuals.

III-V Computers / Technology Integration & Internet Use

Throughout this section of the handbook, reference will be made to a student's *district-issued device.* A district-issued device could take the form of a laptop, tablet, or other mobile device provided by the school district to the student for educational use.

Computer network/Internet access is available to students and teachers in Columbus Public Schools. We believe that an Internet/network access offers valuable, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in the district by facilitating resource sharing, innovation and communication.

Access to the Internet enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with users across the globe. In addition, the system is used to increase school and district communication, enhance productivity, and assist teachers in upgrading their skills through greater exchange of information with their peers. The system also assists us in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.

With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material obtained via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. We have taken precautions to restrict access to controversial materials through the installation of an Internet filtering device. However, on a global network, it is impossible to control all materials, and an industrious user may discover controversial information, either by accident or deliberately. We firmly believe, however, that the benefits to students from online access far outweigh the possibility that users may procure material that is not consistent with our educational goals. We strive to ensure that use of Internet/network resources is consistent with our stated mission, goals, and objectives.

The smooth operation of the network relies upon the proper conduct of the students and faculty, who must adhere to strict guidelines and proper ethical behavior when using the Internet/network. To use our computers, network, and Internet connection, all students must conduct themselves in a manner consistent with our educational focus. **If the student fails to do so, he/she will be subjected to disciplinary sanctions by the administration and by law enforcement. CPS does not allow any unauthorized video or audio recording during the school day.**

Students have access to computers throughout the building for educational use, whether it be their district-issued device or individual classroom, lab or IMC workstations. Student access to technology will be subject to change at the discretion of the administration or staff responsible for the supervision of these areas. Use of the Internet at school is available to research areas directly related to specific classroom assignments. **The district network may NOT be used for personal email, chat rooms, games, streaming video/music, sharing accounts, or accessing any material deemed inappropriate for school.** Students are subject to the Nebraska State Statute on "hacking," in addition to the Columbus Public Schools Board of Education Policies 504.09, 606.05, 606.06, & 606.07. The terms and conditions of use are identified on the parental permission form for Internet access.

No district-issued devices may leave the United States for any reason, such as during student travel.

All teachers may confiscate student-issued devices when the device is being used inappropriately. Whether the device is returned to the student at the end of the period or is turned over to the grade-level administrator requiring the student to meet with the administrator prior to the return of the device will depend upon the frequency and severity of the offense. The administrator may choose to block the student's access to the Internet or otherwise limit the device use for a specified period of time as part of the consequence.

The district will also utilize ClassLink as a single sign-on platform that will allow students and staff to use one username and password to access many but not all of the online resources already being used in the classroom at Columbus Public Schools. ClassLink is compliant with the regulations put forth by the Children's Online Privacy Protection Act (COPPA). ClassLink maintains and protects only that information which enables users to operate ClassLink services. ClassLink also adheres to the data protection protocols set forth in FERPA. Parent(s)/Guardian(s) understand and have read the privacy policies associated with the use of ClassLink (https://www.classlink.com/company/privacy#usa).

The issuance of and revocation of access to school district technology and networks will be handled by building-level administration.

Specific details about student use of the district-issued student devices is covered in detail in a document entitled Columbus Public Schools Student Acceptable Use Agreement, provided prior to the start of the new school year.

Specific Internet-use guidelines are listed below:

The computers, networks, hardware, software, peripherals, and configurations in any school classroom are the property of Columbus Public Schools and are not to be altered, modified, damaged, or degraded in any manner.

- Do not install, upgrade, or modify any software operating system, application, or service.
- Do not use a school workstation or device to search for or view any material that would assist in bypassing the Internet filter, gaining unauthorized access to the network, or other attempts to "hack" past the access limits that are in place.
- Do not view, print, distribute, display, send, or receive images, text, or graphics of obscene materials or material that violates laws relating to child pornography.
- Do not use an Internet workstation or student device to view, print, distribute, display, send, or receive images, text, or graphics that contain hate speech, threatening, or harassing material.
- Do not engage in any activity that is deliberately offensive or creates an intimidating or hostile environment.
- Do not violate copyright or software licensing agreements. Do not download or exchange audio and video files, including MP3 files and other similar files.
- Do not gain unauthorized access to any computing, information, or communication devices or resources.
- Do not copy, download, design, or create any software or component intended to damage, alter, or degrade software applications or network architectures.
- Do not use a workstation or device to conduct a business or participate in online buying or selling.
- Any violations of these rules, or the NE state statute on "hacking" will be considered a violation of the Acceptable Use Agreement and will result in loss of Internet access, disciplinary action, AND assessment of monetary damages (when appropriate).
- Do not use email or any other communication platform to threaten, harass, demean, or provoke another student.

III-Va Google Accounts

The Columbus Public Schools district utilizes Google Apps for Education for students, teachers, and staff. This section describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

As a district, we only authorize the use of tools and applications that support the implementation of our curriculum and have been through a rigorous educational process. Our district utilizes several computer software applications and web-based services, operated not by the school district but by third parties. A complete list of the programs with the privacy policy for each can be found on our district website: http://columbuspublicschools.org/coppa/

The following services are available to each student and hosted by Google as part of Columbus Public Schools' online presence in Google Apps for Education:

Classroom - a collaborative cloud-computing environment where teachers can post class assignments and through which students can turn work into their teachers
Mail - an individual email account for school use managed by Columbus Public Schools
Calendar – an individual calendar providing the ability to organize schedules, daily activities, and assignments
Drive – a collection of apps for word-processing, spreadsheet, drawing, and presentation that is very similar to Microsoft Office but also contains within it a cloud-storage area for student assignments and projects

Using these tools, students collaboratively create, edit, and share files and websites for school related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

In order for our students to use these educational programs and services, certain Board Policy approved directory information may be provided to the website operator strictly for educational purposes. This directory information may consist of the student's name, username, district e-mail address, grade level, age and/or date of birth. The need for such information is necessary to utilize software and web-based services as part of the classroom instruction. **A signature on the Student Handbook Signature Page constitutes consent for our school district to provide this directory information.**

Technology use in the Columbus Public Schools District is governed by federal laws including the following:
Children's Online Privacy Protection Act (COPPA)
COPPA applies to commercial companies and limits their ability to collect personal information from children under age 13. By default, advertising is turned off for Columbus Public School's presence in Google Apps for Education. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for educational purposes. -- COPPA http://www.ftc.gov/privacy/coppafaqs.shtm.

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the right to review student records. Under FERPA, schools may disclose directory information (refer to Board Policy 507.02), but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student's directory information on the District's Enrollment Form. That form can be found at the following site: http://www.ed.gov/policy/gen/guid/fpco/ferpa

Guidelines for the responsible use of Google Apps for Education by students:

1. Official Email Address. All students will be assigned a username@discoverers.org email account. This account will be considered the student's official CPS email address until such time as the student is no longer enrolled with Columbus Public Schools.
2. Prohibited Conduct. Please refer to the Acceptable Use Agreement in Appendix B at the end of this handbook..
3. Access Restrictions. Access to and use of student email is considered a privilege accorded at the discretion of the Columbus Public Schools District. The District maintains the right to immediately withdraw the access and use of these services, including email when there is reason to believe that a violation of law or District policies has occurred. In such cases, the alleged violation will be referred to a building administrator for further investigation and adjudication.
4. Security. Columbus Public Schools cannot and does not guarantee the security of electronic files located on Google systems. Although Google does have a powerful content filter in place for email, the District cannot assure that users will not be exposed to unsolicited information.
5. Privacy. The general right of privacy will be extended to the extent possible in the electronic environment. Columbus Public Schools and all electronic users should treat electronically stored information in individuals' files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. The District reserves the right to access these Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

By signing off on the student handbook, the parent(s) and student confirm that they have read and understand the following:

Under FERPA and corresponding Nebraska law, a student's education records are protected from disclosure to third parties. They understand that the student's education records stored in Google Apps for Education may be accessible to someone other than the student and the Columbus Public School District by virtue of this online environment. By signing off on the student handbook, the parent(s) and student confirm their consent to allow the student's education records to be stored by Google.

The parent(s) understand that by participating in Google Apps for Education, information about the student will be collected and stored electronically. The parent(s) has/have read the privacy policies associated with the use of Google Apps for Education (http://www.google.com/a/help/intl/en/edu/privacy.html).
The parent(s) understand that they may ask for their child's account to be removed at any time.

III-W Damage of School or Private Property

Students are not to participate in any activity not properly supervised by school personnel that could damage, deface, or alter the school or private property of another individual or entity on school grounds. This includes tampering with or otherwise damaging building safety or security equipment. If a student damages, defaces, or alters Columbus High School property or the private property of another individual or entity, he/she is financially responsible for all damages and will be subject to disciplinary actions, including a referral to law enforcement.

CHS students are expected to behave in a manner that is respectful of the property of another school. Students found to have participated in the damaging or defacing of property of another school in a manner that draws an association with Columbus High School will be subject to disciplinary procedures including, but not limited to, restitution, suspension from school activities, loss of privileges, and/or suspension from school.

Students are responsible for the cost of repair or replacement of any student device, charging cords/power adapter, and protective storage sleeve issued to them. If a student device or peripherals are believed to be stolen, this information must be reported *immediately* to the CHS Technology Office during the school day. After school hours and on weekends or holidays, call the **CPS Technology Hotline 402-563-7069** and leave a detailed message including the name of the student, student ID number, and circumstances resulting in the missing computer. Legal Reference: Neb. Rev. Stat. § 79-267

III-X False Alarms

It is a violation of NE Statute for students to falsely set off fire alarms. Any student who deliberately sets off a false fire alarm will be reported to legal authorities and subject to suspension from school.

III-Y Alcohol-Tobacco-Drugs [CPS Board Policies 504.14 and 504.14R1, Legal Reference: Neb. Rev. Stat. § 79-267]
Students who violate the district tobacco/inhalant, alcohol, and drug policy will be referred to law enforcement officials.

III-Ya Use of Tobacco/Inhalant Products

It is the responsibility of the school to maintain a safe and drug-free educational environment. Columbus High School students are not to possess, use, distribute, or sell inhalant, tobacco or tobacco-related or "look alike" products on school grounds.

Definition: Tobacco or inhalant products include cigarettes, cigars, chewing tobacco, snuff, or any form of tobacco intended to be smoked, chewed, sniffed, dissolved, or inhaled or products intended to replicate tobacco products either by appearance or effect. Possessing or use of e-cigarettes, vape devices and/or vapor liquids in any form at school is in direct violation of this policy. Tobacco or inhalant products confiscated from a student will be turned over to the School Resource Officer or other law enforcement officials. It will be up to the law enforcement officials as to whether an item is returned to a parent/guardian following confiscation at school.

Consequences: Students found guilty of possessing, using, distributing, or selling tobacco or inhalant products will be suspended from school and/or school-sponsored activities, and/or recommended for expulsion based upon frequency and severity. Students may also be required to complete a school-approved smoking/vaping cessation program. Students may also be issued a citation by the Columbus Police Department.

III-Yb Alcohol and Drugs

Columbus High School has a responsibility for providing a safe and secure educational environment for its students and staff. Misuse of alcohol or drugs is a danger to the health and well being of the members of the school community. The school strives to work with parents to create a helpful, caring environment where learning can occur. Although parents have the ultimate, primary responsibility for their children's health, the school's responsibility is to maintain a drug-free educational environment.

Columbus High School prohibits the possession of alcohol or drugs and drug paraphernalia. This includes: distribution, dispensing, manufacturing, possessing, using or being under the influence of alcohol or drugs, "look alike" substances with the intent or effect of being under the influence, or federally banned substances by students while on school grounds, during school hours or school-sponsored events. "Under the influence" or any level of impairment includes even the odor of alcohol or drugs on the breath or person. Items and products covered in this policy will be confiscated from the student and turned over to the School Resource Officer or other investigating law enforcement officials.

Columbus High School reserves the right to utilize breathalyzers and/or drug testing equipment with students who may show signs of being under the influence of drugs or alcohol intoxication **at school or school-sponsored activities.** These tests will be administered by properly trained school personnel, School Resource Officers or other law enforcement officials.

Students violating the district's drug policy during the school day or at school-sponsored activities will be assigned disciplinary consequences and, if appropriate, activity consequences as explained in the Student Handbook. Consequences will begin when the administration has determined that a violation has occurred and due process has taken place. **The school may require that students obtain drug/alcohol tests at parental expense in order to determine if a violation has occurred.**

Consequences: Students under the influence, possessing, distributing, or selling drugs/alcohol will be long-term suspended out of school, may be assigned to an alternative educational placement, and/or recommended for expulsion. Disciplinary consequences will vary according to the severity of the violation and the number of times a student has committed violations. Students will also be suspended from school-sponsored activities.

A student may reduce the length of the suspension by completing a drug/alcohol evaluation by a professional substance abuse counselor with pertinent information provided to the school accompanied by specific recommendations for the student. The evaluation/counseling session shall be at the expense of the parent/guardian and must be completed within the time limits set by the school administration. Should the student, at any time during the remainder of his/her attendance, fail to comply with any of the given recommendations, the original suspension can be imposed. Students with multiple offenses of possessing, using, manufacturing or distributing drugs, alcohol, or inhalantdevices may not have the opportunity to reduce their suspension. [CPS Board Policy 504.14]

III-Yc Prescription Drugs

Definition: any drug or chemical that is prescribed for a particular individual by a doctor and intended for use only by the individual named on the prescription bottle.

Columbus High School reserves the right to exercise control of the misuse, misrepresentation, distribution, or selling of prescription drugs. Students are not to misuse, misrepresent, distribute, or sell prescription drugs. No prescription drugs can be administered by anyone other than the nurse or other designated persons. Students using prescription drugs shall bring them to school in properly labeled prescription containers, and said prescriptions shall be accompanied by written parental verification.

Exception: With written permission that parents accept the responsibility for the student taking his/her own medications, high school students may carry their own prescriptions and medicate themselves in accordance with Policy 504.14. Prescription drugs for asthma and diabetes are also excluded as per policy.

III-Yd Non-Prescriptions Medications / Vitamins

Definition: any drug or chemical that can be purchased without a prescription and that does not fall under state or federal limitations. Columbus High School reserves the right to exercise control over the misuse, misrepresentation, distributing, or selling non-prescription medications or edible items. Students are not to misuse, misrepresent, distribute, or sell non-prescription medication or edible items.

Consequences: Students found guilty of misusing, misrepresenting, distributing or selling non-prescription medications or edible items will be suspended from school and/or school-sponsored activities, and/or recommended for expulsion based upon frequency and severity.

The high school nurse has a limited supply of non-prescription medications (Tylenol, ibuprofen, cough drops and Tums or a generic equivalent). Students may have access to these medications if the parent has signed the Non-Prescription Medication Release Form. Students may bring and carry their own supply of the above listed medications ONLY if the release form is signed by the parent and on file in the CHS Nurse's Office. In the event that another form of non-prescription medication would be needed during the school day, a Medication Release Form will need to be signed and the medication will be stored in the nurse's office. Students are forbidden from sharing any medication with another student.

III-Ye Records of Violations and Consequences

Anecdotal notes or violations of the district tobacco and drug policies will be shared between administrators from one year to another and from one attendance center to another, and disciplinary action may carry over from one year to another and from one attendance center to another if the consequence was not completed. However, violations of the tobacco, alcohol and drug policy are not cumulative from one year to another or from one attendance center to another unless the student is a participant in extracurricular activities.

III-Z Rumors, Threats, and Prohibited Items

Columbus High School takes the possibility of a real crisis very seriously as does the Columbus Police Department. Working closely together, these two entities strive to ensure, as much as is humanly possible, the safety of all students. School closure due to rumors, threats and/or the possession of prohibited items will result in additional school time to be made up by all students, as directed by the Superintendent and/or the Board of Education.

III-Za Improper Sharing of Content

Spreading rumors, text messaging or sharing of content, material or false information, either electronic or non-electronic, which results in fear and/or disruption of the school day can be subjected to legal prosecution and suspension, expulsion, and/or mandatory reassignment.

III-Zb Threatening Statements/Behaviors Concerning Student/Building Safety

When a threatening statement or behavior concerning student/building safety is received, these steps will be followed:

- The principal is informed of the threat.
- Parents of the student making the threat are called.
- The SRO or police are called to assist with conducting the initial investigation. The SRO/Police may bring other agencies in to investigate (HHS, etc.)
- The student is suspended from school under an emergency exclusion as per Nebraska statute.
- The student may return to school after a psychologist has evaluated the student to determine the level of threat to the safety of the student and others. This evaluation is at parent cost. A readmission plan may be written if determined by the school administrator prior to returning to school. Ultimately, it is the school's decision based upon the information provided by all parties and the investigation as to whether the student is readmitted. The student may be reassigned to a different placement or program.
- The central office administration will be informed of the situation throughout the process.

III-Zc Bomb Threats

The false reporting of bomb threats will be prosecuted to the fullest extent of the law. School closure due to rumors, threats, and/or the possession of prohibited items will result in additional school time to be made up by all students as directed by the Superintendent and/or the Board of Education.

III-Zd Firearms, Weapons, Explosives, and Material that Can be Ignited

Firearms, weapons, explosives, and material that can be ignited (e.g. fireworks) are prohibited on school property, or at school-sponsored events, unless authorized by the proper school authorities. A student shall not knowingly possess, handle, or transmit any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or dangerous object, including, but not limited to, a knife, blade, a starter gun, paintball gun, Airsoft gun, stun gun, taser, or pellet gun or bringing or possessing any explosive device, including fireworks. A student in possession of a firearm may be expelled from school for a period up to one calendar year, as stated in Neb. Rev. Stat. § 79-263. Students found possessing, handling, or transmitting any object listed above will be subject to the CHS Student Handbook Policy III-Zb Threatening Statement/Behavior Concerning Student/Building Safety may be required to obtain a threat assessment prior to returning to an educational placement assigned by the administration. Legal Reference: Neb. Rev. Stat. §§ 79-263, 79-267

III-Ze Concealed Handgun Law

It is unlawful for an individual to carry a concealed handgun at school. The law stipulates that handguns may not be carried into school buildings, on school grounds, in school-owned vehicles, and/or at school-sponsored activities or athletic events. The intent of the law (1) assures employees, students, and parents that no one will be permitted to carry a handgun at their school notwithstanding the law and (2) provides permit holders with the understanding that they are not to carry their handguns to school, as stated in Neb. Rev. Stat. § 69-2441.

III-Zf Activities Forbidden by the Laws of the State of Nebraska, the City of Columbus, or the United States of America

Students, as citizens of the United States and the State of Nebraska, are to obey all laws established by these respective governmental agencies. Students who violate these laws during the school hours or at school-sponsored events may be disciplined by the school in addition to any action taken by law enforcement agencies. Any activity/behavior which violates Nebraska Criminal Code constitutes a danger to other students or interferes with school purposes and which becomes known or suspected by the administration will be referred to law enforcement authorities. Legal Reference: Neb. Rev. Stat. § 79-267

SECTION IV
ADMINISTRATIVE DISCIPLINE – STUDENT ATTENDANCE EXPECTATIONS

1. **Be on time and present in assigned classes.**
2. **Attend school on a regular basis.**
3. **Be aware of absence procedures.**

To assure that students acquire the knowledge and skills necessary to fulfill the school mission, all students are expected to attend school on a consistent basis. This means all students enrolled in any of the Columbus Schools, regardless of how old they are, must attend school regularly and be in all the classes to which they are assigned, unless properly excused by an official of the school. *The ultimate responsibility for keeping track of the number of days absent from a particular class rests with the student and his/her parent or guardian.*

School Attendance Expectation #1 – Attend school on a regular basis

Supporting Guidelines

IV-A Attendance – Student Absences

Any student who misses more than ten (10) days in a semester is in violation of Nebraska statute and the Columbus Public Schools Attendance Policy. Students who miss more than 10 times in a semester seriously jeopardize their ability to receive credit for such classes.

Regular attendance by students is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence.

Student absences approved by the principal shall be considered allowable absences. Approved absences shall count as days in attendance for purposes of addressing excessive absenteeism, except for notification of the county attorney. These absences include, but are not limited to, medically documented illnesses or appointments, pandemic occurrences identified by local clinics, recognized religious observances, and school-sponsored or approved activities.

It shall be the responsibility of the parent to notify the high school attendance office as soon as the parent knows the student will not be attending school on that day. For a student absence to be considered excused, the parent/guardian shall provide notice to the school prior to, during, or immediately upon the return of the student to school. This notice may take the form of an email, hand-written note, or voice message to the attendance secretary. In the event of multiple absences, the grade-level administrator may request evidence or written verification of the student's reason for absence. **[CPS Board Policy 503.03 and Neb. Rev. Stat. § 79-209]**

IV-Aa Attendance - Extended Absences

A family may, from time to time, require their student(s) to miss school for an extended period of time (more than three consecutive days). This may be for the purpose of a vacation or international travel. When this occurs, it creates a significant strain on the student's ability to stay caught up with classroom activities. Such absences should carefully be considered while consulting the school calendar to minimize lost class time.

In the event a student will miss more than three consecutive days, we ask that the student meet with his/her school counselor and complete a CHS Extended Vacation Form. The form will list work to be completed by the student for each of his/her teachers and signed by an administrator, ensuring that all have been made aware of the student's need to be absent. The timeframe for the absence and the expected completion date for all classwork upon return from the absence will also appear on the form. If the extended absence results in the student exceeding the statutory limit on allowable absences for the school year (20), the student may be required to make up time due to excessive absenteeism.

In the event of international travel, the student device must be checked into the CHS technology office, prior to departure.

IV-B Attendance - Activity Participation

On the day of a contest, performance, or other activity, a student who is not in attendance the full day is ineligible for the contest, performance, or activity. **[CPS Board Policy 503.03]**

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will leaving school ill and then returning to play in the contest later that day.

Exceptions may be made for extenuating circumstances such as medical or dental appointments or family emergencies. The athletic director must approve any exceptions to this policy.

IV-C Attendance - Following Activities

Students participating in school-sponsored activities during the school week are expected to report to school on time the following day. Students tardy or absent may forfeit the opportunity to participate in the next contest/game. The high school administration has the sole authority to excuse students on the day following a competition/activity.

IV-D Attendance – Seniors' Final Month

Any senior who is unexcused during his/her final four weeks of school will be required to make up his/her time prior to graduation. Failure to do so will jeopardize his/her participation in the graduation ceremony. If the unexcused absence occurs on the seniors' final day of attendance, those in violation will not be permitted to participate in the graduation ceremony and will be required to attend school the week after graduation. Diplomas will not be issued until this responsibility is fulfilled.

Seniors **must attend** graduation practice in order to participate in the graduation ceremony.

Student Attendance Expectation #2 – Be aware of absence procedures

Supporting Guidelines

IV-E Absence Verification

All parent notes must include the parent's daytime phone number to verify the absence. This procedure applies to family obligations, college visits arranged through the guidance office, state tournament attendance when approved by the school administration, or pre-arranged appointments with a health care provider.

IV-F Sign-Out Procedure

Students must sign out whenever they leave the building, except for activities. Students leaving the building with a pre-arranged absence will be counted as unexcused if they fail to sign out in the office. **Important:** Students must sign in upon their return to school. Students must provide a note from parents, dentist, doctor, etc. before the absence will be counted as **allowed.** School officials reserve the right to call parents if it appears the note procedure is being abused.

IV-G Makeup Work - Approved Absence

Students are responsible for making up all work missed because of allowable absences. Students will be allowed the number of days absent plus one (1) additional day to make up for missed work. Special arrangements can be made with individual teachers for unusual circumstances. If a student misses more than ten (10) consecutive days, a meeting will be scheduled with their school counselor and/or administrator to create a plan for making up work. Special arrangements can be made with individual teachers for unusual circumstances. Students on suspension are expected to have work completed upon their return to class. If students are absent for more than one day due to illness, parents may request prior to 10 a.m. to pick up assignments after 4:00 p.m.

Students whose absences are approved shall make up the work missed and receive full credit for the missed school work, within the guidelines set forth above. It shall be the responsibility of the student to initiate a meeting with teachers to establish a plan to handle work missed during approved absences. Student makeup work that falls after the end of the grading period or semester will then be referred to the incomplete grading policy.

Student Attendance Expectation #3–Be on time and present in assigned classes

Supporting Guidelines

Tardy Policy ~ Student tardies to school and/or class will be consequenced using a "tardy to school or class" reference. A tardy is defined as a student arriving in the classroom less than 10 minutes late. Students arriving 10 minutes or greater shall be considered absent.

Student Accountability ~ It is the responsibility of each student to make up assigned time in After-School Detention, with individual teachers and/or through approved in-school and/or community service projects (only by PRIOR arrangement with an administrator).

Failure to make up time can result in suspension of hallway privileges, suspension from activities, and suspension from school.

Accumulated time-owed will be capped at 400 minutes (the equivalent of three After School Detention sessions). Students accumulating 400 minutes will be required to attend the next ENTIRE After School Detention session *unless prior arrangements have been made with that student's grade-level administrator*. Failure to do so can result in ~~2 days~~ of Out-of-School Suspension for insubordination. A parent meeting will be scheduled with the grade-level administrator, and a contract will be created to resolve the matter of time-owed. Failure to complete the terms of the contract may result in placement in an alternative educational setting until the matter has been resolved. **See II-C After School Detention (ASD)**

IV-H Tardy to School (Period 1)

Students must sign in with the attendance secretary when they fail to report to school on time. Students will be allowed one (1) excused tardy before being assigned time as a consequence for tardiness, each quarter. A tardy is defined as a student arriving in the classroom less than 10 minutes late. Students will serve 30 minutes for each additional tardy. Excessive tardy arrivals to school will be handled by the administration.

IV-I Tardy to Class (other than Period 1)

Students are expected to be in their assigned classrooms when the bell signaling the beginning of the instructional period ends. Students are considered tardy at this point unless they have a signed pass from a teacher or an admit slip from the office. Students are considered tardy if they are up to 10 minutes late to class without a pass. Students who are more than 10 minutes late to class will be allowed to enter class with a pass from the office. Students will be assigned an appropriate consequence based on the frequency and/or severity of the offense.

IV-J School Response to Student Absences

All students are expected to attend school/class on a consistent basis. Students with unapproved absences will make up the time missed from school. When a student is deemed excessively absent or tardy from school the following intervention steps may be taken:

A	A collaborative team meeting or meetings between an administrator or designee to include one or more of the following: school counselor, school psychologist, social worker, and/or student advocate with the parent/guardian and the student.
B	Educational counseling to explore schedule/curriculum changes such as alternative educational programs to solve the excessive absenteeism problem.
C	Educational evaluation to assist in determining the specific condition(s) or barriers contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
D	Investigation of the problem by a school social worker, counselor, and/or member of the administrative team to identify conditions contributing to the excessive absenteeism. If services for the student and the student's family are determined to be needed, the collaborative team shall meet with the parent/guardian and child to discuss any referral to appropriate agencies, e.g. Juvenile Services Attendance Monitor, Professional Partners, etc. to remedy the conditions.
E	If the student is absent more than twenty days per year, or the percentage equivalency, the administration may file a report with the county attorney of the county in which the student resides.

[Reference CPS Board Policy 503.04]

SECTION V
ESTABLISHING A POSITIVE LEARNING EXPERIENCE

CHS Classroom Expectations

1. **Arrive to class prepared and on-time.**
2. **Use work time appropriately.**
3. **Complete assigned tasks on time.**
4. **Demonstrate respect for people and property.**
5. **Respond appropriately to staff directives.**
6. **Demonstrate academic proficiency.**

Classroom teachers are responsible for establishing a positive learning environment with the assistance of student assistance team facilitators, administrators, school counselors, school psychologists, and outside agencies when necessary. To maintain a quality-learning environment, students are expected to abide by the six (6) expectations listed above. Starting in the 2021-22 school year, during each semester teachers will report students' proficiency on the CHS Classroom Expectations 1-5, also known as Work Habits. The scoring chart is listed below.

Work Habits Scoring Chart
4.0 Exceeding - Every day with rare exceptions
3.0 Meeting - Consistently meets expectations
2.0 Progressing - Sometimes meets expectations
1.0 Beginning - Rarely meets expectations

Supporting Guidelines

V-A Classroom Behavioral Expectations

Teachers are to establish reasonable rules in their classrooms to assist them in maintaining a productive and safe environment for learning. Students are to follow these rules without complaint in a timely manner.

Classroom/Teacher Response

It is expected that all students at Columbus High School will perform according to the six academic and performance expectations listed above. If a student chooses to perform according to these goals, he/she will retain the freedom to interact with teachers and students under normal supervision. However, if a student chooses not to perform according to these basic expectations, he/she will be held accountable through a problem solving approach. The intensity of response is matched to the frequency of unacceptable performance. Through a defined problem solving approach and increased home-school interaction, our goal is to improve student performance both academically and behaviorally.

SECTION VI
GENERAL INFORMATION

VI-A Activities – Dances/Socials

All organizations must have sponsors present. Events must be scheduled in the activities director's office. Arrangements must be made with the teacher whose room and facilities are to be used. All areas used for meetings or socials must be left in their original condition. Once a student leaves a school activity, he/she is not allowed to return. All students attending dances will be breathalyzed prior to admittance. The school has the right to check purses, coats, etc. for illegal/disruptive items. Behavior of non-CHS students (guests) is the responsibility of CHS partners.

School dances may start at different times but will be three (3) hours in length and not go past midnight.

A school-sponsored dance is a school activity subject to all provisions of the Student Activity Code and is a privilege available to students meeting all requirements for participation. Students must be in "good standing" and not on any type of social probation.

Social Probation: Students who owe more than 180 minutes (3 hours) of ASD time are considered to have lost their good standing status and are at that point on social probation. Students on social probation are ineligible to participate in CHS dances and social events. In order to return to good standing, the student will have to serve enough time to lower his/her time-owed to below 180 minutes prior to the cut-off of ticket sales for that particular dance. See II-C After-School Detention (ASD). Students who are alternatively placed, due to behavior reasons, in a setting outside of the regular school building/day, will be considered on social probation.

General Rules of Student Conduct at Dances. In addition to all rules of student conduct in the Student Handbook, students attending dances shall adhere to the following rules of conduct:

1. Who can attend: Only students of Columbus High School and their guests may attend.
    a. Students currently attending Columbus High School or another Nebraska high school and who have not been restricted from attending extracurricular activities at Columbus High School or their own school are generally considered appropriate dates or invited guests.
    b. Approval of all guests at CHS dances is at administrative discretion. Students seeking approval of a guest over the age of 19 must appeal to CHS administration in person no fewer than 30 days prior to the dance. Middle school-aged students or younger are not considered to be appropriate age for Columbus High School dances.
    c. CHS students who choose to bring non-CHS students as invited guests must fill out and return a "Guest Permission Form" by noon no fewer than 7 days prior to the dance.
        i. It is the responsibility of the CHS student to make sure the following individuals sign the form: the invited guest, the guest's parent/guardian (if 18 or younger), and an administrator from the guest's school (if still in school). It is the responsibility of the CHS student to inform his/her guest of the dress code expectations and rules of the dance/school.
        ii. The invited guest will not be admitted to the dance without a valid ID that verifies the guest's date-of-birth.
        iii. A new Guest Permission Form must be completed for each dance. The forms DO NOT carry over from one dance to the next.
    d. Prom will be restricted to Columbus High School junior and senior students and their invited guests.
    e. Students who have been suspended from school or from extracurricular activities may not attend.
    f. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
    g. Students who have dropped out of Columbus High School and failed to enroll at another accredited public or private school are generally considered to be inappropriate guests and likely would not receive administrative approval.
    h. Rules for dances restrict students and their guests from leaving the dance unless they sign out. Parent/guardian(s) may be contacted in the event that students leave within an hour of the start.
    i. Appropriate style of dance is as follows: Couples should be facing each other, and at no time should one partner's legs end up between the other partner's legs. Grinding, straddling, thrusting, or bending a partner over is inappropriate. (See also III-I Display of Affection)
    j. Students or their guests who engage in inappropriate behavior or dance, whether on or off of the dance floor, may face possible disciplinary action and will be asked to leave.
    k. High school administration reserves the right to withhold the sale of tickets or attendance to dances due to unforeseen reasons.

2. Prohibited substances: Alcoholic beverages, illegal drugs, and tobacco/inhaled products are prohibited.
    a. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Law enforcement will be contacted.
    b. Students and their dates will be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. Appropriate attire: Students and their guests must meet the dress code requirements established for each dance. Building principals will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with a building principal or staff sponsor for the event if you are uncertain about your attire.

VI-B Activities - Meetings

Each Wednesday night is reserved for church activities. No meetings, practices, rehearsals, or programs are scheduled for this night without prior administrative approval.

VI-C Graduation and Seniors' Final Week

Students who have met the requirements for graduation as established by the board of education will be allowed to participate in the commencement proceedings provided they abide by the proceedings organized by the school district. It shall be the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement. Students opting out of participating in commencement will still be provided their transcript and diploma certifying the student's completion of high school. [CPS Board Policy 611.09]

Seniors must be passing all classes to qualify for check-out on the posted date for the senior's final day of classes. Seniors who fall short of this requirement will continue to attend classes through Friday of the final week of senior attendance. A student not in *good standing* may forfeit the opportunity to participate in the graduation ceremony.

VI-Ca Graduation Ceremony Expectations

The Columbus High School graduation ceremony is a celebration of the tremendous accomplishments of the members of the graduating class. It is important that each graduate understand that while this is his/her big day, it is also a big day for hundreds of other CHS graduates. As the hosts of the ceremony, Columbus High School has set forth the following expectations for all members of the senior class opting to participate in this *optional event*:

- seniors must successfully complete all graduation requirements during their final semester
- senior students must have served all disciplinary and attendance minutes prior to that senior's last day of attendance
- all fines and fees must be settled through the CHS office prior to the seniors' last day of attendance
- all student devices, class equipment and athletic or extra-curricular uniforms must be returned prior to the seniors' last day of attendance
- proper attire for the ceremony should be formal in nature. Students should dress in proper attire to symbolize the importance of the graduation ceremony with appropriate footwear, pants, shirts, and dresses.
- no possession or use of a cell phone during the ceremony will be permitted
- no messages or symbolism will be permitted on the mortar boards (hats)
- only honorary adornments *provided by Columbus High School* will be permitted to be worn by graduates (e.g. honor cords, NHS medals, etc.)
- leis, stoles (other than the official CHS graduating class stole) and other visible adornments *will not be permitted* to be worn by any member of the graduating class
- behavior during the ceremony should reflect the highest standards of Columbus High School student respect and responsibility
- students who fail to meet the behavioral expectations by drawing undue attention to themselves or their actions during the ceremony *may have their diploma held* at administrative discretion, until appropriate consequences have been served

VI-Cb Graduation – Mid Term

A student who wishes to graduate from high school in less time than the ordinary eight (8) semesters may request permission to complete graduation requirements on an alternate schedule. The student and parent/guardian will consult with the grade level counselor to develop a graduation plan. The student's intent to accomplish this shall be stated in writing to the school counselor along with a letter of support submitted by the student's parent/guardian at the time of the request. The request letters are to be submitted no later than 2 weeks after the start of the seventh (7) semester or the date put forth by the district.

A student who graduates early must complete all graduation requirements established by the Board of Education. The student who chooses early graduation will be allowed to participate in prom, Honors Night, and graduation unless they

choose to receive their diploma upon completion of the seventh (7) semester. For all other school activities, the early-out graduate will be treated as a graduated student unless given special permission by CHS administration.
[CPS Board Policy 611.08]

VI-D Fees, Fines and Charges [CPS Board Policy 505.04]

Students may be assessed fines, charges, or fees for damage beyond normal wear to the materials needed in a course, for overdue school materials, for participating in or attendance at extracurricular activities, or for misuse of school property. Charges not to exceed the actual cost of materials may be assessed for projects, which become the property of the students following completion. Any fines/fees or charges will be set prior to the start of the school year.

Class Fees: Each August during orientation, Columbus High students will be charged a class fee as shown below:

- Students in Grades 9 and 10 will be charged a $5.00 fee.
- Students in Grade 11 will be charged a $7.00 fee.
- Students in Grade 12 will be charged a $10.00 fee.

Fees collected annually from students in August during orientation will be used to defray costs associated with providing students with the monthly school newspaper, yearbook class pictures, senior specialty pages, prom, and graduation.

VI-E Fundraising

All fundraising projects must first be approved by the activities director. Each group wishing to raise funds will be permitted two per year (one per semester). Charitable giving campaigns for non-school purposes must be approved by the Board of Education in September or January of the current school year.

VI-F Grade Classification/Grades/Records

At the high school level, credits toward graduation are based on attendance and grades. Grade classification will be based on the following minimum credit requirements:

Grade 10 status	60 credits
Grade 11 status	120 credits
Grade 12 status	180 credits

Daily grades may be recorded in percentages or on an *A* to *F* scale. Semester grades will be recorded on an *A* to *F* basis. Within the credits required for graduation, there are 160 required credits that all Nebraska students must successfully complete. Students wanting to participate in NSAA sanctioned, varsity activities must earn a minimum of 20 credits to be eligible to participate in the next semester's activities. Students may be allowed to participate in non-varsity level activities and will be handled on a case by case basis based on their current semester academic standing.

A+	=	98	-	100%
A	=	90	-	97%
B+	=	87	-	89%
B	=	80	-	86%
C+	=	77	-	79%
C	=	70	-	76%
D+	=	67	-	69%
D	=	60	-	66%
F	=	Below 60%		

WP = Withdraw Passing
WF = Withdraw Failing
INC = Incomplete

VI-G Class Ranking and Grade Point Average

The student's official high school grade point average (GPA) is based on a minimum of eight (8) semesters of studies in order to allow students sufficient opportunity for demonstrating achievement.

Temporary GPA calculations are used in determining Top 10% for recognition annually by the Board of Education and are sent to colleges requesting information for admission.

Students approved and who complete early graduation requirements will receive their official GPA based on seven (7) completed semesters. [CPS Board Policy 611.06]

VI-H Grade Point Average (GPA)

A cumulative grade point average and class rank will be determined at the end of each semester. All weighted grade courses will be included. Advanced Placement and Honors courses will be the only courses to receive weighted grade status. Dual credit courses use the unweighted grade point average.

Regular Courses (Unweighted)				Weighted Grade Courses			
A+	=	4.0	98 - 100%	A+	=	5.0	98 - 100%
A	=	4.0	90 - 97%	A	=	5.0	90 - 97%
B+	=	3.0	87 - 89%	B+	=	4.0	87 - 89%
B	=	3.0	80 - 86%	B	=	4.0	80 - 86%
C+	=	2.0	77 - 79%	C+	=	3.0	77 - 79%
C	=	2.0	70 - 76%	C	=	3.0	70 - 76%
D+	=	1.0	67 - 69%	D+	=	1.0	67 - 69%
D	=	1.0	60 - 66%	D	=	1.0	60 - 66%
F	=	0.0	Below 60%	F	=	0.0	Below 60%

INCOMPLETE GRADES

Incomplete grades are assigned in cases in which the student's work is incomplete at the end of the grading period. This may be the result of absence caused by illness or other excused reasons.

Students are reminded that incomplete grades received must be made up within a period of ten (10) school days of the close of the grading period. Incompletes are changed to an "F" after this time. Staff may use incompletes as conditional grades at the end of the first semester when a student's work is judged below passing but the instructor feels that credit may be earned if the student produces a passing grade in the second semester with the principal's permission.

Any student who has received an "Incomplete" grade during the Semester 1 grading period must have the "I" removed within ten (10) school days following the start of Semester 2 classes. The subject teacher is to issue a failing grade for only the work not completed and then compute the grade for the grading period. Any "Incomplete" on the end of the year report card must be changed within ten (10) days of the last day of school. It is the teacher's responsibility to finalize the incomplete grade during the ten (10) day grace period. Any extenuating circumstances are to be shared with the grade level administrator for approval of an extension to the deadline date.

VI-I Grades – Transcripts – Transferring out of District

Students transferring to other schools or institutions outside of the Columbus High School are to report to the counseling office to get the necessary paperwork. Students must properly check out of school, return all books, computer, case and charger, and all instructional materials, and pay all fines. Additional fines will be assessed for books and materials not returned. All fines are to be paid in full before transcripts and student records will be released to other institutions, students, parent(s)/guardian(s), or other sources requesting them.

VI-J Grades - Honor Roll

Honor roll is computed at the end of each semester.

A Honor Roll 4.0 or higher

B Honor Roll 3.5 or better with no grade below *B*

Students in the top 10% of their class are recognized in the spring by the Board of Education. Students must be enrolled in 20 credits per semester to be eligible for Honor Roll.

VI-K National Honor Society

Eligibility Requirements for National Honor Society

Students in Grades 10, 11, and 12 who have achieved a 3.5 cumulative grade point average are eligible to apply for membership to the Discoverer Chapter of the National Honor Society. Selection to National Honor Society is based on scholarship, leadership, service, and character by a vote of the Faculty Council, appointed annually by the building principal. Application information will be mailed to qualifying students on or before September 30th of each year. All applications must be completed in their entirety and submitted by the fall deadline to be considered for membership. New members will be provided with a written list of chapter obligations. Membership to the Discoverer Chapter of National Honor Society is continuous as long as members adhere to chapter's standards and remain in good standing throughout their high school career.

Good Standing, Discipline and Dismissal Due Process Guidelines

Chapter advisors will periodically review member performance and academic record for compliance and fulfillment of chapter obligations as described in the chapter bylaws. Should a member's conduct be in violation of chapter guidelines, it is the responsibility of the chapter advisor to inform the member in writing of the nature of the violation, the time period given for improvement, and a warning of the possible consequences for non-resolution of the deficiency. The student, advisor, parent, and administrator will follow up the letter with a conference. If the student does not satisfactorily make improvement in the specified time period, that student is subject to disciplinary measures considered appropriate by the Faculty Council. The Faculty Council can elect to place the member on inactive status (sometimes referred to as suspension or probation), during which time the member is considered to be "not in good standing" with the chapter, although technically the member still retains his/her NHS membership.

A member is never dismissed automatically from NHS for failing to maintain standards, not meeting member obligations, or even being found guilty of violating school rules or the law. In the case of a flagrant violation of school rules or the law, the Faculty Council may conduct a dismissal hearing. Prior to any vote on dismissal, the Faculty Council will investigate thoroughly before any action is taken.

Graduation Ceremony Recognition

To be recognized as a member of the Discoverer Chapter of National Honor Society at graduation, seniors must be active members in good standing. Generally, the phrase "in good standing" means that the member is maintaining the standards by which he or she was selected, has fulfilled or is fulfilling all obligations of membership including applicable dues, meeting attendance requirements, service obligations, etc., and has not gotten into trouble where school rules or the law are concerned. Eligibility for acknowledgement at graduation will be confirmed by April 15th of each year by the chapter advisor to the building principal. National Honor Society seniors in good standing will have their names published in the graduation program and wear a NHS medallion at the graduation ceremony.

VI-L Student ID

All students need to display a current, intact CHS student ID card for lunch, checking out materials in the IMC, and for the purpose of identification. All students must identify themselves with their ID card when requested to do so. Failure to comply is insubordination. Students will be issued their first card free of charge. Duplicate IDs may be obtained in the main office for a $5 replacement fee.

VI-M Instructional Media Center

Fines for overdue books will be assessed at the rate of 10 cents per day. A day is counted at 3:45 p.m. each school day. Assessment for lost materials will be based on the cost of the replacement. IMC hours will be posted outside of the entrance on a daily basis.

VI-N Lost and Found

All lost and found articles should be taken to and claimed in the main office.

VI-O Lunch Procedures

Students must use their intact student ID with barcode as they go through the lunch line. Students who do not have their student ID card must report to the end of the serving line. Students may deposit money into their account before school, during lunch periods or by using the online option.

The Columbus Public Schools requests that no student may bring in or have delivered commercially prepared food (e.g.. McDonald's, Burger King, Subway, Pizza Hut, Taco John's, etc.) Students may bring an appropriate sack lunch prepared at home. Any student requiring a special medical diet can bring a sack lunch prepared at home and gain permission to use school refrigeration for cooling purposes. Students are responsible for maintaining a clean cafeteria environment including their immediate table area. Breakfast is served daily from 7:00 to 8:00 a.m. in the cafeteria.

Nondiscrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to the USDA by one of these methods:

1. Mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410
2. Fax: (202) 690-7442
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

VI-Oa Cafeteria Guidelines – Student Responsibilities

1. Sit properly at your table, using acceptable table manners.
2. Handle food and drink appropriately.
3. A maximum of eight (8) chairs/students at each round table and four (4) chairs/students at each square table are allowed.
4. Return chairs to the "in" position at the end of the breakfast or lunch period.
5. School rules for student conduct apply during the breakfast or lunch period.
6. Maintain order and cleanliness around your table area.
7. Respect the space of those around you. This includes avoiding loud talking and physical and/or verbal acts of aggression.
8. Clean up after yourself. Dispose of food and paper at the tray return area.
9. Students requesting restroom privileges are to use the restroom by the main office.
10. Students may spend only one period in the lunchroom each day.

Students who fail to abide by the designated cafeteria guidelines and student responsibilities may forfeit their right to dine in the cafeteria with their peers at administrative discretion.

VI-Ob CPS 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 or check. Account balances may be obtained through the parent access portal in Synergy. If online access is not available, the District Food Service office may be contacted at (402) 563-7055.

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.

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 in writing by an assigned District Food Service staff member and/or by automated phone calls. 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 the enforcement of this policy.

This policy shall be reviewed and adopted on an annual basis. [CPS Board Policy 802.06]

VI-Oc Closed-campus Lunch

All students are required to eat lunch at school. All food is to be consumed in the cafeteria. Areas of the building and grounds open to students during lunch periods are the cafeteria and restrooms closest to the cafeteria. All other areas are off limits to students during the lunch periods. No restaurant prepared food may be delivered for the purpose of consumption during a CHS lunch period.

VI-P Passes

Students in the hall during the instructional period must have a signed orange pass from a staff member and must be wearing their student ID. Students who fail to comply with this rule will have their pass privileges suspended for an amount of time based on frequency and severity of the offense. **Unless for a medical emergency and/or an issue of safety, all student pass privileges will not be permitted during the first and last 10 minutes of each instructional period.**

VI-Pa Passes to the Nurse

During the instructional day, **which includes lunch, homeroom, and individual study periods,** students are not allowed in the nurse's office unless first receiving a signed pass from a staff member. Students will be allowed to sign out to the nurse's office, at teacher discretion, only for medical, emergency and/or health related needs. If a student has a chronic medical condition (diabetes, asthma, hypoglycemia, etc.) a Red Pass can be obtained from the nurse with administrative approval to permit the student immediate access to the nurse, if medically necessary.

Students who have a substitute teacher must receive permission from the nurse's office prior to receiving a pass to the nurse. The substitute teacher will phone the nurse's office before the student is permitted to leave the classroom. A student with a Red Pass will be permitted to leave for the nurse's office immediately.

VI-Q Care of Building

Every attempt has been made to provide Columbus High students with an attractive, secure learning environment. The care and protection of our building and its furnishings are essential to its quality appearance.

Posters must be approved by the administration before being placed in the building. The group displaying the posters should remove the poster the first day of school following the advertised event. Three commercial flyers are permitted per event with the approval of an administrator in designated community announcement areas. Office officials will hang these flyers. Posters or displays should not be taped or posted on painted or varnished surfaces. Students must use the appropriate white board surfaces available for displays.

It is the responsibility of all students to keep the school and its grounds clean and attractive. Students who deliberately create a mess will be held responsible by administrative disciplinary action, restitution for damages, and clean-up cost.

VI-R Schedule - Class Loads

Underclassmen must have the equivalent of 7 periods of classes each semester, unless administratively approved. Seniors may be scheduled for late start or early dismissal if the following required qualifications are met:

- The student must have 12th grade credit standing.
- The student must be enrolled in enough classes to cover graduation requirements. This could not include correspondence courses.
- To be eligible, the student must have earned a 2.5 (or better) GPA in the previous semester or a cumulative GPA of 3.0.
- The student must not have failed a class the previous semester.
- The student must submit a parent permission form to guidance before the first full day of classes in August or January. Due to scheduling issues, late forms cannot be accepted. Parent signatures will be verified through a telephone call.

VI-S Schedule Changes – Prior to the Start of School

The last opportunity to make any schedule changes for the 1st semester will be made during the first three days of classes. Students who make changes during those three days may, at the teacher's discretion, have to make up work for the new course. Any schedule change will require parental approval. Students are expected to accept responsibility for their decisions and remain accountable for these decisions. Any exceptions to this time frame must have school counselor AND administrative approval.

Because of all the complexities of the scheduling process, the following guidelines have been devised for making schedule changes:

- New students will be scheduled before any existing schedule is changed.
- Student needs will be met as mandated by their IEPs and/or Section 504 Plans, if applicable. The needs of these students will be monitored and reviewed.
- Freshmen and sophomore schedule changes will be considered only after juniors and seniors. The counselors will check teacher-student loads before adding students to classes.
- **No lunch or study hall changes will be made except for internships or by administrative request.**
- Extenuating circumstances must be present for an administrative request to occur.

VI-Sa Schedule Changes – After School Starts

Schedule Change Form REQUIRED:

Registration in the spring determines the classes and number of sections that are offered during the next school year. As a result, students who select year-long classes at registration will have to continue in those classes unless their first semester coursework resulted in a failing grade and/or their teacher recommends a schedule change. Students failing a semester of a year-long course must have done the following for a schedule change to occur:

1) met with the teacher to develop a corrective plan of assistance;
2) followed the plan of assistance;
3) attended a conference which included the teacher, counselor, and parent; and
4) completed all assignments, quizzes, and tests to the best of their ability.

With courses that contain varying levels (e.g. Accelerated Algebra II and Algebra II), students cannot move to an easier level if they have maintained a B or higher-grade average. Students who have a grade average lower than a B must have done the following for a schedule change to occur:

1) met with the teacher to develop a corrective plan of assistance;
2) followed the plan of assistance;
3) attended a conference which included the teacher, counselor, and parent; and
4) completed all assignments, quizzes, and tests to the best of their ability.

If a student continues to have difficulty after these interventions have occurred, the student will be allowed to move to an easier level of coursework. Exceptions to these procedures will only be considered if extenuating circumstances are evident.

Students who request to drop a year-long elective class, including the fourth year of math or science, but are not failing must have filled out a schedule change request by the course mid-point. In the request, the student must indicate why he/she wants to change the class. The teacher will have to indicate the current grade, level of effort, and/or any behavior issues. The counselors will review the schedule change requests with the appropriate administrator and see that there is space in the new class. Independent Study and requests to be a teacher aide are NOT options for dropping a class. The counselors will also contact parents regarding these requests.

VI-Sb Schedule Changes – Administrative

Students who drop a class due to academic or behavior issues will be assigned In-class Suspension and will receive a WP (withdrawn passing) or WF (withdrawn failing) as determined by the administrator. The withdrawal grade will appear on the transcript as a semester grade but will not be used to compute the student's GPA.

VI-T School Resource Officer

Columbus Public Schools will have the services of a School Resource Officer during school hours. Columbus High School works closely with the officers of the court and will use the School Resource Officer in matters relative to federal, state, and local violations. The School Resource Officer and police/sheriff's officers are allowed to interview students during the school day in the presence of a school official. Diversion, trackers, probation and parole officers are also in regular contact with school officials.

VI-U Visitors

Students may not bring visitors with them to classes during the regular school day. All other visitors to the building must have approval from a building administrator to remain in the building. All visitors to the building must check in at the front office and wear a visible visitor badge.

VI-V Parent/Guardian Involvement and Participation

- The Parent/Guardian and Student Handbook shall include Policy 1005.02 and provide parents/guardians with the information as to when and how they can access instructional materials.
- The Parent/Guardian and Student Handbook shall be mailed to the home sent home with students. If sent home with students, parents/guardians shall return to the school a signed form indicating that they have received the Parent/Guardian and Student Handbook.
- Parent/guardian permission is required for out-of-town field trips. Parent/guardian notification is required for in-town field trips. See also Policy 607.05.
- The Parent/Guardian and Student Handbook shall include an invitation to parents/guardians to attend and monitor instructional activities.
- Administrators shall notify parents/guardians in advance of special activities, such as assemblies, unless time does not permit.
- If a principal denies a parent's/guardian's request to attend and monitor instructional and/or special activities, the principal shall notify the parent/guardian of his/her rights of appeal as described in this regulation. Also, a full report including, but not limited to, the circumstances and rationale for the denial shall be sent to the Superintendent.

- Administrators shall notify parents/guardians if a substitute teacher will teach their child for four or more weeks.
- Administrators shall have available for parent/guardian access and review the curriculum, instructional materials, and school climate surveys used in their schools.
- Administrators shall provide additional opportunities for parents/guardians to review the materials listed above. Parents/guardians shall be notified in advance of such opportunities. Administrators shall take advantage of these opportunities to inform parents/guardians of how they can be more involved in the schools by contacting school staff and/or the Volunteer Coordinator at the Administration Building.
- Parents/guardians may obtain copies of curriculum for review by checking them out from the professional library located at the Administration Building. Parents/guardians may obtain a personal copy of materials at their own expense.
- Parents/guardians shall be notified in the Parent/Guardian and Student Handbook that lessons may be taught by a school counselor in the classroom setting. Lessons shall follow the district's curriculum.
- Parent/guardian permission is required for student participation in topical counseling groups or individual counseling sessions conducted by school counselors unless the student's safety is in question.
- Parents/guardians are encouraged to notify teachers if there are topics of concern to them. Teachers shall notify the parents/guardians in advance if these topics are to be used in planned lessons. The administrator shall be responsible for annually advising staff in August that there are subjects which may be sensitive or of concern to parents/guardians as part of classroom discussion. Such subjects which may arise that are not in the District curriculum may include, but are not limited to, death and dying; religious events and holidays; magic, witches, and sorcery. Teachers are also to be reminded by principals that any classroom discussion of a controversial topic should be in accordance with current Board Policy.
- Parents/guardians shall be notified in advance of family life instruction involving human sexuality (grades 5-12). Permission slips will be included with the notification. If the notification is mailed to the home, the school shall require a parental/guardian response only if the parent/guardian does not give permission for the student to participate. If notification is sent home with the students, the school shall require a parent/guardian response indicating whether the student will or will not participate.
- If a parent/guardian has an objection to any instructional material or school experience, the school shall provide the parent/guardian with an appropriate form which may be used to express his or her objection. Forms and appeal procedures may be obtained from building secretaries.
- It shall be the responsibility of the administrator to notify parents/guardians in advance when their children will be taking standardized tests.
- It shall be the responsibility of the administrator to notify parents/guardians in advance of school sponsored surveys beyond the school climate surveys. If the notification is mailed to the home, the school shall require a parent/guardian response only if the parent/guardian does not give permission for the student to participate. If notification is sent home with the students, the school shall require a parent/guardian response indicating whether the student will or will not participate.
- The Board of Education shall hold an annual public hearing on Parent/guardian involvement and participation in accordance with the statute.

VI-W Non-school Sponsored Travel

On occasion, students have the opportunity to participate in trips outside the identified school calendar year that have an apparent connection to the District but which in fact are not school-sponsored. Some examples are (1) travel with a club sport team, even though the club team may be coached by our high school coach; (2) a band traveling to an out-of-state band contest that is arranged by a booster club; and (3) a world languages language teacher taking students abroad during the summer.

These opportunities are often worthwhile and beneficial to students. The message we want to make clear, however, is that these opportunities are not school-sponsored activities. All arrangements for such trips, including costs, travel, supervision, and safety are the responsibility of the group or person making the trip available to students. Columbus Public Schools has no responsibility for such trips. Anyone who is uncertain as to whether or not a particular opportunity is school-sponsored should contact the superintendent, building principal or activities director.

Every effort should be made to restrict summer travel to in-state camps and competitions. Special circumstances may arise where an event or opportunity for students is not offered within the state for certain activities. Under these circumstances, travel should be limited to regional travel that would include states that border Nebraska (i.e. Kansas, Iowa, South Dakota, and Colorado.

VI-X Social Media

In an effort to better inform parents and the community, Columbus Public Schools will be using social media to share information. Social media includes, but is not limited to, Facebook, Twitter, blogging, and podcasting. When posting information on social networks sites (such as Facebook), the District will only post group photos/videos with no names of students being used. If a student's name is used, there will be no photo. Students will not be allowed to post on any social media pages from the district. Social media will be monitored by each building principal and be used only with their approval.

VI-Y Concussions

FACTS FOR STUDENTS & ATHLETES

What is a concussion?

A concussion is a brain injury that:

- is caused by a bump, blow, or jolt to the head or body.
- can change the way your brain normally works.
- can occur during practices or games in any sport or recreational activity.
- can happen even if you haven't been knocked out.
- can be serious even if you've just been "dinged" or "had your bell rung."

All concussions are serious. A concussion can affect your ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most people with a concussion get better, but it is important to give your brain time to heal.

What are the symptoms of a concussion?

You can't see a concussion, but you might notice one or more of the symptoms listed below or that you "don't feel right" soon after, a few days later, or even weeks after the injury.

- headache or "pressure" in head
- nausea or vomiting
- balance problems or dizziness
- double or blurry vision
- sensitivity to light or noise
- feeling sluggish, hazy, foggy, or groggy
- difficulty paying attention
- memory problems
- confusion

What should I do if I think I have a concussion?

- Tell your coaches and your parents. Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one of your teammates might have a concussion.
- Get a medical check-up. A doctor or other healthcare professional can tell if you have a concussion and when it is OK to return to play.
- Give yourself time to get better. If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeated concussions can increase the time it takes for you to recover and may cause more damage to your brain. It is important to rest and not return to play until you get the OK from your health care professional that you are symptom-free.

How can I prevent a concussion?

Every sport is different, but there are steps you can take to protect yourself.

- Use the proper sports equipment, including personal protective equipment. In order for equipment to protect you, it must be the following;
  - the right equipment for the game, position, or activity
  - worn correctly and the correct size and fit
  - used every time you play or practice
- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.

If you think you have a concussion:

Don't hide it. Report it. Take time to recover. It's better to miss one game than the whole season.

For more information and to order additional materials free-of-charge, visit: www.cdc.gov/Concussion.

U.S. Department of Health and Human Services Centers for Disease Control and Prevention

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FACTS FOR PARENTS

Parents, if your teen reports one or more symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

Signs Observed by Parents or Guardians	Symptoms Reported by Student
● appears dazed or stunned ● is confused about assignment or position ● forgets an instruction ● is unsure of game, score, or opponent ● moves clumsily ● answers questions slowly ● loses consciousness (even briefly) ● shows mood, behavior, or personality changes ● can't recall events prior to hit or fall ● can't recall events after hit or fall	● headache or "pressure" in head ● nausea or vomiting ● balance problems or dizziness ● double or blurry vision ● sensitivity to light or noise ● feeling sluggish, hazy, foggy, or groggy ● concentration or memory problems ● confusion ● just not "feeling right" or is "feeling down"

How can you help your teen prevent a concussion?

Every sport is different, but there are steps your teens can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coach's rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.

What should you do if you think your teen has a concussion?

1. Keep your teen out of play. If your teen has a concussion, her/his brain needs time to heal. Don't let your teen return to play the day of the injury and until a healthcare professional, experienced in evaluating for concussion, says your teen is symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first—usually within a short period of time (hours, days, or weeks)—can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage, and even death.
2. Seek medical attention right away. A health care professional experienced in evaluating for concussion will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.
3. Teach your teen that it's not smart to play with a concussion. Rest is key after a concussion. Sometimes athletes wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your teen convince you that s/he's "just fine."
4. Tell all of your teen's coaches and the student's school nurse about ANY concussion. Coaches, school nurses, and other school staff should know if your teen has ever had a concussion. Your teen may need to limit activities while s/he is recovering from a concussion. Things such as studying, driving, working on a computer, playing video games, or exercising may cause concussion symptoms to reappear or get worse. Talk to your health care professional, as well as your teen's coaches, school nurses, and teachers. If needed, they can help adjust your teen's school activities during her/his recovery.

If you think your teen has a concussion:
Don't assess it yourself. Take him/her out of play.
Seek the advice of a healthcare professional.

It's better to miss one game than the whole season.

For more information and to order additional materials free-of-charge, visit: www.cdc.gov/Concussion.

U.S. Department of Health and Human Services Centers For Disease Control And Prevention. June 2010

SECTION VII
COLUMBUS PUBLIC SCHOOLS HS STUDENT ACCEPTABLE USE AGREEMENT

VII-A Lost-Missing-Stolen Device

If a parent or student determines that the student's device is lost, missing or stolen, please follow the appropriate procedure below:

While at school: Call or report to the High School Office (402-563-7050) if the CHS Technology Associate is in the building, the call will be transferred to the Technology Office who will then notify the CHS administration and CPS Network Administrator.

If the CHS Technology Associate is not in the building, the information will then be shared directly to the administration, CPS Network Administrator, and CPS Technology Associate.

Outside the school day: Call the CPS Technology Hotline at 402-563-7069.

When calling in to report a lost or stolen device, please be prepared to provide the following information (If after hours, please leave the information on the answering machine):

- Student's name
- Person's name making report
- Location where computer was when it went missing
- Contact number to be called back

*Parents: If you believe the computer is stolen, please contact the Police Department's non-emergency number 402-564-3201 immediately.

If at any point the computer is located, please contact CPS Technology Hotline (402-563-7069) and report it as "FOUND."

VII-B Receiving and Returning your Device

1. Receiving Your Device

Parent/Guardian Orientation (Required for all new students)

All parents/guardians and their student are required to sign the Columbus Public Schools Acceptable Use Agreement (AUA) before a device can be issued to their student.

Returning Students to CHS

Returning students should bring their fully charged Chromebook to school on the first day of classes.

Device Distribution / Transfer and New Students to CHS

Students and parents must sign the Acceptable Use Agreement (AUA) in order for a student to use a CPS issued device.

2. Returning Your Device

End of Year

Graduating seniors will turn in their clean, undamaged device, charger, and case.

Failure to turn in a device will result in the student's being charged the full replacement costs.

At the discretion of the superintendent, the district may also file a report of stolen property with the Columbus Police Department for any device and/or issued peripherals which are not returned.

Transferring/Withdrawing Students

Students who transfer out of or withdraw from the Columbus Public Schools must turn in their device and all peripheral items to the High School Technology Office on their last day of attendance as part of the high school check-out procedure (Pink Form).

Failure to turn in the device will result in the parent/guardian's being charged the full replacement costs for the device and peripherals. Unpaid fines and fees of students leaving the Columbus Public Schools may be turned over to a collection agency.

At the discretion of the superintendent, the district may also file a report of stolen property with the Columbus Police Department within 48 hours of the student's verified final day of attendance.

3. Equipment Repair and Replacement protection plan

Columbus Public Schools highly recommends that families purchase the Damage Protection Plan prior to the deployment of the device to students. The cost is $25.00 annually for each device. Each claim covered by the protection plan will be assessed with the district covering 85% of the repair cost and the student/parent/guardian covering 15% of the repair cost, on a per incident basis.

If a student withdraws from Columbus High School and then re-enrolls later in the current school year, the coverage purchased at the student's initial registration will be reinstated.

Disclaimer: Recurring incidents of a similar nature that result in damage to the device will be reviewed and may not continue to be covered by the Damage Protection Plan.

4. Training

Students will receive regular training during the school year to address care and usage of the device as well as usage of Google Apps (Discoverer Accounts).

Regular digital citizenship training will also be provided to address respectful, responsible, and ethical use of the Internet and digital tools.

VII-C Taking Care of Your Device

1. Responsibility [See Section III-W Damage of School or Private Property]

Students are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken to the CHS Technology Office. If a loaner Chromebook is needed, one will be issued to the student if available.

- Use the CPS Technology Hotline to report a lost/stolen device: 402-563-7069.
- It is recommended that you keep your Chromebook clean.
    - Approved cleaning supplies and appropriate procedures are available in the high school media center.
- Keep food and drink away from your device while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the device.
- Never carry your device while the screen is open.
- Keep pets away from your device and peripherals.
- Student devices must remain free of any writing, drawing, and inappropriate stickers, or labels. See guidelines on "Personalizing the Device" on the next page.
- Devices will be examined for cleanliness and wear at the time of check in.
- It is recommended that your device be shut down when not in use to conserve battery life.
- Shoving your device into a locker or wedging it into a book bag may damage the screen. The device should always be placed in a bookbag or backpack that has a specific pouch designed to protect digital devices.
- Heavy objects should never be placed on top of your student device.
- Exposing your student device to extreme hot or cold temperatures or direct sunlight for extended periods of time may cause damage to the device.
    - DO NOT leave the device in a vehicle overnight or over prolonged periods of hot or cold temperatures.
    - We recommend that you bring your device to room temperature prior to turning it on.
- Leaving your device unattended or unsecured could result in damage or theft for which you will be liable.

2. Device Protection

Each student will provide his/her own bag for his/her device. It should be used whenever the device is being transported or not in use.

The CPS-issued hard shell plastic covers must be in place on a student device for the damage protection plan to be considered in force.

3. Carrying Your Device

Always transport your device with care and in a manner that protects the device from damage.

- Never lift or carry your device by the screen.
- Never carry your device with the screen open.

4. Screen Care

The device screen can be easily damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of the device when it is closed.
- Do not store a device with the screen open.
- Make sure there is nothing on the keyboard before closing the screen (e.g. pens, pencils, or disks).
- Clean the screen only with a soft, dry microfiber cloth or anti-static cloth.
    - Appropriate cleaning supplies are located at the IMC cleaning station.

VII-D Using Your Device

Students are expected to bring a fully charged device to school every day and bring their device to all classes unless specifically advised not to do so by their teacher.

1. Device Being Repaired

- A loaner device may be issued to students when they leave their school-issued device for repair.
- A student borrowing a device will be responsible for any damage to, or loss of, the loaned device.
- A device on loan to a student having his/her device repaired must be checked out and checked in daily at the technology counter located in the IMC. If student/parent agrees to assume responsibility for a second device, the student may take the loaner computer from the building. (A signed checkout document is required.)
- Students will be contacted when their device is ready for pick-up from the CHS Technology Office.
- During holiday or spring breaks, students may contact the high school main office to arrange for assistance regarding their device.

2. **Charging the Device**
   - The device should be brought to school each day with a full charge.
   - Students should charge their device at home every evening.
   - A complimentary charging station with power adapter is available to students in the High School IMC on a first-come-first-served basis.
   - Students may also charge their device before school in the cafeteria at the counter.

3. **Personalizing the Device**
   - Appropriate personalization will be permitted. Personalization of your device must adhere to the symbolic expression guideline as stated in Section I-J of the student handbook.
   - Students may add school appropriate music, photos, and videos to their device. Columbus Public Schools reserves the right to limit and/or deny access to any non-educational application or file found on the device.
   - Concerns regarding compliance with technology guidelines may result in spot checks of the device by teachers, administrators and/or technology support staff at any time.

4. **Sound**
   - Sound must be muted at all times unless permission is obtained from a teacher
   - Headphones/earbuds may be used at the discretion of the classroom teacher.

5. **Logging into the Device**
   - Students will log into their Chromebook using their school-issued student ID.
   - Students are not to share their account passwords with anyone other than their parent/guardian.
   - In the event of a compromised account, the Columbus Public Schools Technology Department reserves the right to disable a student's account.

6. **Using Your Device Outside of School**
   - Students are encouraged to use their device at home and other locations outside of school.
   - A WiFi Internet connection will be necessary for device use; however, some applications can be used while not connected to the Internet.
   - Students are bound by the Columbus Public Schools Use of Technology Policy, the Columbus High School. Student Handbook, and this Acceptable Use Agreement (AUA).

VII-E Operating System and Security

Students may not use or install any operating system on their device other than the current version of Chrome OS that is supported and managed by the district.

1. **No Expectation of Privacy**
   - Neither students nor their parents have any expectation of confidentiality or privacy with respect to any usage of a district device, regardless of whether that use is for District-related or personal purposes, other than as specifically provided by law. By using a District-provided device, students agree to such access, monitoring, and recording of their use.
   - The District may, without prior notice or consent, log into, supervise, access, view, monitor, and record use of the student device at any time for any reason. By using a District-provided device, students agree to such access, monitoring, and recording of their use.

2. **Monitoring Software**
   - Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the screens and activity on any student device. This software is designed to help students stay engaged and for teachers to provide guidance within the lessons. This software is not available outside of the classroom.

3. **Updates**
   - Updating the device Operating System will be handled by District Tech via our software management system. Updating of the device will be done at the district level.

4. **Virus Protection**
   - There is no need for additional virus protection on the current district device - Google Chromebook.

5. **Content Filter**
   - The District utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. When a student comes across a website that is blocked in school, it will most likely be blocked out of school.
   - If an educationally valuable site is blocked, students should contact the classroom teacher or media specialist who will, in turn, submit a Helpdesk ticket to request the site be unblocked.

6. **Inspection**
   - Students may be selected at random to provide their device for inspection. The purpose for inspection will be to check for proper care and maintenance as well as inappropriate content being carried into the school.

VII-F Software on Your Device

1. **Originally Installed Software**
   - Chromebook software is delivered via the Chrome management console and web store. These are web-based applications that do not require installation space on a hard drive. The software originally installed on the Chromebook must remain on the Chromebook in usable condition and be easily accessible at all times.
   - All Chromebooks are supplied with the latest version of Chrome (OS) and other applications useful in an educational environment. District Technology staff will periodically install updates when the computer is idle or restarted.

2. **Google Apps for Education (Discoverer Accounts)**
   - Chromebooks integrate with the Google Apps for Education suite of productivity and collaboration tools. This suite includes Google Docs (word processing), Sheets (spreadsheets), Slides (presentations), Drawings, Forms, Sites, Gmail, Groups and Blogger. All work is stored within Google Drive.
   - Google accounts not in our @discoverers.org domain will not be able to sign into the device. (Example gmail.com accounts)

VII-G Repairing or Replacing Your Device

Technical Support

All Chromebooks in need of repair must be brought to the Columbus High School Technology Office as soon as possible.

1. **Vendor Warranty**
   - The device includes a three-year hardware warranty from the vendor.
   - The vendor warrants the Chromebook from defects in materials and workmanship.
   - The limited warranty covers normal use, mechanical breakdown, and faulty construction. The vendor will provide normal replacement parts necessary to repair the device or, if required, a device replacement.
   - The vendor warranty does not warrant against damage caused by misuse, abuse, or accidents.
   - All repair or warranty work must be performed through the CHS Technology Office.
     - Estimated Costs (See Appendix A)

2. **Accidental Damage Protection**
   - Columbus Public Schools strongly encourages families to purchase the damage protection plan prior to the deployment of the device to your child. The cost is $25.00 annually for each student device. Each claim covered by the protection plan will be assessed on a per incident basis during the current school year at a rate of 85% liability to the district and 15% liability to the student.
   - The Columbus Public Schools will require that a police report be submitted in cases of theft. Fraudulent reporting of theft will be turned over to the police for prosecution. A student making a false report will also be subject to disciplinary action as outlined in the Columbus High School Student Handbook.
   - Columbus Public Schools will assess device damage and repair or replace the device if the damage is determined to be accidental and within the protection guidelines. The damage protection plan does not cover for loss of the device and/or its accessories or damages caused by misuse and abuse.
   - Due to the changing of prices for parts for repairs, a parent may request a written estimate prior to the device being fixed.
   - **Parents/Students will be charged for the full replacement cost of a device that has been damaged due to misuse or abuse as determined by the certified technicians.**
3. **Chromebook Technical Support**
   - The CHS Technology Office will be the first point of contact for repair/troubleshooting of the device.
   - Services provided include:
     - password recovery
     - user account support
     - coordination of warranty repair
     - distribution of replacement device
     - hardware maintenance and repair
     - restoring the device to factory default
     - OS updates

VII-H Safe and Acceptable Use of Your Device

1. Appropriate Uses and Digital Citizenship

- School-issued devices should be used for educational purposes, and students are to adhere to this Acceptable Use Agreement (AUA) and all of its corresponding administrative procedures at all times.
- Students may be required to annually pass Digital Literacy curriculum. Violations of the Acceptable Use Agreement (AUA) may result in Internet use privileges being revoked or restricted until the student recertifies through the digital literacy.
- While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following guidelines:
    - **Respect yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
    - **Protect yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
    - **Respect others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites; I will not visit sites that are degrading to others, pornographic, racist, or inappropriate.
    - **Protect others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
    - **Respect intellectual property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
    - **Protect intellectual property.** I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

2. Columbus Public Schools Internet Use, Safety, and Computer Use Policy

- Columbus Public Schools Internet Access is to be used only for classroom related activities. This policy applies when using either school equipment or personal equipment on the district network.
- The administration reserves the right to refuse access to the Internet by Columbus Public Schools to anyone when it deems it necessary in the public interest.
- The school district's Internet access and all school-issued technology are considered "school grounds" under the Nebraska Student Discipline Act and all other provisions of state and federal law.

3. Compliance with the Law and Use of Computers / Internet [See Section III-K Academic Dishonesty (Cheating)]

- Students using the Internet will follow all laws, policies, and rules governing computers. This includes (but is not limited to) copyright laws, software publisher's rights, license agreements, acts of terrorism, assault, threats, and expectations for student and parent privacy.
- Students at Columbus Public Schools shall receive instruction in Internet safety. This curriculum will include material related to appropriate access to the Internet by minors, appropriate use of social networking sites, cyber-bullying, and other topics as are relevant in encouraging digital citizenship.
- A copy of the scope and sequence or other outline of the Internet Safety Curriculum may be found in the district Curriculum Office and each school media center.

4. Access to the Internet by Minors (individuals under the age of 18) or Adults (or individuals over the age of 18) [See Section III-V Computers / Technology Integration & Internet Use]

- Minors or adults shall:
    - not access or transmit materials that is considered obscene, pornography, harmful to minors, or otherwise inappropriate for education and/or may be considered illegal activity.
    - not use Columbus Public Schools technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network system's security.
    - not engage in any illegal activities on the Internet.
    - only use electronic mail, chat rooms, social networking sites, and other forms of direct electronic communications for the purposes related to education within the context of a Columbus Public Schools-related assignment or activity.
    - not attempt to override or bypass any protection measure that has been put in place by Columbus Public Schools to block and/or filter access to Internet sites that are not in accordance with policies of Columbus Public Schools.
    - not disclose personal identification information on the Internet.

5. **Policy Violations** [See Section III-V Computers / Technology Integration & Internet Use]
   - Any violation of this policy may result in the loss of access to the Internet by the student/adult involved. Additional disciplinary action may be determined in accordance with existing policies of the Columbus Public Schools, including applicable state and federal laws.
   - Details and definitions of the full Columbus Public Schools Acceptable Use Policy 504.09 & 606.06 can be reviewed at any media center in the Columbus Public Schools or online at http://columbuspublicschools.org.
   - Students shall be granted permission to access the Internet under the direction of a teacher upon proof of completion of the digital literacy curriculum from an administrator or media specialist.

6. **Acceptable Use** [See Section III-V Computers / Technology Integration & Internet Use]
   - We believe that access to the Internet is an important educational resource for our students.
   - We understand that although there are many valuable educational resources available, there are also unacceptable and offensive materials available on the Internet.
   - We require efficient, ethical, courteous and legal utilization of the equipment, computers, and network resources.
     - As a safety precaution, full names or addresses are not to be revealed online.
     - Computer and network resources have been provided for educational purposes; game playing and commercial uses are prohibited.
     - Sharing of individual accounts is prohibited.
     - Electronic mail (email) and other computer use or storage is not guaranteed to be private or confidential. Network or other computer use or storage areas are and will be treated as school property.
     - Computers, files, and communications may be accessed and reviewed by district personnel and may be accessed by other computer users.
     - Chain letters and inter-relay chat are misuses of the system.
     - Vandalism or "hacking" of any kind is prohibited.
     - The security of the system and the rights of other users are to be respected at all times.
   - Students or staff knowingly violating the terms of the agreement will be dealt with according to the discipline policies of the individual school building and Columbus Public Schools and/or civil authorities.
     - Such activities may result in termination of their account/access and/or expulsion from school and/or legal prosecution.
   - Any problems which arise from the use of an account are the liability or responsibility of the user. By using the computers or network system, participants agree to indemnify and hold Columbus Public Schools harmless from any claims or damages arising from such use. Columbus Public School District makes no warranties for the information or the services provided.

7. **Privacy and Safety** [See Section III-V Computers / Technology Integration & Internet Use]
   - Do not go into any chat rooms or discussion pages other than those set up by your teacher or mandated in other distance education courses.
   - Do not open, use, or change computer files that do not belong to you.
   - Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords, or passwords of other people.
   - Remember that network storage is not guaranteed to be private or confidential. District administration reserves the right to inspect your files at any time and will take the necessary steps if files are in violation of the district's Acceptable Use Policy.
   - If you inadvertently access a website that contains obscene, pornographic, or otherwise offensive material, notify a teacher, administrator and/or tech support staff immediately so that such sites can be blocked from further access.

8. **Legal Propriety** [See Section III-K Academic Dishonesty (Cheating)]
   - All students and staff must comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask the Media Specialist or the Executive Director of Technology & Operations if you are in compliance with the law.
   - Plagiarism is a violation of the Columbus High School code of conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

9. **Email** [See Section III-V Computers / Technology Integration & Internet Use]
   - Students' email access will be through a Google Gmail system managed by the Columbus Public Schools. This email system is monitored by the Columbus Public Schools Technology Department, and all messages sent or received through this system are archived and subject to filtering of inappropriate content.
   - Always use appropriate language.
   - Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
   - Do not send mass emails, chain letters, or spam.
   - No private chatting during class is allowed without permission.
   - Email is subject to inspection at any time by school administration, parent/guardian or designee.

10. **Discipline Consequences** [See Section III-V Computers / Technology Integration & Internet Use]
    - The student whose name, system account and/or computer hardware is issued will be responsible at all times for its appropriate use. Non-compliance with the policies of the CHS Student Handbook or the Columbus Public School's Acceptable Use Policy will result in disciplinary action as outlined by the student code of conduct and/or other school policies for the user unless there is proof that another is responsible.
    - Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by the Columbus Public Schools Technology Department to ensure appropriate use. The Columbus Public Schools cooperates fully with local, state, and federal officials in any investigation concerning or relating to violations of computer crime laws.
    - As a response to chronic absenteeism or truancy (5 or more documented/consecutive days of truancy), the parent will be contacted to return the device to the principal's office. The student will be converted to daily check-out/check-in status through the remainder of the semester. If the student demonstrates improved and acceptable attendance through the remainder of the semester, the student's computer take-home status will be restored.

Appendix A CPS Chromebook Acceptable Use Agreement

The Columbus Public Schools Student Acceptable Use Agreement (AUA) is for your review. Your signature on this document states that you have read, understand, and agree to abide by the compliance requirements of Columbus Public Schools regarding the use of computers and the Internet in the Columbus Public Schools. Your signature also states that you authorize Columbus Public Schools to create and utilize "cloud services" accounts that will be under the control of Columbus Public Schools but which reside elsewhere on the Internet. (Certain cloud services require parental permission for students regardless of the level of control over the account granted to CPS.)

Additionally, as part of the digital literacy/Chromebook initiative at Columbus High School, the Columbus Public Schools is highly recommending the purchase of a Damage Protection Plan prior to the check-out of the Chromebook to your child. Columbus Public Schools will assess the Chromebook damage and repair or replace the device if the damage is determined to be accidental and within the protection plan guidelines.

This damage protection plan does not cover for loss of the Chromebook and/or its accessories or damages caused by intentional misuse and abuse. Under this agreement, the Chromebook is protected to 85% of incurred cost from accidental damage. The Columbus Public Schools will require that a police report be submitted in cases of theft. Fraudulent reporting of theft will be turned over to the police for prosecution. A student making a false report will also be subject to disciplinary action as outlined in the Columbus High School Student Handbook.

Parents/Students will be charged for damage due to intentional misuse or abuse at current replacement cost of the device coverage.

Acceptance of Liability
* Please INITIAL ONE of the options below.

_____ PLAN #1: Purchase Damage Protection Plan

My student and I accept and will abide by the Columbus High School Chromebook Acceptable Use Agreement and I am purchasing the damage protection plan through Columbus Public Schools in the amount of $25. (Cash or check made payable to Columbus Public Schools)

_____ PLAN #2: Reject Damage Protection Plan

My student and I accept and will abide by the Columbus High School Chromebook Acceptable Use Agreement and I am NOT purchasing the damage protection plan through Columbus Public Schools and I will assume responsibility for 100% of the cost of any repairs or replacement cost.

This form is an example copy of the actual Acceptable Use Agreement form which must be on file

_____

Print Full Student Name Here **Student ID Number**

Grade

_____

Student Signature

Date

_____

Parent/Guardian Signature (REQUIRED)

Date

Appendix B: General Illness Supplement

The following rules and expectations will be effective during the 2022-2023 school year. These rules and expectations are intended to ensure the health and safety of all students, staff members, and the overall community. Because of the fluid nature of viruses and other forms of illness, these rules and expectations are subject to change at any time. The District will send parents and students written notification of any such changes. It is each family's responsibility to monitor for, understand, and adhere to any such changes, including those changes implemented on short notice. If a parent or student ever has any questions about the interpretation or implementation of these rules and expectations, the parent or student should promptly contact their building administrator.

1. **Symptoms of Illness.** A student who experiences, or has experienced symptoms of a form of illness needs to be cautious of their health for their safety and others around them. For the benefit of all students, any student who experiences more than minor symptoms should stay home until they feel better. If a student displays more than minor symptoms while at school, the student may be sent home and it is the parent's responsibility to promptly retrieve the student from school. Students who miss school due to illness will generally not be counted as an unexcused absence, though the administration reserves the right to deem an absence as unexcused if the administration determines that a student has not been honest.

2. **Preventing Exposure.** In addition to a student staying home when they feel sick, each student is responsible for taking reasonable efforts to prevent the spread of illness. These efforts include, but are not limited to, washing hands, avoiding the sharing of food or drinks, avoiding others who are sick, practicing good hygiene, and the like. Although the District is not responsible in any way for a student becoming ill, and each parent and student assume the risk of illness every day by attending school, the District strongly encourages students and parents to proactively prevent exposure and the spread of any illness in school.

3. **Make Up Work.** A student who does not attend school due to illness must coordinate with their teacher(s) on any makeup work or missed assignments. Ordinarily, students will not be penalized academically if they miss school because they are legitimately sick. However, the student is ultimately responsible for communicating and following-up with their teacher(s) to make up any missed work and/or prevent receiving any penalties for missed work. Finally, the District does not offer remote learning when a student is unable to attend school in-person.

4. **Activities.** A student will not be permitted to participate in activities if the student has been sick on the day of the activity or if the administration determines that the student has symptoms of being sick.

5. **Failure to be Honest.** These rules and expectations are designed and will be implemented to ensure, to the extent practicable, the health and safety of all students and staff. The District will endeavor to balance the need to ensure the health and safety of school premises, while not intruding on a family's confidential medical information. With that in mind, students and families are expected to be honest with the District regarding a student's illness or symptoms. In any circumstance, if the District determines that a parent or student has not been honest or forthright with information or facts provided (or not provided) to the District about a student's potential illness or symptoms, the District may exclude a student for a longer period of time (for health and safety reasons) or may impose disciplinary consequences.

6. **Other Health and Safety Rules.** At any time, a staff member may impose or require a student to undertake other health and safety requirements (such as frequent hand washing, maintaining social distancing, and the like). A student must follow such health and safety requirements or face discipline, like any other rule issued by a staff member.

7. **Assumption of the Risks.** During a general pandemic, the District has endeavored to reopen schools for the benefit of student learning and development. However, there is no guarantee that the school environment will be completely safe and free from a pandemic-related illness or other related risks and hazards. Any parent who is uncomfortable with the risks associated with sending their student to school must promptly contact a building administrator to discuss alternative educational options. A parent who elects to send their student back to school does so understanding, assuming, and accepting the associated health and safety risks, including the possibility that the student may be exposed to and/or contract a pandemic-related illness.

Appendix C: 2022-2023 Academic School Year

LIABILITY WAIVER AND HOLD HARMLESS AGREEMENT

Columbus Public Schools highly recommends, but will not require, that students wear a facemask while on District property during the 202-2023 school year.

As part of the receipt of this handbook, I acknowledge and am fully aware of the risks and dangers of not wearing a facemask, including the possible contraction of COVID-19 or variant, and the associated serious side effects. In consideration of my child/children not wearing a facemask on School District property or facility during the 2022-2023 school year, and for other good and valuable consideration, on behalf of myself, my child/children and all other family members, do hereby agree to indemnify and hold harmless and do hereby release, acquit, and forever discharge the School District and all of its officers, employees, agents and assigns, from any and all claims, actions, or causes of action which I or my child/children now have, or which may hereafter accrue, whether for personal injury, whether known or unknown, arising out of or in any way resulting from my and/or my child's/children's usage of any School District property or facility during the 2022-2023 school year.

2022-23 CHS Handbook Changes Outline

Title IX

In reference to CPS Board Policy 103.00 and Title IX (20 U.S.C. 1681) and 34 CF.R. part 106, it is the policy of the school district that no person sall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject ot discrimination under any of the school district's programs or activities. If a formal complaint is deemed necessary, the complainant may be filed with the Title IX Coordinator or the Assistant Secretary for Civil Rights of the United States Department of Education in person, by mail, or by electronic mail by using the contact information listed on the CPS district website. The District will follow the strict procedures and guidelines outlined for the formal complaint, response to sexual harassment, and grievance process found in CPS Board Policy 103.00.

III-B Non-Instructional Areas

Students are only to be in non-instructional areas (such as hallways, restrooms, locker rooms, cafeteria, commons, school grounds) when authorized. Students are to conduct themselves in a proper and prudent manner and should always clean up after themselves by disposing litter in trash containers. Gyms, restrooms, stairwells, and other un-supervised areas are not authorized areas to congregate before, during, or after school. Students found congregating in non-instructional areas may trigger more restrictions to be put into place such as, but not limited to, increased staff supervision, limitations of privileges, or disciplinary consequences.

III-K Academic Dishonesty (Cheating)

Students caught cheating/plagiarizing on major assignments such as tests, quizzes or performance assessments will be reported to the office. The parents will be notified by the classroom teacher. The student will have the option to redo the work or retake the assignment/assessment to demonstrate proficiency of the skill or content knowledge for full credit. Administrative consequences will be assigned based on frequency and severity of the behavior. Students found giving assignments/assessments to other students will be assigned disciplinary consequences but may not be required to make up the work.

III-O Harassment/Bullying/Intimidation

Harassment of students, staff or visitors by CHS students or staff will not be tolerated. This policy is in effect while students or staff are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

Harassment may be reported by anybody including students, parents, teachers, the student nurse, or other staff. Teachers, counselors and administrators will be involved in the investigation of incidents of harassment.

Definition: Harassment as set forth above may include, but is not limited to, the following:

- verbal, physical, written harassment, texted or posted abuse

▪ repeated remarks of a demeaning or slanderous nature, obscene language towards an individual or group of individuals, and language derogatory of race, creed, sexual orientation, national origin, or handicapping condition

III-P Inappropriate Behavior

Inappropriate behavior in regards to public indecency and indecent exposure will be defined to coincide with Neb. Rev. Stat. § 79-267 (7) and Columbus High School expectations.

1) Students engaging in sexual conduct, even if consensual, on school grounds or at a school function or event

2) Sexual assault or attempting to sexually assault any person on school grounds or at a school function or event

3) Students touching or exposing themselves inappropriately to draw attention to a private area

Consequence: Restriction of privileges, schedule change, activities suspension/expulsion (where appropriate), ISS, OSS, alternative placement and/or expulsion. Students may also face a citation for indecent exposure.

[Columbus City Ordinance 130.091 Indecent Exposure].

III-V Computers / Technology Integration & Internet Use

The district will also utilize ClassLink as a single sign-on platform that will allow students and staff to use one username and password to access many but not all of the online resources already being used in the classroom at Columbus Public Schools. ClassLink is compliant with the regulations put forth by the Children's Online Privacy Protection Act (COPPA). ClassLink maintains and protects only that information which enables users to operate ClassLink services. ClassLink also adheres to the data protection protocols set forth in FERPA.

Parent(s)/Guardian(s) understand and have read the privacy policies associated with the use of ClassLink (https://www.classlink.com/company/privacy#usa).

III-Yb Alcohol and Drugs

Columbus High School has a responsibility for providing a safe and secure educational environment for its students and staff. Misuse of alcohol or drugs is a danger to the health and well being of the members of the school community. The school strives to work with parents to create a helpful, caring environment where learning can occur. Although parents have the ultimate, primary responsibility for their children's health, the school's responsibility is to maintain a drug-free educational environment.

Columbus High School prohibits the possession of alcohol or drugs and drug paraphernalia. This includes: distribution, dispensing, manufacturing, possessing, using or being under the influence of alcohol or drugs, "look alike" substances with the intent or effect of being under the influence, or federally banned substances by students while on school grounds, during school hours or school-sponsored events. "Under the influence" or any level of impairment includes even the odor of alcohol or drugs on the breath or person. Items and products covered in this policy will be confiscated from the student and turned over to the School Resource Officer or other investigating law enforcement officials.

A student may reduce the length of the suspension by completing a drug/alcohol evaluation by a professional substance abuse counselor with pertinent information provided to the school accompanied by specific recommendations for the student. The evaluation/counseling session shall be at the expense of the parent/guardian and must be completed within the time limits set by the school administration. Should the student, at any time during the remainder of his/her attendance, fail to comply with any of the given recommendations, the original suspension can be imposed. Students with multiple offenses of possessing, using, manufacturing or distributing drugs, alcohol, or inhalent devices may not have the opportunity to reduce their suspension. [CPS Board Policy 504.14]

III-Zb Threatening Statements/Behaviors Concerning Student/Building Safety

When a threatening statement or behavior concerning student/building safety is received, these steps will be followed:

III-Zd Firearms, Weapons, Explosives, and Material that Can be Ignited

Firearms, weapons, explosives, and material that can be ignited (e.g. fireworks) are prohibited on school property, or at school-sponsored events, unless authorized by the proper school authorities. A student shall not knowingly possess, handle, or transmit any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or dangerous object, including, but not limited to, a knife, blade, a starter gun, paintball gun, Airsoft gun, stun gun, taser, or pellet gun or bringing or possessing any explosive device, including fireworks. A student in possession of a firearm may be expelled from school for a period up to one calendar year, as stated in Neb. Rev. Stat. § 79-263. Students found possessing, handling, or transmitting any object listed above will be subject to the CHS Student Handbook Policy III-Zb Threatening Statement/Behavior Concerning Student/Building Safety may be required to obtain a threat assessment prior to returning to an educational placement assigned by the administration. Legal Reference: Neb. Rev. Stat. §§ 79-263, 79-267

IV-G Makeup Work - Approved Absence

Students are responsible for making up all work missed because of allowable absences. ~~Students will be allowed two (2) days for every day missed to make up missed work.~~ Students will be allowed the number of days absent plus one (1) additional day to make up for missed work. Special arrangements can be made with individual teachers for unusual circumstances. If a student misses more than ten (10) consecutive days, a meeting will be scheduled with their school counselor and/or administrator to create a plan for making up work. Special arrangements can be made with individual teachers for unusual circumstances. Students on suspension are expected to have work completed upon their return to class. If students are absent for more than one day due to illness, parents may request prior to 10 a.m. to pick up assignments after 4:00 p.m.

Students whose absences are approved shall make up the work missed and receive full credit for the missed school work, within the guidelines set forth above. It shall be the responsibility of the student to initiate a meeting with teachers to establish a plan to handle work missed during approved absences. Student makeup work that falls after the end of the grading period or semester will then be referred to the incomplete grading policy.

VI-F Grade Classification/Grades/Records

Students wanting to participate in NSAA sanctioned, varsity activities must earn a minimum of 20 credits to be eligible to participate in the next semester's activities. Students may be allowed to participate in non-varsity level activities and will be handled on a case by case basis based on their current semester academic standing.

Accidental Damage Protection

- Due to the changing of prices for parts for repairs, a parent may request a written estimate prior to the device being fixed.

Acceptance of Liability

* Please INITIAL ONE of the options below.

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My student and I accept and will abide by the Columbus High School Chromebook Acceptable Use Agreement and I
am purchasing the damage protection plan through Columbus Public Schools in the amount of $25. (Cash or check made payable to Columbus Public Schools)

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Appendix B: General Illness Supplement

The following rules and expectations will be effective during the 2022-2023 school year. These rules and expectations are intended to ensure the health and safety of all students, staff members, and the overall community. Because of the fluid nature of viruses and other forms of illness, these rules and expectations are subject to change at any time. The District will send parents and students written notification of any such changes. It is each family's responsibility to monitor for, understand, and adhere to any such changes, including those changes implemented on short notice. If a parent or student ever has any questions about the interpretation or implementation of these rules and expectations, the parent or student should promptly contact their building administrator.

1. **Symptoms of Illness.** A student who experiences, or has experienced symptoms of a form of illness needs to be cautious of their health for their safety and others around them. For the benefit of all students, any student who experiences more than minor symptoms should stay home until they feel better. If a student displays more than minor symptoms while at school, the student may be sent home and it is the parent's responsibility to promptly retrieve the student from school.

Columbus High School

Athletics and Activity Guidelines

2022-2023 Student-Parent Handbook

CHS Athletics and Activities Department

Mr. Tim Kwapnioski	Director of Athletics and Activities
Mr. Austin Carmichael	Assitant Activities Director

CHS Administration

Mr. David Hiebner	Principal
Ms. Molly Hornbeck	Assistant Principal
Ms. Angela Leifeld	Assistant Principal
Mr. Michael Ziola	Assistant Principal

The student athletics and activities handbook has been written to assist our students to become productive members of Columbus High School athletics and activities. In preparing for various roles at Columbus High School, you must be conscious of your rights and be committed to your duties. Protect these rights by being a responsible member of your school community.

Your coaches, teachers, and principals are available to assist you in understanding the important things written in this handbook. Ask them questions if you do not understand the meaning of anything in this handbook.

Disclaimer Notice

The CHS athletics and activities student handbook does not form a contract, and the school reserves the right to interpret and modify the rules listed within the book. Levels of consequences listed or identified in the handbook are consistent with typical school practices; however, the administration reserves the right to assign more serious consequences based upon the frequency and/or severity of the infraction.

Notification of Nondiscrimination

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all professional organizations holding collective bargaining or professional agreements with Columbus Public School District #1 are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Columbus Public School District #1's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact the Superintendent of Schools, Columbus Public Schools, 2508 27th Street, Columbus, NE 68601, telephone number 402/563-7000. The Superintendent has been designated by Columbus Public School District #1's Board of Education to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, or Section 504. Any person may also contact the Assistant Secretary for Civil Rights, US Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.

Notification of Sexual Discrimination

It is the policy of the Columbus Public School District to comply in spirit as well as in fact with the regulations implementing Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits sex discrimination in federally assisted education programs. Specifically, Title IX states: "No person in the United States shall, on the basis of sex, be subjected to discrimination under any education program or activity receiving federal financial assistance..."
Any student who has a grievance should complete a grievance form and forward it to the Superintendent. Forms are available in all school offices.

Notification of American Disabilities Act

If you have any special needs requests that will assist you in participating in programs, services, or activities of the Columbus Public Schools, please contact the Superintendent of Schools.

Title IX

In reference to CPS Board Policy 103.00 and Title IX (20 U.S.C. 1681) and 34 CF.R. part 106, it is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. If a formal complaint is deemed necessary, the complainant may be filed with the Title IX Coordinator or the Assistant Secretary for Civil Rights of the United States Department of Education in person, by mail, or by electronic mail by using the contact information listed on the CPS district website. The District will follow the strict procedures and guidelines outlined for the formal complaint, response to sexual harassment, and grievance process found in CPS Board Policy 103.00.

Mission Statement of Columbus Public Schools

"Engaging All Learners to Achieve Success"

Section 1 Extracurricular Activity Philosophy and Requirements

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities from which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provides experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge; skill and emotional patterns that they possess, thereby making them better individuals and citizens.

<u>Safety</u>

The District's philosophy is to maintain an activities program, which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis, or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility. Columbus Public Schools does not provide health insurance to activity participants. Costs relating to injuries sustained during activity participation are the responsibility of the parent/guardian.

Requirements

All students participating in activities are required to purchase a C-Stamp at a cost of $35.00. A C-Stamp will serve as an admission pass to all home activities not including GNAC and NSAA sponsored events. Students participating in NSAA sponsored activities are also required to complete the following forms: Random Drug Testing, Emergency Contact Information, NSAA Student and Parent Consent Form, Columbus High School Student and Parent Approval Form, and the Sports Physical Form approved by a physician.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. It shall be the right of Columbus Public Schools to establish rules of conduct for participation in activities. Students who participate in extracurricular activities shall be held to a higher standard of conduct than those who choose not to participate. Furthermore, it shall be the right of Columbus Public Schools to impose sanctions for violations of those standards if the administration determines to its satisfaction that a violation has occurred.

Participation in school-sponsored activities is a privilege and not a right. Students participating in Columbus High School Activities must be in "good standing" with school regulations, including grades, attendance, and discipline and will be held responsible for knowing and abiding by all activity regulations which are listed in this handbook.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures, and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: All Sports, Cheerleading, Dance Team, Yearbook, Art Club, Band Ensembles, C-Club, Destination Imagination, Key Club, Forensics, German Club, Improv, Intramurals, Mock Trial, NHS, Newspaper, Quiz Bowl, CHS 101, Robotics, SkillsUSA, FBLA, HOSA, Student Council, Theatre Productions, Vocal Ensembles, and other school-sponsored organizations and activities. The Code of Conduct also applies to participation in school-sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time, *during the school year.* Extracurricular activity participants are held to a higher standard of conduct during their high school careers.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and/or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is In-School Suspended during the day of a competition shall not be permitted to compete in the scheduled contest but will be expected to practice. A student who is suspended (out of school - OSS) or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. **Activity policy consequences are determined by the frequency and severity of the infraction.**
Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to

extracurricular activity participation:

1. Acts that result in the assignment of "extended" In-School (ISS) or Out-of-School Suspension (OSS). "Extended" means three or more.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment, or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, fraud, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat that causes or may be expected to cause disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing, or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or the dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. **(Note: Refer to "Section 3 – Drug, Alcohol, and Tobacco Violations" for further information).**
8. Public indecency, with regard to high school-age students, as defined in § 79-267 (7).
9. Engaging in sexual conduct, even if consensual, on school grounds, in a school vehicle, or at a school function or event. Sexual Assault or attempting to sexually assault any person.
10. Engaging in any activity forbidden by law, which constitutes a danger to other students, interferes with school purposes or an extracurricular activity or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that

which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.

13. Students found to have participated in intentional littering, marking/tagging, damaging, or defacing of the property of another school in a manner that draws an association with Columbus High School will be subject to disciplinary procedures including, but not limited to, restitution, suspension from school activities, loss of open lunch privilege and/or suspension from school.
14. Willfully violating the behavioral expectations for those students riding Columbus Public Schools buses or vehicles used for activity purposes.
15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.

    Refer to Coach Playing Time Policy / NSAA policy manual
16. Failure to participate in the full day of classes on the day of an activity. An unexcused absence on a Friday prior to Saturday participation may result in the student not participating in the activity. Also, failure to report on time for classes on the day following an activity. Extenuating circumstances must be approved by the administration.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation. **Refer to Coach Playing Time Policy**
19. Hazing, defined as "an abusive, often humiliating form of initiation into or affiliation with a group, including; any willful action taken or situation created which recklessly or intentionally endangers the mental or physical health of another." **(CHS Student Handbook, Section III-Oa)**
20. Harassment/Bullying/Intimidation, defined as repeated remarks of a demeaning or slanderous nature, obscene language towards an individual or group of individuals, and language derogatory of race, creed, sexual orientation, national origin, or handicapping condition. **(CHS Student Handbook, Section III-O**
21. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

    Game Ejections will be considered cumulative offenses at Columbus High. The first game ejection will result in a Level I offense, the second will be considered Level II.
21. The administration reserves the right to assign more serious consequences based upon the frequency and/or severity of the infraction.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Consequences for student misconduct: Activity policy consequences are determined by the frequency and severity of the infraction.

Students charged with a violation of any items of this policy (with the exception of drug/alcohol or tobacco violations, which are detailed in the next section) will receive a consequence upon investigation by the Columbus High School Administration and after a determination that a violation has in fact occurred and due process has taken place. The consequence for committing any of the offenses listed above shall include, but will not be limited to:

> **Level I Consequence:** Shall mean the student will be suspended from any participation in, or attendance at, all activities for up to but not limited to **10** activity days and at a minimum of one event date. The student will be expected to continue to practice with the team/activity but will sit out public contests/performances. The administration reserves the right to advance to a higher-level consequence based on the severity of the action.
> **Level II Consequence:** Shall mean the student will be suspended from any participation in, or attendance at, all activities (practice will be addressed) for up to but not limited to **45** activity days and at a minimum of two event dates.
> **Level III Consequence:** Shall mean the student will be suspended from **all** participation in, or attendance at, **all** activities (practice included) for up to but not limited to **90** activity days and at a minimum of four event dates.
> **Level IV Consequence:** Shall mean the student will be suspended from **all** participation in, or attendance at, **all** activities (practice included) for up to but not limited to **180** activity days.

In matters involving the levels of consequences for infractions in the Columbus High School regulations governing student conduct for participation in sponsored school activities, the due process (CPS BOE Policy 504.1) procedures shall be the same.

Levels of consequences listed or identified in this handbook are consistent with typical school practices; however, the administration reserves the right to assign a more serious consequence based upon the frequency and/or severity of the infraction. Violations of the Columbus High School Student Activity Code of Conduct are to be considered "cumulative" for a student's entire career at CHS. Repeated violations will result in an advanced consequence. **(Repeated violations are**

those that occur within the same violation category.) Students demonstrating a trend of multiple infractions may face more severe consequences.

Section 3 Drug, Alcohol, and Tobacco Violations

A. Drugs and Alcohol

All violations of the Columbus High School Extracurricular Activity Code of Conduct (Sections Two and Three) will be cumulative over a student's entire high school career. Activity consequences for alcohol, drug, tobacco, or "look alike" violations are determined in accordance with the activity discipline policy and regulations established by the administration; the consequences include activity suspensions. **The drug and alcohol policy is enforced year-round.**

See Section 15 for the Columbus Public Schools policy 504.50 on Random Drug Testing.

Any student involved in extracurricular school activities is subject to consequences if, following an investigation, the administration determines that:

A. The student is found to have been involved in either selling, using, possessing, manufacturing, or dispensing alcohol, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, manufacturing, or the dispensing of an imitation controlled substance as defined in § 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. This includes federally banned substances or "look alike" substances.

B. The student was present where alcohol, narcotics, drugs, a controlled substance, or an inhalant were being used wherein the student had **access** to the items; or,

C. The student admits to a violation as defined above; or,

D. The student is cited, charged, or convicted with any controlled substance or alcohol-related criminal offense.

First Violation of Drugs/Alcohol: Students determined to have committed a first violation shall be suspended up to but not limited to one-third of the scheduled Columbus High School varsity competitions/performances of that given student's activities season(s), and all lower levels games during the interim. If a student self-reports to a sponsor/coach or administrator within 72 hours following the incident, they shall be suspended for up to but not limited to one-fourth of the scheduled Columbus High School varsity competitions/performances of that given student's activities season(s), and all lower levels games during the interim. The student is also prohibited from participating in all activities with the team including but not limited to pep rallies, traveling with the team, and community service

performances that occur within this time frame. Student athletes will be expected to participate in practices and/or classes within the school day.

Second Violation of Drugs/Alcohol: Students determined to have committed a second violation at any time during their high school career may face penalties up to but not limited to expulsion from participation in all activities for one calendar year. If the student self-reports, the suspension is for nine months.

Reinstatement after Second Violation of Drug/Alcohol Policy:
Should it be determined that a student has committed a second violation during their high school eligibility; he or she may apply for reinstatement in activity participation under the following conditions:

1 – The student will undergo a formal drug/alcohol evaluation at his or her own expense. The results of this evaluation will be shared with the school administration and the recommendation(s) made by the evaluation must be followed for reinstatement to stand.

2 – The student will complete a community service project, including approximately 40 hours of service work, to be agreed upon by the school administration and the student. All expenses incurred for the completion of the community service project are to be the responsibility of the student. The student must complete the community service project prior to being reinstated.

Students being reinstated will be suspended up to but not limited to 1/3 of the current/next activity season.

Third Violation of Drugs/Alcohol: Students determined to have committed a third drug/alcohol violation at any time during their high school career shall be expelled from participation in all activities for the remainder of their high school careers.

Due Process: (CPS BOE Policy 504.1) A student accused of a violation shall have due process rights consisting of the right to know the nature of the alleged violation, the right to tell his/her version of events, and the right to have others comment on his/her behalf. You have the right to appeal the Director of Athletics and Activities decision provided the appeal is made to the high school principal within 7 days of notification of suspension. This decision may be appealed to the superintendent provided the appeal is made within 7 days of notification from the high school administration. The superintendent's decision is final.

Note: For calculation purposes, the contests/performances are the dates of the event. Contests/performances that are composed of multiple competitions on one day will be computed as one event date. If contests/performances are canceled, suspension dates will be applied toward future contests/performances. Violations will carry a minimum of a 1-performance suspension. Suspensions are calculated according to the varsity schedule, students will not be eligible for lower-level competition until

the suspension period has expired. Students participating in freshman-only activities will have suspensions calculated based upon the freshman schedule.

B. Tobacco/Inhalant Products

Tobacco, and/or e-cigarette violations are enforced in accordance with the NSAA activity calendar. Students determined to have possessed, used, distributed, or sold tobacco, "look alikes" or inhalant products shall receive the following consequences:

First Violation of Tobacco: Level I Consequence: Shall mean the student will be suspended from any participation in, or attendance at, all activities for up to but not limited to **10** activity days and at a minimum of one event date. The student will be expected to continue to practice with the team/activity, but will sit out public contests/performances. The administration reserves the right to advance to a higher-level consequence based on the severity of the action.

Second Violation of Tobacco: Level II Consequence: Shall mean the student will be suspended from any participation in, or attendance at, all activities (practice will be addressed) for up to but not limited to **45** activity days and at a minimum of two event dates.

Third or any succeeding **Violation of Tobacco: Level III Consequence:** Shall mean the student will be suspended from **all** participation in, or attendance at, **all** activities (practice included) for up to but not limited to **90** activity days and at a minimum of four event dates.

Due Process: (CPS BOE Policy 504.1) A student accused of a violation shall have due process rights consisting of the right to know the nature of the alleged violation, the right to tell his/her version of events, and the right to have others comment on his/her behalf. You have the right to appeal the Director of Athletics and Activities decision provided the appeal is made to the high school principal within 7 days of notification of suspension. This decision may be appealed to the superintendent provided the appeal is made within 7 days of notification from the high school administration. The superintendent's decision is final.

Note: For calculation purposes, the contests/performances are the dates of the event. Contests/performances that are composed of multiple competitions on one day will be computed as one event date. If contests/performances are canceled, suspension dates will be applied toward future contests/performances. Violations will carry a minimum of a 1-performance suspension. Suspensions are calculated according to the varsity schedule, students will not be eligible for lower-level competition until

the suspension period has expired. Students participating in freshman only activities, will have suspensions calculated based upon the freshman schedule.

Section 4 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students, who after four unapproved absences during the current season of participation may be ineligible to participate in the next scheduled extracurricular activity contest or performance.

2. Be on time for all scheduled practices, contests, and departure for contests. In the event, a participant is unable to attend a practice or contest the participant should contact the coach or sponsor in advance.

3. On the day of a contest, performance, or other activity, be in attendance for his or her first block class and remain in attendance for the remainder of the day. A student who is not in attendance the full day may be ineligible for the contest, performance, practice, or activity.

   Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. Exceptions must be approved by the Principal or Athletic Director.

   Every attempt should be made to be in attendance on the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

4. All student participants are expected to be in school for their first class on the day following a contest, even if the student should arrive home late from an activity. Students tardy or absent on a day following an activity may forfeit the opportunity to participate in the next contest. The high school administration has the sole authority to make the determination to excuse students on the day following a competition or activity.

   Repeated violations of this attendance policy will be considered violations of the "CHS Activity Code of Conduct," and students will

be subject to penalties as listed in "Section 2 – Extra-Curricular Activity Code of Conduct."

Section 5 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility of each student is to establish a firm academic foundation. A student participating in extracurricular school activities shows evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

1. Be enrolled in at least 20 credit hours in the semester of participation and receive twenty credit hours the immediate preceding semester. (Note: This includes seniors who are intending to "graduate early" or are participating in off-campus classes)

2. Not have a failing grade in two or more of their current classes. Students who are failing in two subjects at the end of a scheduled reporting period are ineligible to participate in their extra-curricular activities until the next reporting period.

3. Reporting periods begin on the first day of each academic week. Coaches and/or advisors will be notified by the CHS Assistant Activities Director of any ineligibility. Students will be given the remainder of the first day of the academic week to correct their grades.

4. Students who still have two failing grades after **four p.m.** on the first day of a reporting period will be declared ineligible from the day following the first day of the reporting period of the current week for one full week. Coaches and/or advisors will be notified of ineligibility, and a letter or will be sent to the student's home address or an email to the student's guardian detailing the reasons for ineligibility. **For reporting periods on shortened weeks, student eligibility will run from notification through to the next Monday, with eligibility returning on Tuesday, if the student is passing.**

5. Academic requirements for eligibility do not apply to:
   (A) Instructional field trips which are a part of the scheduled course learning experience; or
   (B) Activities or events which are a part of the student's grade requirements.

Homeschool Students
Homeschool students wishing to participate in Columbus High School activities must be continuously enrolled in a minimum of ten credit hours of instruction per semester at Columbus High School. If the home school student enters Columbus High School as a tenth, eleventh, or twelfth-grade student, he/she shall have received, or be granted, twenty credit hours for the immediate preceding semester. Columbus High School shall determine whether the homeschool credits will be accepted to fulfill preceding semester scholastic requirements.

Section 6 "Team Selection" and "Playing Time"
"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purpose of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner, which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.

2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 7 Transportation to and From Events

Team/group members are to travel to and from out-of-town events as a unit. Certain exceptions concerning travel can be made.

A student involved in school activities may be allowed to ride to or from an out-of-town event with a signed note from his or her parents. Preferably, a note should be received by the Athletics and Activities Office no later than 24 hours

before the beginning of the trip. No verbal approvals for alternate transportation will be allowed.

Furthermore, under no circumstances should a student involved in school activities be allowed to ride to or from an out-of-town event with anyone but his or her own parent/guardian without administrative approval. A student may be allowed to travel from the activity with a non-family member who is an adult and has been previously approved by the administration by the student's parent/guardian.

Transportation Policy

Activities may be conducted at a location other than Columbus High School. In some instances, Columbus High School will not provide transportation to the activity.

Columbus High School is not responsible when students are provided transportation by a vehicle driven by others. In these instances, the responsibility and liability of the school and school officials are limited to the period from the participant's arrival at the event site and contact with the coach, sponsor, or assigned staff member, until dismissal from the event. All other liability for the child's safety lies with the parent or their designated drivers.

The safety of the students is of utmost importance, and parents should exercise their wisdom, good judgment, and discretion when planning travel arrangements.

Transportation Liability Waiver

I have read the Extracurricular Transportation Policy and agree that I shall assume all liability for negligently caused injuries or damages and release the school and school officials from any liability for injury or damage resulting from the following situations involving extracurricular activities:

1. Where I transport my son/daughter;
2. Where I transport other students, or I, as a parent/guardian, give permission to another adult to transport my son/daughter;
3. Where my son/daughter transports himself/herself to a home event; or
4. Where my son/daughter transports other students to or from a practice or home scheduled event;
5. Where I, or a group of parents or other individuals, contract or arrange for transportation and the school does not directly contract for such transportation.

Section 8 Multiple Events on Same Day

NSAA District, State and Heartland Athletic Conference sponsored events take preference over non-state and non-conference sponsored events as to where the student shall compete. If there must be a choice made between two activities that exist on the same day, it will be made by the student with the knowledge that there will be no reprisal by the other sponsor. Under no circumstance will a student's grade be lowered, lose an award or be dismissed from the activity when that student returns. A student can be asked to challenge to retain his/her original position. Any event or performance always takes precedence over a practice. NSAA sponsored activity practices take preference over non-NSAA activity practices.

Furthermore, in-season activities always have precedence over out-of-season or non-school affiliated activities.

Example One: If there is a district music contest on the same day as a dual track meet, the student must represent our school at the district music contest.

Example Two: If a student has a regular-season basketball game on the same day as a SkillsUSA event, the student has the right to choose between events.

Example Three: If a student has a dance practice during dance season on the same day/time as a soccer open gym, the student must attend the dance practice.

Section 9 Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts, and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship, and actual skill level.

- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling of competing, for trying hard, and for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

<u>Communicating with the coach</u>

- Communication you should expect from your child's coach includes:
    - Philosophy of the coach
    - Expectations the coach has for your child
    - Locations and times of all practices and contests
    - Team requirements
    - Procedure should your child be injured
    - Discipline that results in the denial of your child's participation

- Communication coaches expect from parents
    - Concerns expressed directly to the coach
    - Notification of any schedule conflicts well in advance
    - Specific concerns in regard to a coach's philosophy and/or expectations

- Appropriate concerns to discuss with coaches:
    - The treatment of your child, mentally, and physically
    - Ways to help your child improve
    - Concerns about your child's behavior
    - <u>Injuries or health concerns</u>. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require the

assistance from trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.

- Issues not appropriate to discuss with coaches:
  - Playing time
  - Team strategy
  - Play calling
  - Other student-athletes (except for reporting activity code violations)

- Appropriate procedures for discussing concerns with the coaches:
  - Call to set up an appointment with the coach
  - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)

- What should a parent do if the meeting with the coach did not provide a satisfactory resolution?
  - Call the Drrector of athletics and activities to set up a meeting with the coach, parent, and student present.
  - At this meeting, an appropriate next step can be determined, if necessary.

Section 10 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents, and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA-sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending
Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.

2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.

3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.

4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.

5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.

6. Know that noisemakers of any kind are not proper for indoor events.

7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.

8. Stay off the playing area at all times.

9. Do not disturb others by throwing material onto the playing area.

10. Show respect for officials, coaches, cheerleaders, and student-athletes.

11. Pay attention to the half-time program and do not disturb those who are watching.

12. Respect public property by not damaging the equipment or the facility.

13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.

14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 11 Clearance to Participate & (Head) Injury Procedure

Based on legislation at the state and federal levels, Columbus High School will observe the following protocol for allowing students to participate in activities.

"In order to participate in any athletic event sponsored by CPS, students must have permission and clearance from each of the following six individual entities:

1) Student Themselves
2) Student's Parent(s) and/or Guardian(s)
3) Student's Family Physician/Medical Professional
4) Student's Activity Sponsor/Coach
5) Columbus Public Schools Administration
6) Columbus Public Schools Athletic Trainer

During activity or athletic participation if a student is suspected to have suffered a head injury, displays concussion-like symptoms, or any injury that appears to be urgent, the student will be removed from any level of participation immediately,

until a complete evaluation is performed by a licensed medical professional. Written notice and personal contact with a parent/guardian of such an interruption of participation will follow the injury. The head coach, athletic trainer, or designee is responsible for the notification of parents. Such notice will include specifics regarding the time and location of the urgent injury, the signs/symptoms of a concussion/brain injury that were observed, and any actions taken with the student.

In the event that such ability to participate is interrupted at any time due to a diagnosed head injury, concussion, and/or any other urgent injury written clearance from both the student's parent(s)/guardian(s) and family physician/medical professional will be required before clearance to participate may be granted again. The responsibility of obtaining written clearance from a licensed medical professional is solely that of the student and his or her family.

Section 12 Summer Camps & Travel

On occasion, students have the opportunity to participate in trips that have an apparent connection to the District, but which in fact are not school-sponsored. Some examples: (1) travel with a club sports team, even though the club team may be coached by our high school coach; (2) a band traveling to an out-of-state band contest that is arranged by a Booster Club; and (3) a foreign language teacher taking students abroad during the summer.

These opportunities are often worthwhile and beneficial to students. The message we want to make clear, however, is that these opportunities are not school-sponsored activities. All arrangements for such trips, including all associated travel costs, supervision, and safety are the responsibility of the group or person making the trip available to students. Columbus Public Schools has no responsibility for such trips. Anyone who is uncertain as to whether or not a particular opportunity is school-sponsored should contact the superintendent, building principal, or the director of athletics and activities.

Section 13 Concussions

***Please see the following three pages for information regarding concussions.**

2022-2023 Academic School Year
LIABILITY WAIVER AND HOLD HARMLESS AGREEMENT

Columbus Public Schools highly recommends, but will not require, that students wear a facemask while on District property during the 2021-2022 school year.
As part of the receipt of this handbook, I acknowledge and am fully aware of the risks and dangers of not wearing a facemask, including the possible contraction of COVID-19 or variant, and the associated serious side effects. In consideration of my child/children not wearing a facemask on School District property or facility during the 2021-2022 school year, and for other good and valuable considerations, on behalf of myself, my child/children, and all other family members, do hereby agree to indemnify and hold harmless and do hereby release, acquit, and forever discharge the School District and all of its officers, employees, agents and assigns, from any and all claims, actions, or causes of action which I or my child/children now have, or which may hereafter accrue, whether for personal injury, whether known or unknown, arising out of or in any way resulting from my and/or my child's/children's usage of any School District property or facility during the 2021-2022 school year.

2022-2023 STUDENT HANDBOOK: General Illness Supplement

The following rules and expectations will be effective during the 2022-2023 school year. These rules and expectations are intended to ensure the health and safety of all students, staff members, and the overall community. Because of the fluid nature of viruses and other forms of illness, these rules and expectations are subject to change at any time. The District will send parents and students written notification of any such changes. It is each family's responsibility to monitor for, understand, and adhere to any such changes, including those changes implemented on short notice. If a parent or student ever has any questions about the interpretation or implementation of these rules and expectations, the parent or student should promptly contact their building administrator.

1. **Symptoms of Illness.** A student who experiences, or has experienced symptoms of a form of illness needs to be cautious of their health for their safety and others around them. For the benefit of all students, any student who experiences more than minor symptoms should stay home until they feel better. If a student displays more than minor symptoms while at school, the student may be sent home and it is the parent's responsibility to promptly retrieve the student from school. Students who miss school due to illness will generally not be counted as an unexcused absence, though the administration reserves the right to deem an absence as unexcused if the administration determines that a student has not been honest.

2. **Preventing Exposure.** In addition to a student staying home when they feel sick, each student is responsible for taking reasonable efforts to prevent the spread of illness. These efforts include but are not limited to, washing hands, avoiding the sharing of food or drinks, avoiding others who are sick, practicing good hygiene, and the like. Although the District is not responsible in any way for a student becoming ill, and each parent and student assume the risk of illness every day by attending school, the District strongly encourages students and parents to proactively prevent exposure and the spread of any illness in school.

3. **Make Up Work.** A student who does not attend school due to illness must coordinate with their teacher(s) on any makeup work or missed assignments. Ordinarily, students will not be penalized academically if they miss school because they are legitimately sick. However, the student is ultimately responsible for communicating and following up with their teacher(s) to make up any missed work and/or prevent receiving any penalties for missed work. Finally, the District does not offer remote learning when a student is unable to attend school in-person.

4. **Activities.** A student will not be permitted to participate in activities if the student has been sick on the day of the activity or if the administration determines that the student has symptoms of being sick.

5. **Failure to be Honest.** These rules and expectations are designed and will be implemented to ensure, to the extent practicable, the health and safety of all students and staff. The District will endeavor to balance the need to ensure the health and safety of school premises, while not intruding on a family's confidential medical information. With that in mind, students and families are expected to be honest with the District regarding a student's illness or symptoms. In any circumstance, if the District determines that a parent or student has not been honest or forthright with information or facts provided (or not provided) to the District about a student's potential illness or symptoms, the District may exclude a student for a longer period of time (for health and safety reasons) or may impose disciplinary consequences.

6. **Other Health and Safety Rules.** At any time, a staff member may impose or require a student to undertake other health and safety requirements (such as frequent hand washing, maintaining social distancing, and the like). A student must follow such health and safety requirements or face discipline, like any other rule issued by a staff member.

7. **Assumption of the Risks.** During a general pandemic, the District has endeavored to reopen schools for the benefit of student learning and development. However, there is no guarantee that the school environment will be completely safe and free from a pandemic-related illness or other related risks and hazards. Any parent who is uncomfortable with the risks associated with sending their student to

school must promptly contact a building administrator to discuss alternative educational options. A parent who elects to send their student back to school does so understandingly, assuming, and accepting the associated health and safety risks, including the possibility that the student may be exposed to and/or contract a pandemic-related illness.

Appendix C: 2022-2023 Academic School Year

LIABILITY WAIVER AND HOLD HARMLESS AGREEMENT

Columbus Public Schools highly recommends, but will not require, that students wear a facemask while on District property during the 2022-2023 school year.

As part of the receipt of this handbook, I acknowledge and am fully aware of the risks and dangers of not wearing a facemask, including the possible contraction of COVID-19 or variant, and the associated serious side effects. In consideration of my child/children not wearing a facemask on School District property or facility during the 2022-2023 school year, and for other good and valuable considerations, on behalf of myself, my child/children, and all other family members, do hereby agree to indemnify and hold harmless and do hereby release, acquit, and forever discharge the School District and all of its officers, employees, agents and assigns, from any and all claims, actions, or causes of action which I or my child/children now have, or which may hereafter accrue, whether for personal injury, whether known or unknown, arising out of or in any way resulting from my and/or my child's/children's usage of any School District property or facility during the 2022-2023 school year.

HEADS UP CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR ATHLETES

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head or body.
- Can change the way your brain normally works.
- Can occur during practices or games in any sport or recreational activity.
- Can happen even if you haven't been knocked out.
- Can be serious even if you've just been "dinged" or "had your bell rung."

All concussions are serious. A concussion can affect your ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most people with a concussion get better, but it is important to give your brain time to heal.

What are the symptoms of a concussion?

You can't see a concussion, but you might notice ***one or more*** of the symptoms listed below or that you "don't feel right" soon after, a few days after, or even weeks after the injury.

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion

What should I do if I think I have a concussion?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one of your teammates might have a concussion.
- **Get a medical check-up.** A doctor or other health care professional can tell if you have a concussion and when it is OK to return to play.
- **Give yourself time to get better.** If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and may cause more damage to your brain. It is important to rest and not return to play until you get the OK from your health care professional that you are symptom-free.

How can I prevent a concussion?

Every sport is different, but there are steps you can take to protect yourself.

- Use the proper sports equipment, including personal protective equipment. In order for equipment to protect you, it must be:
  - The right equipment for the game, position, or activity
  - Worn correctly and the correct size and fit
  - Used every time you play or practice
- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.

If you think you have a concussion:
Don't hide it. Report it. Take time to recover.

It's better to miss one game than the whole season.

For more information and to order additional materials *free-of-charge*, visit: **www.cdc.gov/Concussion**.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

June 2010

HEADS UP CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR PARENTS

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head or body. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

What are the signs and symptoms?

You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your teen reports ***one or more*** symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

Signs Observed by Parents or Guardians	Symptoms Reported by Athlete
• Appears dazed or stunned • Is confused about assignment or position • Forgets an instruction • Is unsure of game, score, or opponent • Moves clumsily • Answers questions slowly • Loses consciousness *(even briefly)* • Shows mood, behavior, or personality changes • Can't recall events *prior* to hit or fall • Can't recall events *after* hit or fall	• Headache or "pressure" in head • Nausea or vomiting • Balance problems or dizziness • Double or blurry vision • Sensitivity to light or noise • Feeling sluggish, hazy, foggy, or groggy • Concentration or memory problems • Confusion • Just not "feeling right" or is "feeling down"

How can you help your teen prevent a concussion?

Every sport is different, but there are steps your teens can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coaches' rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.

What should you do if you think your teen has a concussion?

1. **Keep your teen out of play.** If your teen has a concussion, her/his brain needs time to heal. Don't let your teen return to play the day of the injury and until a health care professional, experienced in evaluating for concussion, says your teen is symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first—usually within a short period of time (hours, days, or weeks)—can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage, and even death.
2. **Seek medical attention right away.** A health care professional experienced in evaluating for concussion will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.
3. **Teach your teen that it's not smart to play with a concussion.** Rest is key after a concussion. Sometimes athletes wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your teen convince you that s/he's "just fine."
4. **Tell all of your teen's coaches and the student's school nurse about ANY concussion.** Coaches, school nurses, and other school staff should know if your teen has ever had a concussion. Your teen may need to limit activities while s/he is recovering from a concussion. Things such as studying, driving, working on a computer, playing video games, or exercising may cause concussion symptoms to reappear or get worse. Talk to your health care professional, as well as your teen's coaches, school nurse, and teachers. If needed, they can help adjust your teen's school activities during her/his recovery.

If you think your teen has a concussion:
Don't assess it yourself. Take him/her out of play. Seek the advice of a health care professional.

It's better to miss one game than the whole season.

For more information and to order additional materials ***free-of-charge***, visit: **www.cdc.gov/Concussion**.

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

June 2010

Nebraska Sports Concussion Network

www.NebSportsConcussion.org

Home Instructions for the Concussed Athlete

Athlete _____ Date of Injury _____ Time of Injury _____

Home phone _____ Parent/guardian name _____

Your son/daughter has sustained concussion while participating in _____. In some instances, the Signs & Symptoms of a concussion do not become apparent until several hours or even days after the injury. Therefore, they should be monitored closely. Please be especially observant for the following signs and symptoms.

1. Headache (especially one of increasing intensity*)
2. Nausea and vomiting*
3. Difference in pupil size from right to left eye, dilated pupils*
4. Decreased or irregular pulse OR respiration*
5. Blurry or double vision*
6. Slurred speech*
7. Seizure activity*
8. Noticeable changes in the level of consciousness (difficulty awakening, or losing consciousness suddenly)*
9. Mental Confusion or Behavior Changes
10. Balance Problems or Dizziness
11. Memory Loss or Difficulty Remembering
12. Fatigue
13. Feeling Slowed Down or Foggy
14. Drowsiness
15. Difficulty Concentrating
16. Sensitivity to Light or Noise

*** Seek immediate medical attention at the nearest emergency department.**

The best guideline is to note symptoms that worsen, and behaviors that seem to represent a change in your son/daughter. If you have any question or concern at all about the signs or symptoms you are observing, contact your family physician for instructions, or seek medical attention at the closest emergency department. Otherwise, you can follow the instructions outlined below.

It is OK to:
- Use acetaminophen (Tylenol) for headaches
- Use ice pack on head & neck as needed for comfort
- Eat a light diet
- Go to sleep
- Rest

There is NO need to:
- Check eyes with a flashlight
- Wake up every hour
- Test reflexes
- Stay in bed

DO NOT:
- Drink alcohol
- Drive vehicle while symptomatic
- Exercise or lift weights
- Take ibuprofen, aspirin, naproxen or other non-steroidal anti-inflammatory medications
- No strenuous activity including P.E., sports, video games or texting

Please remind your son/daughter to check in with the School Nurse prior to going to class on the first day he/she returns to school. They should then follow up with the Athletic Trainer after school.

Recommendations provided to: _____ Phone #: _____

Recommendations provided by: _____ Phone #: _____

Date: _____ Time: _____

Adapted from National Athletic Trainers Association Position Statement: Management of Sports-Related Concussion. J Athl. Trng. 2004;39(3):280-297.

Section 14: CHS HOMECOMING CONTRACT
SENIOR STUDENTS

In order to be placed on the Homecoming ballot, eligible seniors must meet the eligibility requirements and confirm that you want to be considered for the honor of being nominated as a homecoming candidate. By signing this contract you are confirming your willingness to assume the responsibilities of this all-school honor, which includes your agreement to attend the entire Homecoming Football Game and Dance and represent the school properly. Whether or not a student is eligible for selection for Homecoming Royalty is ultimately the decision of the high school administrative team based on the criteria set forth in the Student Handbook.

Academic Qualifications for Eligibility:

- The student must maintain a cumulative GPA of 2.5 or greater.
- The student must have passed all courses during his or her junior year.
- The student is currently academically eligible for activities.

Conduct and Citizenship Qualifications for Eligibility:

- The student must not have violated the school's drug and alcohol policy.
- The student must not have been cited or admitted to a criminal offense (excluding routine/minor traffic violations)
- The student must not have had excessive violations of other school policies. This means 8 or fewer Level 0 and/or Level 1 violations and no Level 2 or Level 3 violations. Tardies will not be included.

Activity Participation Requirement for Eligibility:

- Seniors must have participated in and completed a CHS sponsored activity within the last year. Within the last year means, from last year's Homecoming until the date of application.
- All activities participated in within the last year must be verified by the coach or sponsor.

Directions:

- The student must list the activities participated in during their Junior year and all activities which they currently participate in.
- Refer to the back page of this document for all necessary signatures.

Activities

Coach/Sponsor

Your Name (print)	Date
Signature	

To Be Completed by the Administration After Initial Vote by the Senior Class

1. The student was selected as one of the eight finalists. _____ YES _____ NO

If YES, continue to #2, #3, and #4

2. Student is in Good Standing in the following areas

    Academic Qualifications (2.5 GPA) _____ YES _____ NO

    Conduct and Citizenship _____ YES _____ NO

    Activity Participation _____ YES _____ NO

3. Background Check Cleared _____ YES _____ NO

4. Final Verification by Building Administrator _____ YES _____ NO

RECEIPT OF Columbus HIGH SCHOOL
STUDENT-PARENT ACTIVITY HANDBOOK

We acknowledge receipt of the Student-Parent Activity Handbook.

We agree to abide by the extracurricular activity code of conduct set forth in the handbook and the other rules and regulations set forth in the handbook.

We agree to read the handbook. In the event we have a question on the meaning of any of the material in the handbook, we understand that we can request a conference with the Principal or the Director of Athletics and Activities to get an explanation.

_____ Student Name (print)	_____ Parent or Guardian Name (print)
_____ Student Signature	_____ Parent or Guardian Signature
_____ Date	_____ Date

Section 15: Drug Testing Procedures

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, NE
DRUG TESTING POLICY

1. Need for Random Testing

The Board of Education is responsible for maintaining discipline, health, and safety. The Board recognizes that substance abuse presents a continuing challenge and a danger to the student population as a whole. The Board is committed to maintaining school-sponsored activity programs in a safe, healthy, and secure environment. The Board is further committed to being proactive in ensuring that students who participate in extracurricular activities represent the District in a positive manner

2. Eligibility for Random Testing

Students who participate in school-sponsored competitive extracurricular activities, as defined in the student handbook at the middle school and high school (Grades 7-12) levels are eligible for random testing. Students who do not consent to participate in the testing program shall not be eligible to participate in school-sponsored competitive extracurricular and co-curricular activities. Parents/guardians may volunteer their child for participation in the testing program even if they do not participate in a school-sponsored competitive extracurricular activity.

Testing Procedure

a. Random Testing

The Superintendent or designee will ensure the testing of eligible students occurs on a scheduled basis through a confidential and random testing schedule.

b. Collection

The testing collection process will be conducted in a manner that protects student privacy, guards against tampered specimens, and ensures an accurate chain of custody. It is intended that the procedures are modeled on those applicable to the testing of DOT-covered employees, through methods other than testing of urine samples may be used. The tests are to be designed to detect only the use of illegal drugs, not medical conditions or the presence of authorized prescription medications.

4. Confidentiality

All activities related to the testing policy will be carried out in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), and any other applicable confidentiality laws.

5. Consequences for Positive Tests

Any of the following shall be considered to be a positive test result:

- A confirmed positive drug test;
- Refusal to participate in testing when selected; and/or
- Tampering with the specimen collection process.

The following shall result from a positive test result:

- The student or the student's parents or guardians should contact the building principal or designee within 48 hours of notification of a positive test result.
- If there is no self-reporting within 48 hours by the student and/or their parents or guardian, the building principal or designee will call and set up a meeting to discuss the positive test result, with the objective of collaborating on a plan to assist the student in avoiding future substance abuse.
- The student's privilege of participating in extracurricular or co-curricular activities will be restricted as follows:
    - Positive results from a student tested based on probable cause or reasonable suspicion will receive consequences based on the student code of conduct as stated in the Columbus Public Schools student handbook.
    - The parents or guardians are responsible for the costs of any rehabilitation program, which includes substance abuse counseling and follow-up.
    - Positive results will not lead to the imposition of any academic consequence or disciplinary action, other than the above-described limitations on the privilege to participate in extracurricular activities.

6. Appeal and Due Process Procedures

A student or the student's parents/guardians or employee may challenge the results of a positive test through an appeal process to be developed by the Superintendent or designee. In the event a student or the student's parents/guardians wish to challenge a positive test on a basis other than the accuracy of the test result; an appeal may be made in accordance with the policy on extracurricular activity discipline and/or Columbus Public Schools Staff Handbook.

7. Process

The Superintendent or the Superintendent's designee is directed to develop specific testing procedures consistent with this policy.

Drug Testing Procedures

1. Student Eligibility for Random Testing

Students who participate in school-sponsored competitive extracurricular and co-curricular activities, as defined by the student handbook, at the middle and high school (Grades 7-12) levels are eligible for random testing. School-sponsored extracurricular and co-curricular competitive activities, as defined by the student handbook, are activities that are sponsored or approved by the Board, but are not required for credit towards graduation, and which involve competition, comparison, or judging of the individuals or groups with other individuals or groups as part of selection or participation.

To participate in a school-sponsored competitive extracurricular or co-curricular activity, students must submit a completed Consent to Test Form on or before the first practice or on or before the first event or meeting, whichever is applicable. The form must be signed by the student and the student's parent or guardian. Failure to submit a completed Consent to Test Form will result in ineligibility for participation in school-sponsored competitive extracurricular activities until the form is submitted.

Students remain eligible for testing from the date the Consent to Test Form is turned in until a Drop Form is completed, or until the student graduates or is otherwise no longer enrolled in the District. A student for whom a Drop Form has been submitted shall be ineligible for participation in school-sponsored extracurricular activities for twelve months from the date the Drop Form is submitted. Students have a fifteen (15) day grace period for reconsideration of a Drop Form.

Students who are not participants in a school-sponsored extracurricular activity may volunteer for participation in the testing program by submitting a completed Consent to Test Form.

2. Testing Procedure

a. Random Testing

A confidential testing schedule will be created by the Superintendent, designee, or contracted service agent to ensure that the testing of eligible students is conducted in a manner that is random. To maintain confidentiality and to maintain the integrity of the randomness of this program, the students eligible for testing will be identified by a unique personal identifier that does not make the student known to persons other than the school officials who are directly involved in the testing program.

No less than twenty percent (20%) of the pool of eligible students will be tested each school year. The Superintendent or designee shall have the authority to determine the percentage to test, subject to the minimum 20% level, dependent on the nature and extent of the prevailing problem with drug usage in the school community from time to time. Testing will take place throughout the school year.

b. Collection

The testing collection process will be conducted in a manner that protects student privacy, guards against tampered specimens, and ensures an accurate chain of custody of the specimen. The method of testing may involve the use of breath, saliva, urine, or hair samples. To the extent the testing involves the collection of urine, it shall be done by a certified collector in accordance with DOT urine drug screen collections policy/procedures. Such collection procedures may require a same-sex monitored collection should the urine sample show signs of adulteration, temperature out of range, or tampering.

It is intended that the procedures be modeled on those applicable to the testing of CDL employees, which include the testing of specimens for unlawful substances. The tests are to be designed to detect only the use of illegal drugs, including but not limited to amphetamine(methamphetamines), marijuana, K2, cocaine, PCP, and opiates, not medical conditions or the presence of authorized prescription medication.

Positive results will need to be confirmed by the contracting service. If any fees are associated with the confirmation, the fees will be assessed to the

student and their family. The district is not responsible for re-test costs or confirmation costs.

3. Confidentiality

All activities related to the testing policy will be carried out in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), and any other applicable confidentiality laws.

Test results will be shared with the student and his or her parents first. It is then up to the student and their parents to notify the school within 48 hours of being notified of a positive test. The building principal or designee will be notified by the contracting agent regarding a positive result after the 48-hour window. Only the building Principal or designee with a legitimate educational interest will be provided the information, on a "need to know" basis. Test results will not be turned over to any law enforcement authority in the absence of a court order, subpoena, or other legal process requiring such. If a student is tested based on probable cause/reasonable suspicion to be under the influence or in possession of any illegal substance during the academic day, law enforcement may be notified.

Test results will be kept in confidential disciplinary files separate from the students' academic records. The test results will be destroyed when no longer needed for individual student situations or for the overall testing program.

Columbus High School/Scotus Central Catholic Cooperative Students

Scotus Central Catholic students who participate in cooperative sports with Columbus High School are subject to the same testing standards as Columbus High School activity participants. Scotus Central Catholic athletes will be included in the pool of Columbus High School students to be randomly tested.

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, NE
Consent to Test

I fully understand that my performance as a student and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the Board of Education of Columbus Public Schools, the administration, and the coaches and sponsors for the activities in which I participate.

_____ Student Name (print)	_____ Parent or Guardian Name (print)
_____ Student Signature	_____ Parent or Guardian Signature
_____ Date	_____ Date

I consent to and authorize Columbus Public Schools to conduct a drug test if my number is drawn from the random pool. I also authorize the release of information concerning the results of such tests to designated District personnel.

I understand that this form remains in effect until the submission of an Activity Drop Form or graduation and/or withdrawal from the District.

I plan to participate in one or more of the following school sponsored competitive extracurricular activit(ies):

_____

_____I am volunteering my son/daughter to be placed in the testing pool.

File: 504.50

COLUMBUS PUBLIC SCHOOLS
COLUMBUS, NE
Activity Withdrawal

I will submit this form to the Director of Athletics and Activities. My name will be withdrawn from the testing pool on the date this is received by the Director of Athletics and Activities.

Completing this form will pertain to all school sponsored extracurricular activities. I understand that, by withdrawing, I can no longer participate in any school sponsored competitive extracurricular activities, and I may not receive recognition as a member of these activities or athletic programs. I may re-enter the testing pool after a period of one (1) calendar year by filling out a new Consent to Test form.

_____ Student Name (print)	_____ Parent or Guardian Name (print)
_____ Student Signature	_____ Parent or Guardian Signature
_____ Date	_____ Date

I UNDERSTAND THAT I HAVE 15 DAYS TO RECONSIDER THE DECISION AND RE-ENTER THE POOL.

Date: _____ Date of Receipt: _____

_____
Director of Athletics and Activities

Policy Adopted: 08/19/13

COLUMBUS PUBLIC SCHOOLS
Columbus, NE

Section 16: Columbus Public Schools/Scotus Central Catholic Cooperative Sports

Cooperative Agreement Guidelines Students from other schools who have been approved to co-op with Columbus Public Schools must comply with requirements that are requested of other students participating including (but not limited to):

1. Passing of physical examinations and insurance requirements.
2. Purchase a “C-Stamp” that is required of all students who participate in activities.
3. Students who participate in the cooperative who are not residents of the Columbus Public Schools boundaries will be required to pay a $275 participation fee plus the “C-Stamp” price. Each additional activity a student participates in will require an additional $275.
4. Fee’s will be payable to the school in which the student is enrolled and Columbus Public Schools will invoice the school where such student is enrolled for participation.
5. Students who choose to play a Cooperative Sport through Columbus High School must sign and have their parents sign a receipt that they understand the activity code of conduct for Columbus Public Schools. All students will be held to the same standard and consequences through the CHS Handbook.
6. Athletes from other schools will have the same consequences as CHS athletes should they break any of the rules set forth in the Code of Conduct.
7. If tryouts are to be conducted to warrant student release from the cooperative sport, a scoring system must be put in place for each sport and published as an exhibit to this regulation
8. All students will wear Columbus Discoverer attire or neutral clothing to practices and scrimmages. Clothing from other schools is not to be worn.
9. All students will wear Columbus Discoverer uniform attire clothing to all games and scrimmages. Clothing from other schools is not to be worn.
10. There will be no restrictions for student participation placed upon any cooping agreement. All students will be allowed to participate on an equal basis.

TO: Dr. Troy Loeffelholz and CPS Board of Education
FROM: Tim Kwapnioski, Director of Athletics and Activities
RE: Recommended Admission Prices, 2022-2023
DATE: July 11, 2022

The Columbus High School is recommending the following fee structure for activities admission prices for the 2022-2023 school year.

Athletic Events

Event	2021-2022 Price		Proposed 2022-2023 Price	
	Adults	Students	Adults	Students
Varsity/JV Events	$6.00	$4.00	$7.00	$5.00
Other HS Events	$5.00	$3.00	$7.00	$5.00
CMS Events	$4.00	$3.00	$5.00	$4.00

Adult Season Passes

Pass Type	2021-2022 Price	2022-2023 Price
All Event, Full Season	$100.00	$100.00
10 Event Punch Pass	$50.00	$50.00

Student Activity Passes ("C" Stamp)

Student Pass Type	2021-2022 Price	2022-2023 Price
High School Student	$35.00	$35.00
Middle School Student	$35.00	$35.00
Elem. School Student	$35.00	$35.00

Fine Arts Performances

Performance	2021-2022 Price		2022-2023 Price	
	Adults	Students	Adults	Students
Fall Musical	$6.00	$4.00	$7.00	$5.00
Theatre Productions	$6.00	$4.00	$7.00	$5.00
Marching Festival	$7.00	$5.00	$7.00	$5.00

Columbus Public Schools Administration Building
2508 27th Street
Columbus, NE 68601

Regular Meeting
Monday, June 13, 2022 5:30 PM Central

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

Present: 5, Absent: 1.

I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

Motion to excuse Board Member. Passed with a motion by Doug Molczyk and a second by Mark Brown.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Mike Jeffryes was excused from the meeting.

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Mission Statement

I.F. Opportunity for Public to be Heard

I.G. Executive Session

Motion to go into Executive Session. Passed with a motion by Mark Brown and a second by Douglas Willoughby.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Motion to come out of executive session. Passed with a motion by Theresa Seipel and a second by Candace Becher.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

I.H. Board Special Functions

I.H.1. Approval of the salary and benefits for 2022-2023 Superintendent Contract as outlined on Schedule D and extends the contract to the 2024-2025 school year.

Motion to approve the Amended Superintendent Contract including the additional year (2024-2025) and approval of the salary and benefits for 2022-2023 outlined on Schedule D. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

I.H.2. CMS Student Handbook 2022-23

The Superintendent recommends that the Board approve the CMS Student Handbook Changes for 2022-23 school year, with recommended changes as submitted. Passed with a motion by Mark Brown and a second by Douglas Willoughby.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Jordon Anderson, Assistant Principal at CMS shared the changes that are being made to the student handbook for 2022-23. Updates always include the new school calendar, table of contents and Title IX changes. Discussion regarding students receiving the signature sheets for receipt of the Student Handbook from the registrar when registering after the beginning of the school year. The signature sheets are required in case they are needed at a later date.

Language updated on smartwatches and cell phones being turned off and kept in a locker or backpack. Mr. Anderson said there was some clarification added in the section that gives information on sexual harassment, this information came from the training session provided to administrators. There is a change being made with our Google applications and technology that includes a single sign on with Classlink, this information has been added to the handbook. State statute and district policy regarding the addition of knives and lookalike weapons in the firearms' section of the handbook. There was some confusing language about absences and make-up work. Mr. Anderson said that was simplified and also added that the teachers work with families to allow students time to get make-up work done. Discussion on allowable practices for wearing or displaying student identification. The I.D. needs to be visible, this is mandatory, language in the handbook will clarify this for students. The illness protocol was included with "sickness" instead of "COVID" in the language.

School device insurance is included in the handbook, Mr. Anderson said there was some confusion on completing the form, and so they changed it for easier understanding. The current pricing is not available yet and will be added once they have the information or possibly a link to get this information.

I.H.3. First Reading of Policy 504.14 Tobacco/Alcohol/Drugs

The Superintendent recommends that the Board approve the First Reading of Policy 504.14 Tobacco/Alcohol/Drugs, as submitted. Passed with a motion by Douglas Willoughby and a second by Candace Becher.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Dr. Troy Loeffelholz talked about this policy, most information stayed the same, suspensions and disciplinary actions were changed. Language was added to make the discipline flexible depending on the offense. "Up to" 19 days was added and Boys and Girls Home and CPS Alternative School were removed as reassignment options.

I.H.4. First Reading of Policy 503.09 Homeless Students

The Superintendent recommends that the Board approve First Reading of Policy 503.09 Homeless Students, as submitted. Passed with a motion by Mark Brown and a second by Theresa Seipel.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Dr. Loeffelholz spoke on this updated policy from KSB Law. More information to identify homeless liaison. That person will identify a family in coordination with NDE, community groups and school personnel. Once the status is declared the liaison will ensure the family is receiving services.

I.H.5. Swimming CO-OP Request from Lakeview Community Schools

Dr. Loeffelholz received a request from Lakeview signed by Dr. Plas, the board and the Activities Director to look at a COOP for swimming. He said we had this happen 6 years ago, they only had one swimmer, we did not approve it. We have typically created a COOP with schools in our district boundaries. Dr. Loeffelholz said the swimming program numbers are down, we used to have 60-70 swimmers, now we have about half that. He is not sure why numbers are down, possibly a fear of not having a pool to use in the future. He said there is no pressure from them, this is a request on behalf of one student. Mark Brown, Board Member said we must think about what benefits our students and program. Also, discussion to hear opinions from Dave Hiebner, CHS Principal and Alyssa Dillon, CHS Head Swim Coach. There is a charge to those students who come from another school to participate.

I.H.6. Approval of the 2022-23 Elementary Handbook

The Superintendent recommends that the Board approve the 2022-23 Elementary Handbook. Passed with a motion by Douglas Willoughby and a second by Mark Brown.

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

West Park Principal Paula Lawrence gave an update on the Elementary Handbook changes. She said only a few changes were made from last year. Liability waiver/Hold Harmless, date was changed. LMHP added to the list with Counselors, School Psychologists and School Social Workers. Some language was changed regarding parent volunteers for field trips. Mrs. Lawrence said the illness protocol was changed to say "sickness" instead of "COVID". The change to proficiency reporting at the elementary level changed the label of report cards to progress reports in the handbook. Discussion on the drinks not permitted at school and what is allowed. Mrs. Lawrence said they added information on discipline for pulling fire alarms, falsely reporting bomb threats and inappropriate use of iPads was added. Along with the financial responsibility of lost/damaged iPad or accessories. Appropriate email use was addressed along with the disciplinary action for inappropriate use.

I.H.7. MOU Between Columbus Public Schools and Columbus Public Schools Foundation

The Superintendent recommends that the Board approve the MOU between Columbus Public Schools and Columbus Public Schools Foundation, as submitted.
Passed with a motion by Theresa Seipel and a second by Candace Becher.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Chip Kay, Director of Finance and Human Relations talked about the MOU with the CPS Foundation regarding the child development side of the Kramer Education Center. He said in establishing best practices for the lease. The MOU says the lease price is $3600.00 per year, paid every 6 months. It includes capping electricity costs. CPS is responsible for the shell of the facility, they will be responsible for their space, this works to the advantage of both parties. Creating the MOU gives them the opportunity to look for grants and funding. The Foundation attorney looked at the agreement.

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

I.J. Consent Agenda

Motion to approve the Consent Agenda. Passed with a motion by Candace Becher and a second by Theresa Seipel.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

I.J.1. Approval of Minutes

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

Mr. Kay gave a brief summary of Financial Reports M2, M3, M4a. Most account balances are where expected. He said most concerned with the General Fund, as it is still behind. Not much movement in the Special Building Fund, he will start drawing funds out in July for the December lease purchase payment. Revenue detail is at 75%, typically we are behind at this time of year. He said we are behind in property tax and ahead in property tax credit.

I.J.3. Financial Report M5

The M5 report shows payments for contracted services such as the City of Columbus Finance Department for permits/fees and an SRO payment. Curriculum costs from TCI.

I.J.4. Certified Personnel

Mr. Kay said we are seeing more hiring and less resignations. Administrators have worked really hard at getting teachers hired. Today we had a second teacher that accepted and signed the contract and has decided not to teach next year. Mr. Kay said a complaint will be filed because the contract was not fulfilled. CPS will follow state statute on this issue.

Mr. Kay also explained the language for long term sub-6-8 weeks and a contracted sub who will perform all duties of a teacher, and be given all the same rights as our teachers. Will contract semester by semester. They are at a step 1 on the pay scale, this is a fair way to pay them. This practice may attract some other retired teachers. Mr. Kay also said kudos to Amy Haynes, CMS Principal and her staff for stepping up to take care of the math teacher need at CMS.

I.J.5. Classified Personnel

Mr. Kay said we typically lose some of our classified staff at this time. Hiring for classified staff will open up in July to hire for next school year.

I.J.6. Professional Travel

Dr. Loeffelholz summarized the report, attendance at state baseball, state track, state golf, mental health conference and an EHA Wellness photoshoot.

I.K. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations
Passed with a motion by Candace Becher and a second by Mark Brown.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

The Foundation report is showing total contributions for the month as $27,536.38; for the year $161,978.35. The end of year activity with sports boosters and post-prom, a lot of money moving at this time of the year.

I.L. Business Operations and Human Relations

I.L.1. Administrative Functions

I.L.1.1. Meal prices for 2022-23

The Superintendent recommends that the Board approve the Meal Prices for 2022-23. Passed with a motion by Doug Molczyk and a second by Douglas Willoughby.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

Mr. Kay shared the meal prices for next year, the prices are based on a paid lunch equity tool, which will allow our prices to increase by 10 cents.

I.L.1.2. Declaration of Surplus Property

The Superintendent recommends that the Board approve the declaration of surplus items listed. Passed with a motion by Mark Brown and a second by Candace Becher.
Michael Jeffryes: Absent, Candace Becher: Yea, Mark Brown: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

The surplus list includes, paint, easels, microscopes, goggles, magazine holders. All will be discarded, very old items.

I.L.2. Updates

I.L.2.1. Non-Personnel Expenditures and Updated Budget Summary for 2022-23

Updates from Mr. Kay included information on the budget shortfall, he shared cuts made outside of personnel. No cuts will be made in special education. All Rule 10 procedures must be met without cuts.

Mr. Kay said 80-87% of the budget is for salaries. He is hearing positive information about property valuation. It will help this year, but we lose it for next year.

I.M. Buildings & Sites/Technology

I.M.1. Administrative Functions

I.M.2. Updates

Dr. Loeffelholz shared that Leonard Kwapnioski, Director of Buildings/Sites and Technology, is on vacation, back on Wednesday. He said maintenance has started on summer work projects. Sidewalks in front of the administration building is being redone.

I.N. Curriculum and Instruction

I.N.1. Administrative Functions

I.N.2. Updates

Amy Romshek said she has been working with Eric Edzards on proficiency reporting so it is correct on reports. Dr. Loeffelholz said Dr. Romshek doesn't have many work days left and this is her last board meeting.

I.O. Student Services

I.O.1. Administrative Functions

I.O.2. Updates

Jason Harris, Director of Student Services and Special Education is out on sick leave. He has suffered an extensive injury. Dr. Loeffelholz said Mr. Harris is working at home, now is the time to work on federal reimbursements. He attended a section 504 conference today.

I.P. Superintendent's Report

Dr. Loeffelholz thanked the board for their confidence in him with renewal of his contract. He talked about attending the Nebraska High School Theater Awards. CMS was recognized with three awards for their musical Moana Jr. He also talked about NASB dropping their membership from NSBA.

The next board meeting will be on July 11 at the Ramada Inn, we will have a New Teacher Meet and Greet. Dinner will be at 5:00.

There are a lot of vacations coming up at district office.

I.Q. Board Sharing

The Board is hoping everyone is having a good summer and enjoying their time away.

Doug Willoughby, Board Vice President, shared information regarding the new Central City event center/tornado shelter funded by FEMA.

Doug Molczyk, Board President, said sitting on the board of education is very rewarding especially graduation, he will really miss shaking the graduates hands next year.

II. Adjourn
Adjourned at 7:51.

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, June 13, 2022.

_____ _____

President Secretary

DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
Attachment M4a			$ 3,811,281.20		
Attachment M5 (prior Bd Mtg)			$ 390,547.30		
GEN FUND - GREAT PLAINS STATE BANK	$ 7,131,481.17	$ 8,019,595.06	$ 4,201,828.50	$ 10,949,247.73	$ 10,802,358.57
Dividends		$ 754.12			
Management Fees			$ 232.64		
Investment Gain			$ 5,578.22		
GENERAL FUND - FNB TRUST	$ 930,662.72	$ 754.12	$ 5,810.86	$ 925,605.98	$ 955,679.53
PAYROLL - PINNACLE BANK	$ 338,953.03	$ 3,200,682.15	$ 3,245,665.87	$ 293,969.31	$ 295,088.76
PAYFLEX - PINNACLE BANK	$ 51,842.19	$ 10,813.34	$ 11,148.55	$ 51,506.98	$ 57,305.74
Dividends		$ 2,056.81		$ 2,056.81	
Management Fees			$ 564.33		
Investment Gain			$ 14,470.86	$ (14,470.86)	
DEPRECIATION - FNB	$ 2,257,553.85	$ 2,056.81	$ 15,035.19	$ 2,244,575.47	$ 1,674,755.23
Administration	$ 898,985.03	$ 15,573.01	$ 16,671.45	$ 897,886.59	$ 799,613.18
Middle School	$ 131,182.86	$ 838.08	$ 619.63	$ 131,401.31	$ 102,958.36
High School	$ 524,692.11	$ 54,182.99	$ 41,649.97	$ 537,225.13	$ 424,470.05
ACTIVITY FUNDS - COLUMBUS BANK	$ 1,554,860.00	$ 70,594.08	$ 58,941.05	$ 1,566,513.03	$ 1,327,041.59
Credit card fees received		$ 456.60			
Interest Income		$ 632.12			
State Reimbursement		$ 213,081.61			
Rct to Expenditures		$ 2,707.84			
Student/Staff Meals		$ 748.55			
NUTRITION FUND - CORNERSTONE BANK	$ 681,358.83	$ 217,626.72	$ 152,534.39	$ 746,451.16	$ 692,833.63
B.O.K. Financial					
Platte County Treasurer		$ 945,718.18			
Butler County Treasurer		$ 4,024.34			
Polk County Treasurer		$ 676.98			
Dividends		$ 735.08			
Management Fees			$ 353.66		
Investment Gain			$ 1,207.42		
BOND FUND - FNB	$ 1,414,772.00	$ 951,154.58	$ 1,561.08	$ 2,364,365.50	$ 2,077,618.61
Dividends		$ 227.36			
Management Fees			$ 99.90		
Investment Loss			$ 1,968.31		
SPECIAL BLDG FUND - FNB TRUST	$ 399,626.19	$ 227.36	$ 2,068.21	$ 397,785.34	$ 407,845.19
BCDM Architects			$ 8,446.13		
Midwest Auto Fire Sprinklers Co.			$ 14,400.00		
Rutt's Heating & Air Conditioning, Inc			$ 59,701.50		
Tucker Masonary			$ 147,464.98		
SPECIAL BLDG FUND - BANK OF THE VALLEY	$ 1,128,414.94	$ 300,372.03	$ 230,012.61	$ 1,198,774.36	$ 5,820,458.01

Columbus Public Schools
General Fund Revenue Detail
June 30, 2022

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	($22,715,280.00)	($5,414,573.54)	($20,925,338.60)	($1,789,941.40)	92.12%
01.1.01115.000.000	Carline Taxes	($19,500.00)	$0.00	($20,134.73)	$634.73	103.26%
01.1.01120.000.000	Public Power District Sales Ta	($840,000.00)	$0.00	$0.00	($840,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	($2,130,000.00)	($190,370.71)	($1,856,896.98)	($273,103.02)	87.18%
01.1.01312.000.000	Tuition, Summer School	$0.00	($2,050.00)	($2,050.00)	$2,050.00	#DIV/0!
01.1.01323.000.000	Tuition, SpEd School Age	($35,000.00)	$0.00	($35,700.00)	$700.00	102.00%
01.1.01510.000.000	Interest	$0.00	($8,356.40)	($39,082.95)	$39,082.95	#DIV/0!
01.1.01540.000.000	Income from Real Property	($6,000.00)	($500.00)	($28,827.50)	$22,827.50	480.46%
01.1.01801.000.000	CASP /Parent Fees	($29,000.00)	($976.00)	($65,379.00)	$36,379.00	225.44%
01.1.01910.000.000	Rental Fees	$0.00	($1,030.00)	($6,545.00)	$6,545.00	#DIV/0!
01.1.01911.000.000	Local License Fees	($25,000.00)	($11,545.00)	($15,710.00)	($9,290.00)	62.84%
01.1.01990.000.000	Miscellaneous Local Receipts	$0.00	$0.00	($538.55)	$538.55	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	($155,000.00)	($24,238.33)	($180,776.34)	$25,776.34	116.63%
01.1.03110.000.000	State Aid	($18,184,815.00)	($1,818,477.00)	($18,184,815.00)	$0.00	100.00%
01.1.03120.000.000	SpEd Receipts from the State	($2,242,899.00)	($383,803.00)	($2,412,048.00)	$169,149.00	107.54%
01.1.03125.000.000	SpEd Transportation Receipts f	($135,000.00)	$0.00	$0.00	($135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	$0.00	($251.96)	($8,783.52)	$8,783.52	#DIV/0!
01.1.03131.000.000	Property Tax Credit	$0.00	$0.00	($1,214,218.39)	$1,214,218.39	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	($11,537.00)	$0.00	($54,302.12)	$42,765.12	470.68%
01.1.03180.000.000	Pro-Rate Motor Vehicle	($50,000.00)	$0.00	($47,610.05)	($2,389.95)	95.22%
01.1.03400.000.000	State Apportionment	($583,000.00)	$0.00	($562,771.31)	($20,228.69)	96.53%
01.1.03500.110.000	Elementary Attendance Monitor	$0.00	$0.00	($8,845.00)	$8,845.00	#DIV/0!
01.1.03535.000.000	High Ability Learner Allocatio	($25,000.00)	$0.00	($26,180.00)	$1,180.00	104.72%
01.1.03540.000.000	State Early Childhood Grant	($145,000.00)	$0.00	$0.00	($145,000.00)	0.00%
01.1.03541.000.000	Early Childhood Endowment Gran	($367,412.00)	$0.00	($140,812.00)	($226,600.00)	38.33%
01.1.03590.000.000	Opportunity Grant	$0.00	$0.00	($4,146.68)	$4,146.68	#DIV/0!
01.1.03599.000.000	Education Quest College Access	$0.00	$0.00	($10,850.00)	$10,850.00	#DIV/0!
01.1.03599.000.001	Education Quest College Access	($20,000.00)	$0.00	$0.00	($20,000.00)	0.00%
01.1.03995.000.000	Nebraska VR	$0.00	$0.00	($25,000.00)	$25,000.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	($573,373.00)	$0.00	($223,022.00)	($350,351.00)	38.90%
01.1.04509.000.000	ESSA Title II Receipts	($131,980.00)	($49,472.00)	($136,074.00)	$4,094.00	103.10%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	($23,422.00)	$0.00	($4,757.00)	($18,665.00)	20.31%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	($855,765.00)	$0.00	($887,431.00)	$31,666.00	103.70%
01.1.04521.000.000	IDEA Proportionate Share	($114,093.00)	$0.00	($42,579.00)	($71,514.00)	37.32%
01.1.04525.000.000	Carl Perkins Grants	($48,723.00)	$0.00	$0.00	($48,723.00)	0.00%
01.1.04526.000.000	Perkins Revision Grant	($100,000.00)	$0.00	($98,915.00)	($1,085.00)	98.92%
01.1.04527.000.000	ESSA Title III LEP Grant	($78,318.00)	($64,575.00)	($110,943.00)	$32,625.00	141.66%
01.1.04528.000.000	Title III Immigrant	$0.00	$0.00	($22,389.00)	$22,389.00	#DIV/0!
01.1.04530.000.000	Federal Grant NC/FF/ECF	$0.00	$0.00	($2,789.80)	$2,789.80	#DIV/0!
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	($149,631.00)	$0.00	($149,163.00)	($468.00)	99.69%
01.1.04708.000.000	Medicaid in Public Schools	($25,000.00)	$0.00	($110,799.78)	$85,799.78	443.20%
01.1.04969.000.000	ESSA Title IV SSAE Grant	($36,173.00)	$0.00	($44,444.00)	$8,271.00	122.87%
01.1.04995.000.000	FEMA/Federal Disaster Funds	$0.00	($48,583.31)	($155,936.67)	$155,936.67	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	$0.00	$0.00	($28,978.00)	$28,978.00	#DIV/0!
01.1.04997.000.000	Cares Act II	($1,838,000.00)	$0.00	$0.00	($1,838,000.00)	0.00%
01.1.04998.000.000	Cares Act III	($2,101,753.00)	$0.00	$0.00	($2,101,753.00)	0.00%
01.1.05200.000.000	Transfers from Other Funds	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.05690.000.000	Other Non-Revenue Receipts (Rt	$0.00	$0.00	($14,914.98)	$14,914.98	#DIV/0!
		($53,795,674.00)	($8,018,802.25)	($47,910,497.95)	($5,885,176.05)	89.06%
	Transfers		($676.98)			
	Reinbursements/ Refunds		($1,386.20)			
	Interest - Other Accounts		$1,270.37			
	Total Revenue		**($8,019,595.06)**			

Check Number	Vendor	Amount
12227	SCHOOL DISTRICT #1-PAYROLL	$3,147,500.56
12228	T-BONE TRUCK STOP	$17.02
12229	HAEFNER, RONALD	$47.57
12230	LA QUINTA KEARNEY	$1,149.50
12231	LOEFFELHOLZ, BEN	$15.50
12232	LONG, JACLYN	$47.10
12233	WHITMORE, ADAM	$43.68
12234	GT SIMULATORS	$4,130.00
12235	ACCENT FLORAL AND GALLERIA	$50.00
12236	ASSOCIATED STAFFING, INC	$694.72
12237	AWARDS & ENGRAVING	$45.00
12238	BETHUNE-1099, JENEE	$560.00
12239	CHARTWELLS DINING SERVICES	$330.36
12240	CNC REPAIR LLC	$498.55
12241	CULLIGAN	$13.25
12242	DAS STATE ACCTG-CENTRAL FINANCE OCIO	$220.00
12243	ESU #7 SPECIAL EDUCATION	$9,654.23
12244	ESU #7	$6,556.47
12245	ESU #7 DISTANCE LEARNING	$778.47
12246	GODFATHERS -COLUMBUS	$121.47
12247	KSB SCHOOL LAW	$1,108.00
12248	PAYFLEX SYSTEMS USA, INC.	$347.20
12249	SMORE	$1,199.00
12250	STEALTH BROADBAND	$2,530.88
12251	ASSOCIATED STAFFING, INC	$868.40
12252	BIERMAN CONTRACTING	$76,760.00
12253	BULK BOOK STORE (THE)	$7,893.20
12254	CENTRAL COMM COLLEGE-COL	$60.00
12255	CENTRAL NEBRASKA REHAB. SERV	$35,586.56
12256	COMMONWEALTH ELECTRIC COMPANY	$9,742.50
12257	DEARCOS, ZULY	$50.00
12258	ESU #7 SPECIAL EDUCATION	$25,798.75
12259	ESU #7	$9,472.01
12260	FATHER FLANAGAN'S BOYS' HOME	$22,880.00
12261	FIRST NATIONAL BANK OMAHA	$693.36
12262	FIRST NATIONAL BANK OMAHA	$81.98
12263	FIRST NATIONAL BANK OMAHA	$293.89
12264	FIRST NATIONAL BANK OMAHA	$1,988.67
12265	FIRST NATIONAL BANK OMAHA	$555.89
12266	FIRST NATIONAL BANK OMAHA	$87.06
12267	FIRST NATIONAL BANK OMAHA	$1.11
12268	FIRST NATIONAL BANK OMAHA	$596.33
12269	FIRST STUDENT	$1,137.31
12270	HOMETOWN LEASING	$6,878.00
12271	LEARNING WITHOUT TEARS	$1,981.32

Check Number	Vendor	Amount
12272	MIDLANDS MECHANICAL INC	$52,087.69
12273	MIDWEST DOOR & HARDWARE	$45,000.00
12274	MIDWEST GLASS SERVICE INC.	$11,700.00
12275	MUELLER & SCHOEPF DRYWALL INC	$119,034.00
12276	NORFOLK PUBLIC SCHOOLS	$330.16
12277	PLUNKETTS PEST CONTROL	$670.00
12278	SCHOOL DISTRICT # 1 BOND FUND	$676.98
12279	SERVICEMASTER BY SHEVLIN	$459.00
12280	ASSOCIATED STAFFING, INC	$868.40
12281	BOYSTOWN PRESS	$2,231.84
12282	CUNA MUTUAL GROUP	$615.69
12283	FIRST NATIONAL BANK OMAHA	$1,339.40
12284	HILTON GARDEN INN LINCOLN	$802.00
12285	NACIA (NE ASSOC. FOR CURRICULUM INSTR.)	$100.00
12286	POSTMASTER	$556.80
12287	TRU BY HILTON, NORTH PLATTE	$772.00
12288	U AND I SANITATION LLC	$1,860.00
12289	AMAZON CAPITAL SERVICES	$4,662.31
12290	CAPITAL ONE/WALMART	$2,291.94
12291	HOBBY LOBBY	$19.79
12292	HY-VEE FOOD STORES	$323.58
12293	SUPER SAVER	$147.96
12294	ACE HARDWARE-COLUMBUS	$3.59
12295	ADVANCE AUTO PARTS	$103.17
12296	APPLE INC.	$21,972.50
12297	BLICK ART MATERIALS	$521.41
12298	BOMGAARS	$104.33
12299	CAPITAL SANITARY SUPPLY	$1,026.00
12300	COLUMBUS ARNOLD MOTOR SUPPLY	$229.49
12301	COMPUTERS ETC	$11.24
12302	EAKES OFFICE SOLUTIONS	$3,909.20
12303	EGAN SUPPLY CO.	$165.32
12304	ELECTRONIC ENGINEERING	$18,819.99
12305	ESU #7	$28.13
12306	FERGUSON ENTERPRISES INC	$13,704.07
12307	HIRERIGHT	$103.20
12308	INNOVATIVE OFFICE SOLUTIONS	$2,770.82
12309	KELLY SUPPLY CO.	$96.47
12310	KUGLER, TAMARA	$56.28
12311	MAILBOX, THE	$157.87
12312	MCGRAW-HILL EDUCATION HOLDINGS LLC	$51,555.30
12313	MENARDS-COL	$483.45
12314	MID-STATE ENGINEERING & TESTING, INC.	$80.00
12315	OCCUPATIONAL HEALTH SERVICES	$90.00
12316	PARCO SCIENTIFIC COMPANY	$6.75

Check Number	Vendor	Amount
12317	PYRAMID SCHOOL PRODUCTS	$3,210.07
12318	RETZLAFF, JESSICA	$186.74
12319	S & S WORLDWIDE	$82.50
12320	SCHOOL HEALTH CORPORATION	$14.96
12321	SCHOOL SPECIALTY, LLC	$15.14
12322	SHERWIN-WILLIAMS	$918.39
12323	STEMPEK, SHELLEY	$735.28
12324	STRATEGIC DESIGN LLC	$19,360.00
12325	THE HOME DEPOT PRO	$42,848.56
12326	TRUCK CENTER COMPANIES	$296.57
	Total Fund Expenditures	**$3,811,281.20**

Check Number	Vendor	Amount
12327	AMPLIFY EDUCATION, INC.	$2,047.00
12328	INNOVATIVE OFFICE SOLUTIONS	$4,155.57
12329	LUNCHTIME SOLUTIONS, INC	$41.40
12330	OCCUPATIONAL HEALTH SERVICES	$153.00
12331	PAPER TIGER, INC.	$45.00
12332	RIVERSIDE PORTABLES, LLC	$255.00
12333	RUTT'S HEATING & AIR CONDITIONING, INC -	$134.30
12334	SCHIEFFER SIGNS	$304.00
12335	ASSOCIATED STAFFING, INC	$434.20
12336	BOMGAARS	$30.99
12337	CITY OF COLUMBUS WATER & SANITATION DEPA	$4,925.17
12338	CITY OF COLUMBUS WATER & SANITATION DEPA	$54.22
12339	CITY OF COLUMBUS-GARBAGE FEE	$365.01
12340	CROWNE PLAZA KEARNEY	$189.00
12341	HOMETOWN LEASING	$6,878.00
12342	KS STATEBANK	$156,728.00
12343	LINCOLN JOURNAL STAR	$394.04
12344	LOUP POWER DISTRICT	$51,704.15
12345	LOUP POWER DISTRICT	$260.41
12346	ONE SOURCE	$16.00
12347	PERRY, GUTHERY, HAASE, & GESSFORD, P.C.	$330.00
12348	PINNACLE BANK OMAHA	$165.00
12349	PRESTO-X-COMPANY	$16.83
12350	QUADIENT FINANCE USA, INC	$610.00
12351	QUALITY SOUND & COMMUNICATIONS INC	$16.17
12352	SYMMETRY ENGERGY SOLUTIONS, LLC	$11,912.89
12353	SYMMETRY ENGERGY SOLUTIONS, LLC	$150.24
12354	VERIZON WIRELESS	$349.56
12355	VIVIAL	$69.90
12356	WELLS, CAROL	$60.98
12357	AMERICAN SCHOOL COUNSELOR ASSOCIATION	$164.00
12358	CULLIGAN	$13.25
12359	MEDICUS HEALTH	$426.12
12360	PAPER TIGER, INC.	$188.10
12361	PYRAMID SCHOOL PRODUCTS	$2,868.21
12362	INNOVATIVE OFFICE SOLUTIONS	$615.98
12363	SCHOOL SPECIALTY, LLC	$260.04
	Total Fund Expenditures	**$247,331.73**

Columbus Public Schools

2508 27th Street, Columbus NE 68601 402.563.7000

The Administration has hired the following Classified employees:

NAME	TITLE	LOCATION	HIRE DATE
Pamela Miller	Bus Driver	Transportation	8/9/2022 (rehire)

The Administration has accepted the following Classified resignations/retirements:

NAME	TITLE	LOCATION	TERM DATE
Katherine Williams	EL Para	Centennial	6/3/2022
Ashley Miller	Reading Para	North Park	6/15/2022
Susan Olmer	Secretary	Student Ctr	7/14/2022
Ashlynn Webster	Sped Non-Public Para & ASP Door Monitor	Student Ctr & Centennial	7/4/2022

Last Update 7/6/2022

Travel Report

July 2022

DATE	# DAYS	NAME	EVENT NAME	EST COST$	
6/6/2022	4.00	EDWIN FATTIG	(late) MANDT RECERTIFICATION - NORTH PLATTE (attended in place of Jason Harris)	$0.00	
6/8/2022	1.00	JASON SCHAPMANN	(late) ESU 7 GOLF TOURNAMENT - LEIGH	$0.00	
6/13/2022	2.00	JASON HARRIS	504 CONFERENCE - LINCOLN	$678.00	
6/18/2022	3.00	JORDON ANDERSON	NSPRA - CHICAGO	$0.00	
				$0.00	
				$0.00	
				$0.00	
				$0.00	
				$0.00	
				$0.00	
				$678.00	**Total**

COLUMBUS PUBLIC SCHOOLS FOUNDATION

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

July 5, 2022

Doug Molczyk
Board of Education
Columbus Public Schools

Dear President Molczyk and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of June. 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
$5,545.42 - Columbus After School Program
$1,288.92 - Stem on the Go
$275.00 - Educators Rising

Lost Creek PTO
$4,018.45 - Scentsy Fundraiser
$2,050.93 - Staff Appreciation
$555.14 - Field Trip Fuel

North Park PTO
$550.00 - AR Incentive Putt Putt
$523.27 - End of Year Celebration

Sports Boosters
$142.27 - Sponsorship Mailing Postage

Vocal Music Boosters
$564.00 - Nashville T-Shirts

The total contributions for the month of June was **$15,513.40**
The total contributions for the FY 2022 total is **$177,491.75**
**CPS Foundation's fiscal year is January 1 through December 31.*
The total contributions for the FY 2021 (Sept-Dec) total is **$154,934.25**

Thank you for your consideration.
Sincerely,

Nicole Anderson

Nicole Anderson
Director of Marketing & Foundation

EVALUATION OF TEACHERS

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.

1. Communication of Evaluation Process: Communication of the evaluation process to those being evaluated shall be made by distributing the evaluation instrument to certificated staff at the beginning of each school year.
2. Duration and frequency of observations and written evaluations: The duration and frequency of observations and written evaluations for probationary and permanent (tenured) teachers are to be as follows:
    a. Probationary Teachers.
        i. Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period.
        ii. Probationary teachers shall be formally observed and evaluated at least once each semester.
        iii. The responsible evaluator is expected to complete second semester evaluations of probationary teachers in a timely manner suitable to the requirements of section 4, below, when necessary.
    b. Permanent Teachers.
        i. Formal observations of permanent teachers are to be based upon actual classroom observations for an entire instructional period.
        ii. Permanent teachers are to be formally observed at least once during each three year period.
        iii. Permanent teachers are to be evaluated at least once each school year.
    c. Teachers' Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations.
    d. Failure to Complete Evaluations. For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.
    e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.
    f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.
3. Evaluation Criteria: Teachers shall be evaluated based upon the district-defined evaluation criteria noted below. Descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas. In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria:
    a. Planning and Preparing
    b. Classroom Instructional Strategies
    c. Conditions for Learning

d. Professional Responsibilities

4. Communication of Deficiencies: The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement. As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.
5. Teacher Responses to Evaluations: Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.
6. Plan for Training Evaluators: All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

Legal Reference: Neb. Rev. Stat. § 79-828 (Evaluation of Probationary Teachers)
NDE Rule 10

Policy
Adopted: 8/21/2017
Revised: 7/18/2022

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

File: 409.01

PROFESSIONAL GROWTH AND TRAINING

Teachers in the Columbus Public Schools system shall participate in professional growth activities as are approved by the school board in order to remain eligible for continued employment. District-provided training, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

In support of the district focus on professional growth, a tenured teacher who is not in a formal evaluation year, will develop a written professional growth goal in collaboration with their evaluator and follow the district process for demonstrating observable growth in that area.

Policy
Adopted: 3/13/06
Reviewed: 11/9/09
Revised: 8/21/2017, 7/18/22

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

COLUMBUS PUBLIC SCHOOLS
Engaging All Learners To Achieve Success

CPS CERTIFIED STAFF

EMPLOYEE HANDBOOK

2022-2023

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FOREWORD

Section 1: Intent of Handbook

Welcome to Columbus Public Schools. This handbook is intended to be used by teachers and other certificated staff to provide general information about Columbus Public Schools and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Columbus Public Schools and the Columbus Public Schools Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will take precedent.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the current and subsequent school years unless replaced by a later edition.

Section 2: Information About Columbus Public Schools

Profile of Columbus Public Schools:

In many ways, Columbus Public Schools are similar to schools found in any mid-western community of 27,000 in population. However, the differences which exist may be said to be significant. Only a close examination will reveal the importance of the differences because it is nearly impossible to quantify such things as community support, dynamic leadership, and belief in education.

The Columbus Schools are governed by a six-member elected Board of Education that sets policies for the District. The Board appoints a Superintendent who is responsible for day-to-day administration of

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Board policy. The superintendent supervises all administrative staff including building principals, who are in daily contact with teachers and students.

The Columbus Public School District serves approximately 4,100 students who live within its boundaries. The organization of the District features five new or recently remodeled K-4 elementary schools, one 5-8 middle school, and one four-year high school. The District presently employs 330 Nebraska certified teachers.

Core area curricula for reading/language arts, math, science, and social studies are aligned to the Nebraska State Standards. Curriculum guides for all other content areas are developed using national standards. Curricula are reviewed and revised on a regular basis. Instruction in English, science, mathematics, social studies, information literacy, art, music, health, and physical education is provided at all levels. World languages, family and consumer sciences, computer literacy, business education, and technical education are available at the secondary level.

The District seeks to provide students with many educational options. The middle school offers high track courses in world languages, language arts, math, and science. In addition, middle school students can take exploratory curriculum in industrial technology, art, speech, world languages, family consumer sciences, chorus, music, band, and computers.

The high school offers advanced placement (AP) classes in chemistry, calculus, English, physics, psychology, and U.S. Government, as well as college placement courses. Students have the opportunity to take coursework from other schools via the Distance Learning Center. Students also have the opportunity to take part in band, chorus, and the fall musical as well as more than 55 extracurricular activities. Columbus High School offers 19 varsity sports and is in Class A which means it is one of the largest schools in Nebraska. Teams participate in events sponsored by the Heartland Athletic Conference.

Appropriate educational services for all students are important in the Columbus Public Schools. Students with handicapping conditions need specialized services to help them maximize their learning capabilities. A continuum of Special Education services and programs are provided to meet individual needs. These services include support services for families and children in home and preschool settings. School age children receive Special Education services in regular education classrooms and in self-contained settings as determined by each child's individualized educational plan.

In the belief that reading is the key to academic success, the Columbus Public School District's reading program includes direct instruction in phonics, word structure skills, vocabulary, and comprehension skills. The Nebraska State Standards and teacher expertise are used to establish the grade level expectations. Reading instruction is provided in small groups at the appropriate level for each student. Ongoing assessment is an integral component of the instructional program to verify acquisition of skills and to ensure movement of students to the correct level of difficulty for instruction. In addition to the regular delivery of instruction, interventions are implemented whenever students are not meeting the expectations of their specific grade levels.

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Assistance in the basic reading program is provided through a variety of support services in the elementary schools. Children in eligible schools who are in need of additional support may be helped through the Title I, EL, or Special Education programs.

Teachers selected for this district are judged to be highly professional with the desire and intent to continually grow professionally. Staff development activities are provided in-district through structured teacher collaboration meetings and on specified professional development days during the school year. In addition, staff members are provided opportunities to attend workshops and conferences as appropriate to their needs and instructional areas.

Teachers in Columbus:

- Can participate in local, state and national professional groups.
- Work together to develop and update curriculum.
- Serve on professional task forces in the staff development program.
- Have assistance from excellent specialized referral services.
- Participate in decision making in their individual buildings.

Section 3: District Mission Statement

The Mission of the Columbus Public Schools: "Engaging All Learners to Achieve Success"

The Vision of the Columbus Public Schools:
As the cornerstone of educational excellence in our community, we will continuously and passionately strive to be a high performing Professional Learning Community that will effectively meet the unique learning needs of each and every student. To attain our Mission, we must demonstrate that:

- We are committed to maintaining a clear and shared focus on student learning.
- We are committed to providing a safe and supportive environment for learning and teaching.
- We are committed to establishing a high level of communication, trust, support, and accountability.

Section 4: District Administration

Dr. Troy Loeffelholz	Superintendent	
Mr. Jason Harris	Director	Student Services and Special Education
Mr. Chip Kay	Director	Finance and Human Resources
Mr. Leonard Kwapnioski	Director	Technology and Operations
Ms. Teresa Hausmann	Director	Curriculum and Instruction
Ms. Nicole Anderson	Director	Marketing and Foundation
Ms. Angie Luebbe	Principal	Emerson Elementary School
Mr. Bob Hausmann	Principal	North Park Elementary School
Mr. Andy Luebbe	Principal	Centennial Elementary School
Mr. J.P. Holys	Principal	Lost Creek Elementary School
Ms. Paula Lawrence	Principal	West Part Elementary School
Ms. Amy Haynes	Principal	Columbus Middle School
Mr. Jordon Anderson	Assistant Principal	Columbus Middle School
Ms. Adriana Carnes	Assistant Principal	Columbus Middle School
Ms. Erika Hiemstra	Assistant Principal	Columbus Middle School
Mr. David Hiebner	Principal	Columbus High School
Ms. Molly Hornbeck	Assistant Principal	Columbus High School
Ms. Angela Leifeld	Assistant Principal	Columbus High School
Mr. Michael Ziola	Assistant Principal	Columbus High School
Mr. Tim Kwapnioski	Activities Administrator	Columbus High School

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Article 1: SCHOOL CALENDAR AND SCHEDULES

Section 1: Calendar

The most up-to-date and accurate school calendar, planning calendar, and school activities calendar is located on the District Website (http://columbuspublicschools.org) or in the Google Drive in the shared drive called STAFF-HR.

Section 2: Daily Schedule

Will be communicated by the building Principal. It will be a minimum of 8 hours of duty for full-time.

Section 3: Severe Weather and School Cancellations

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. Local and regional radio and television stations broadcast the information regularly.

Decision to Close Schools: A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made through the automated calling system, social media, Remind 101, and to the news media when schools will be closed.**

After School Starts**:** Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given. If school is closed during the day staff will be notified and parents will be notified via media broadcast. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions: Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. You should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions: Columbus Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, you should implement the school's established safety procedures.

Section 4: Contract Days

Teachers are contracted for 188 contract days for school year (hereinafter referred to as the "contract year"). Teachers new to the district have 191 contract days. These contract days shall be served by individual teachers on varying schedules as established by the Board of Education and administration.

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Section 5: Make-Up Days

Unless weather prohibits it, staff will be required to report on snow days at a time determined by the Superintendent. In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during (or after) the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2: EMPLOYMENT, COMPENSATION, AND BENEFITS

Section 1: Employment

A teacher is employed by Columbus Public Schools when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend, or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year, a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance by the date designated in the notice. Failure of teachers to respond to the request to signify acceptance of employment by the designated date shall constitute cause for amendment of termination of the teacher's contract.

Should a teacher wish to resign from employment, the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, a resignation for the following school year is submitted after April 15th, or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-829.

Section 2: Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra-duty assignment may be a part of the evaluation of the teacher's overall performance to the District.

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Section 3: Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including, but not limited to, Neb. Rev. Stat. § 79-8,109.

Section 4: Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. Board of Education policy requires that the proper channeling of complaints involving school personnel shall be from the complainant to the employee, to the principal, to the Superintendent, and then on to the Board of Education. Complete information regarding complaints may be found in Appendix 1.

Section 5: Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement. Teachers must have their current teaching certificate on file.

Graduate Coursework for Salary Schedule Movement, Additional Endorsements, or Advanced Degree. Advancement on the salary schedule from one column to the next shall automatically occur whenever the following criteria are met.

1. Credit hours above the B.A. level shall be "graduate" hours. In specific cases, undergraduate credit hours will be allowed to apply to the salary schedule to fulfill special needs of the District and the teacher. A written proposal or course of study shall be submitted to the Director of Human Resources for the application of undergraduate courses to the salary schedule. The Director of Human Resources shall give a written decision with rationale for the decision. The person making application shall have the right to make an oral presentation to the Director if he/she feels the Director's decision is incorrect. After the oral presentation, the decision of the Director shall be final with no right to appeal to the Superintendent or Board of Education. The decision shall be forwarded to the Superintendent.
2. At least one-half of these "graduate" hours must be in/or associated to the teaching field, and upon reaching 18 graduate credit hours, if hours are to be used for placement on the salary schedule, the teacher must show that they are in an approved Master's Degree Program and that the hours count toward that program or are courses that the Superintendent or designee approves.
3. All hours above the Master's Degree must be graduate hours and related to the teacher's professional field, curriculum and instruction, counseling, or administration and related to the School Districts initiatives. All requests for hours above the Master's Degree shall be submitted to the Director of Human Resources for approval. Decisions may be appealed to the Superintendent for approval.

Changes in Salary Schedule Placement. Changes in a teacher's placement on the salary schedule are governed by the provisions of the negotiated agreement. Teachers are expected to (1) complete the upgrade form by the last contract day of the prior school year and submit to the Human Resources Department and (2) provide the Human Resources Department with an official transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school

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year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to provide an official transcript on or before September 1 from the post-graduate institution of the graduate hours earned will result in no recognized credit for such school year. Vertical steps are advanced at (1) step downward on the salary schedule per year, limited by the maximum number of vertical steps per horizontal column. Vertical placement is not always equal to years of service at CPS.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day if the 20th falls on a vacation or weekend day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum. Beginning with the 2013-2014 school year, teachers new to the district have the option to receive their salaries divided into thirteen (13) equal payments with the first payment beginning in August of their first year of employment. The August paycheck will also include summer training stipends. Insurance benefits or cash in lieu will begin on September 1 and be divided out over twelve (12) equal payments.

Signing Bonus: Teachers new to the district will receive their signing bonus plus any other stipend for required training completed prior to the first contract day. This pay will be issued in the August pay cycle.

Additional compensation over and above regular compensation, extra-duty pay, and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6: Extended Duty Pay

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid at rate listed in the negotiated agreement. Extended duty days will not be counted if worked on a regularly scheduled contract day. A full extended duty day is 8 or more hours.

Section 7: Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status. Continued health insurance benefits are available through COBRA for certain qualifying events.

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA provides coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

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Section 8: Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9: Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regular working hours between two or more work sites. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Principal. Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by the Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Section 10: 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under an Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District.

Section 11: Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a “salary basis.” Exempt employees are not eligible for overtime or compensatory time.

Section 12: Employee Assistance Program

The District provides an Employee Assistance Program staff may access when needing to deal with issues such as depression, stress management, anxiety, marital difficulties, family conflict, alcohol, or drug addiction, financial or legal concerns, problem gambling, eating disorders, childcare, and eldercare, etc.

Article 3 – ABSENCES FROM WORK

All absences outlined in article 3 of this handbook require a leave form to be completed and submitted.

Section 1: Paid Leaves

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement. The leaves provided by the District are to be used for the purpose intended.

Definition of Immediate Family (as applied to sick, family illness, bereavement part II, and FMLA): For the purpose of implementation of this written agreement, only the following shall be considered members of the immediate family of an employee: husband, wife, child, mother, father, sister, brother, mother-in-law, father-in-law, grandparents, sister-in-law, brother-in-law, daughter-in-law, son-in-law,

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grandchild, niece, nephew, aunt, uncle, step children, step mother, step father, step brother, and step sister.

Requests for Leave: Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important. A teacher who becomes ill outside of school hours and is unable to work is to contact the District's sub-caller before 6:30 a.m. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to building secretary as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the teacher is to make such advance report of need for leave as soon as possible.

For personal and other leaves, a Request for Leave form is to be submitted to the supervisor at least five school days prior to the leave, or such other advance notice as is practicable under the circumstances.

Return from Leave: Upon return from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, may be requested to present a written statement to the supervisor from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2: Payroll Deductions for Absences in Excess of Paid Leave (aka Leave w/o Pay)

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator; e.g. one day missed = 1/188 of your total salary and fringe benefits. The deduction will not include any extended contract, extra-duty, or stipends unless those duties are affected by the absence.

Section 3: Sick Leave

Each certificated employee of the District, upon completion of one (1) full day of work during his/her first year of employment, shall be eligible for the provisions of this policy. This policy governs the extent an employee will receive pay for absence from work for reasons of personal illness/injury (see Workman's Compensation Policy), conditions associated with personal pregnancy, childbirth, or related medical conditions and quarantine due to exposure to a contagious disease which prevents an employee from reporting to work able to perform his/her work satisfactorily. A written verification from a physician licensed to practice medicine may be required by the Superintendent after an absence from work that exceeds five (5) consecutive working days. In addition, if said absence continues beyond twenty (20) consecutive working days, said employee may be required to submit a written verification from a licensed physician of the need for his/her continued absence from work and may be required to submit additional written verification from a licensed physician each ten (10) working days thereafter to remain eligible for this benefit.

The number of days an employee shall receive pay for absences due to reasons or conditions defined above will be determined by the number of accumulated sick leave days credited to said employee. An employee may, at his/her discretion, request that any days absent from work for a condition defined in

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the previous paragraph be treated as, and shall be granted as, leave without pay for such absences. Any days absent from work for a condition defined in the previous paragraph beyond the number of accumulated days shall be treated as leave without pay. Employees of the District will be granted ten (10) days of sick leave each year. Said days will be allowed to accumulate to a maximum of eighty (80) days.

Upon returning to work for absence due to a condition defined herein, the affected employee must file with his immediate supervisor a **Sick Leave** form. This form shall contain a perjury statement reading, "I declare under penalty of perjury that this is a true and just claim and falsifying this report could result in loss of all or part of my accumulated sick leave."

A teacher who is reemployed shall receive sick leave benefits in the following manner:

1. Up to two (2) years absence, no loss of accumulated leave;
2. Three (3) to five (5) years absence, five (5) days loss of accumulated sick leave for each year of absence;
3. Six (6) or more years of absence, will start as new teacher.
4. Covered employees on Extended Duty shall receive additional Sick Leave at the rate of one (1) contract day for each additional twenty (20) contract days of work.

Any catastrophic illness or other situation under the sick leave provisions may be considered by the Superintendent for additional sick leave.

Upon separation from the District a certificated employee who has completed 15 or more consecutive years with the District will be compensated one-half of the regular substitute teacher rate in that employee's final year with the district for each day of unused sick leave up to a limit of 40 days. Unused sick leave will be compensated in increments of no less than .5 days. Compensation will appear in the June payroll check.

In the event that the District implements an Early Retirement Incentive Program, a certificated employee who has completed 15 or more consecutive years with the District shall be permitted to select either the pay for unused sick leave benefit or the early retirement incentive program benefit but not both benefits.

Section 4: Leave Without Pay

The Columbus Public Schools Board of Education, recognizing the need of staff members to take leave from their duties at school for various situations, establishes a program in which staff members can request a leave of absence without pay for a specific period of time. Approval of such leave shall be governed by the instructional needs of the students as determined by the Building Principal/Director. Requests for leave without pay must receive the written approval of the Building Principal/Director and the Superintendent of Schools before being granted. Staff members shall submit their requests for leave on appropriate forms supplied by the school district and follow specific rules and regulations as established by the administration to support this policy.

The following rules and procedures will govern leave without pay:

1. A leave shall not be granted for a time period greater than one year in length.

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2. Staff members shall make their requests on a leave without pay form and shall attach a written letter identifying the purpose for such leave. Forms should be submitted to their Principal or Director.
3. A Principal or Director shall consider the following before acting upon a request for leave without pay:
   a. Instructional needs of the students in the District.
   b. The needs of the staff member requesting the leave.
   c. Ability to find a suitable replacement for said staff member.
   d. If leave is for less than one year, appropriate starting and ending times of leave will be established. These times should prove to be the least disruptive for the students' educational program.
4. The Principal/Director may approve or reject the request for leave without pay.
5. If the Principal/Director approves the leave without pay, the staff member shall do the following:
   a. Submit to the Principal/Director on an approved form the mailing address where the staff member can be reached during March of the year when the staff member is on leave so that the staff member can receive notice of the offer of continuing employment.
   b. The staff member will understand that he/she shall respond to the offer of continuing employment by:
      i. Stating that he/she wants to return to his/her position or;
      ii. Requesting an extension of his/her leave for another year thereby giving up his/her right to a guaranteed position.
   c. If a teacher is on an extension of his or her leave, and said teacher indicates that he/she wishes to be employed, such teacher shall accept the first position offered. If such offer is not accepted, no other offers will be made during that year. The teacher is free to apply for any position that is available and such application will be given consideration.
   d. If the staff member does not respond within the allotted time frame, it shall be considered as a resignation and the Board will terminate the contract and all obligations to the staff member.
   e. If the Principal/Director approves an extension for the staff member, the staff member shall complete all steps (a) through (c).
6. In no case will a staff member be granted more than two extensions to leave without pay. The total time frame of leave without pay and extension will not exceed three years. If a leave of absence begins during a school year and does not extend beyond ten (10) working days, said employee's salary will be reduced by 1/(number of contract days) for each day missed. If said absence continues beyond ten (10) consecutive working days in one school year, said employee's salary and health insurance/annuity money will be reduced according to the formula named above. Said employee's life insurance and long-term disability insurance will be continued at the District's expense for the duration of the leave during the school year for which the leave was initiated. Any employee receiving an extension of his/her leave beyond the school year during which the leave was initiated will receive no salary or other monetary benefits until he/she returns to work. An employee on such leave beyond ten (10) consecutive days may elect to continue his/her health insurance at his/her expense. No increment credit will be awarded to any teacher on such leave if his/her absence during any school year is for more than one-half school year.

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Section 5: Bereavement Leave

(Part I) Five (5) days per incident shall be granted in the event of the death of a child, spouse, parent, brother, sister, or sole responsibility, which shall not be charged against sick leave accumulation. Bereavement leave will also be available to both the male and female parent in the event of a lost pregnancies (miscarriage, ectopic pregnancy, or stillbirth). Five additional days per incident may be granted which shall be charged against accumulated sick leave.

(Part II) Three (3) days per incident shall be granted in the event of the death of other immediate family members, which shall not be charged against accumulated sick leave. Three additional days per incident may be granted which shall be charged against accumulated sick leave.

(Part III) Up to two (2) days per year may be allowed to attend the funerals of relatives or personal friends not covered by the immediate family definition, which shall not be charged against accumulated sick leave. Two additional days may be granted during the current school year, which shall be charged against accumulated sick leave.

Staff members are to submit requests for bereavement leave on the Application for Leave form. Leave requests submitted following the absence will not be accepted unless approved by the Principal and Executive Director of Business Operations or Human Resources.

Section 6: Family Illness Leave

Up to ten (10) days of accumulated sick leave and any annual sick leave may be used in the case of family illness. Up to five (5) days of accumulated sick leave per year may be used for family parenting (grandchild or adoption) leave. An additional five (5) days may be used for which substitute pay will be deducted. Thereafter, full pay deduction will be made.

The Superintendent may grant additional family illness days due to severe illness or injury to the employee's spouse, children, or person(s) for whom the employee is solely responsible. Approved additional family illness days would be deducted from the employee's accumulated sick leave.

Section 7: Personal Leave

Three (3) days of paid personal leave shall be granted to each certificated employee during each contract year. Persons desiring to take a personal leave day must make a personal request to their immediate supervisor. The exercise of personal leave shall be subject to the following provisions:

1. Three (3) days of personal leave requested shall be subject to administrative approval and must be applied for at least (5) calendar days in advance of the date the leave will occur.
2. The Superintendent may grant personal leave without 5 days notice (assuming the employee has a day of personal leave left) when conditions or situations make it impossible for an employee to fulfill his/her assigned duties.
3. Application for personal leave that extends the breaks of Labor Day, Thanksgiving, Christmas / New Years, spring break, Easter, or Memorial Day; or that replaces the first contract day, the last contract day, or parent / teacher conferences shall be subject to the Superintendent's approval.
4. Personal Leave shall be handled confidentially.
5. The District will compensate certificated employees $100 for each day of unused personal leave up to a maximum of three (3) days per school year. Unused personal leave will be compensated in increments of no less than .5 days in the June payroll check.

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Section 8: Personal Professional Leave

Certificated employees covered by this agreement shall be limited to three (3) Professional Leave days. Due to district initiatives, personal professional development, school improvement, and/or professional improvement plans, an employee may be eligible for this leave with the approval of the Superintendent and/or his/her designee.

Section 9: Adoption Leave

An employee of the District who adopts a child may use provisions of the Adoption Leave Policy as per state statute. (Refer to Section 6 for guidance)

Section 10: Court Summons Leave

Any teacher subpoenaed to appear as a witness in court (except for personal law violations) must notify his/her supervisor as promptly as possible upon receipt of the subpoena. In addition to informing his/her supervisor, the teacher shall complete a Court Summons Leave Form.

Any teacher of the district responding to a subpoena as provided above shall not receive any reduction in salary for any part of the period of time he/she is absent from work. Any monies received from the court for such an appearance shall be the property of the teacher.

Section 11: Election Worker and Jury Leave

A teacher who is appointed as an election worker or summoned for jury service shall promptly notify the Principal of such appointment or summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur, except that the District may reduce the pay by an amount equal to any compensation, other than expenses paid by the court for jury duty. Teachers are to notify their Principal of the amount received for such jury duty.

If a teacher is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similarly to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 12: Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Teachers who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Teachers who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally

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work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the teacher's regular annual leave.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active-duty base pay the teacher receives in active service of the state.

Section 13: Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

FMLA absence request forms are available in the STAFF-HR Google Shared Drive under "Leave Documents".

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.
FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a 'group health plan will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Your use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Columbus Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Columbus Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. Columbus Public Schools requires the use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;

- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627 or www.wagehour.dol.gov

An additional provision of FMLA leave under the certified negotiated agreement permits an employee who exhausts paid leave during the 12-week period to have unpaid days deducted at the cost of their substitute instead of at their daily rate outlined in Section 2.

Section 14: Maternity Leave

Maternity leave is a qualifying leave condition covered under Section 13: FMLA. For maternity leave not qualifying as FMLA leave, an employee is requested to use no more than six calendar weeks of absence. Under both FMLA leave and non-FMLA leave paid days for maternity leave are limited to the number of days an employee has available under their personal, annual sick leave, and accumulated sick leave.

Section 15: Consideration of Elective Leave Requests

Staff members are to submit requests for all forms of elective leave (personal leave and professional personal leave) to their immediate supervisor. Such requests will typically be approved but may be denied based on relevant issues such as: a) the number of other regular employees who will be absent during the requested leave, b) the availability of substitutes, if necessary, c) special activities occurring in the building during the requested leave, d) if sufficient prior notice has not been provided, or e) if provided leave has already been utilized. Denied leave requests may be resubmitted for consideration on alternate dates.

Section 16: School Activities or School Related Professional Absence

Leave related to supervision, coaching, sponsoring, conference attendance, or other absence directly related to your paid position(s) with the school district. These absences are not elective, which are subject to provisions of Section 8. A leave form is required for this type of absence.

Section 17: Emergency Leave Bank

Per the negotiated agreement, an emergency medical leave bank is hereby established to protect certified staff members from financial loss due to extended absence from contractual duties. The EMLB is not intended as a means to obtain additional leave once an individual has exhausted sick and personal leave. Rather, the purpose is to provide additional leave in the case of sudden, unforeseen illness or disability of indeterminate duration or maternity circumstances as described in Appendix E of the negotiated agreement. Only those who contribute to the bank will be allowed to access resources of the bank. The

Director of Human Resources will provide details and annual donation/sign-up forms at the start of each school year.

Article 4: DUTIES AND RESPONSIBILIITES

Section 1: Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment.

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to be at their assigned duties, except that duty-free lunchtime can be spent off-site. Staff may leave the building earlier when called to a district meeting.

Certificated employees are required to serve on playground, lunchroom, and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by administrators, department heads, and team leaders, except those meetings which are designated for optional attendance.

Section 2: Arrival to Duty Assignments

Full-time teachers have a designated on-site workday that is one hour in combination before or after school. For specific times, check with building administrators.

Section 3: Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Planning time is an essential part of the workday for certified staff. Planning time should be utilized effectively and efficiently. Staff should not regularly leave the building during their plan time and on the rare exception it is necessary notify your administrator prior to leaving the building.

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Section 4: Lesson Plans

Teachers will prepare written lesson plans according to building rules and procedures. A teacher folder/binder, which includes lesson plans, class rosters, etc. must be organized and easily accessible for review. If that is not possible, the folder/binder should be kept in a place in which they will be readily available in the teacher's absence. If the folder is kept digitally on the Google Drive please share it with your building administrator.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that a substitute teacher or other staff member not familiar with previous classroom activities or progress can easily use them. The lesson plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5: Daily Class Record Books

Every teacher is required to keep a complete record of the attendance and achievement of every student. Records may be kept in written or digital format in compliance with District expectations.

Section 6: Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Textbook and Room Inventory: All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student to whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider fair. Insist that students put covers on their books by the end of the first week after receiving them.
2. Use of Phones/Cell Phones: Teachers shall not use phones or cell phones during instructional time or during professional development time except in the case of an emergency.
3. Use of Paraeducators: Teacher aides provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher aide must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students with the teacher aide in a supportive role. Classroom paras should primarily be used to provide individual or small group assistance to students. Paraeducators are to work only on their assigned workdays and within their assigned workday.
4. Checking Out of Equipment: All equipment must be checked out through the building principal or designee. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee.
5. Requisition of Equipment and Supplies: Books and supplies that are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.
6. E-mail: Each teacher will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Teachers should check for e-mail throughout the day and should timely respond to e-mails which require a response but should avoid checking and

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responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy and this handbook. A user fee may be paid that allows staff to utilize computers for personal uses.

7. Teacher Mailbox: Each teacher will be assigned a mailbox located in the school office or workroom. Teachers should check for mail each morning and later in the school day, if possible. If something requires an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communicate regarding school business.
8. Teachers Meetings: All teachers are expected to be present for staff meetings, unless they are absent from school for good cause or have made prior arrangements.
9. Food/Drink: Any rooms where food or drink is stored, including in refrigerators, items should be cleaned out monthly. During breaks extending beyond 5 days, all food items should be cleaned out and refrigerators unplugged. This does not apply to kitchens or break rooms.

Section 7: Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

1. Proper Supervision
   - Report to all duty assignments on time.
   - Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
   - Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on supervised duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
   - If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
   - Use of corporal punishment is prohibited at Columbus Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
   - Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.
2. Proper Instructions
   - Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
   - Repeat safety instructions as often as needed.

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- When you go over safety rules with students note it in your written records (e.g., your lesson plan book or daily reports).

3. Proper Maintenance of Buildings, Grounds, and Equipment
   - Conduct periodic inspections of equipment under your control or in your area of supervision.
   - If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
4. Proper Warnings
   - If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance: The office administration should be contacted immediately when possible and students detained when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches: Office administration should also be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present or escorted to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights: Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8: Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

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1. On the first day of class present a lesson on classroom, homework, technology, and behavior expectations and consequences to students. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing or digital. Give one copy to the students, post one copy in the room, and provide one copy for the principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to bullying.
4. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting forms. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral to ensure the student went to the principal or the counselor as instructed. The administrator or attendance coordinator will inform the teacher of the consequences.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the principal if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law, are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9: Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication

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brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10: Reporting Child Abuse

Nebraska State Law mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) 1-800-652-1999 when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- Placed in a situation that endangers his or her life or physical or mental health;
- Cruelly confined or cruelly punished;
- Deprived of necessary food, clothing, shelter, or care;
- Left unattended in a motor vehicle if such minor child is six years of age or younger;
- Sexually abused; or
- Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their school counselor, social worker, principal, or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, school social worker, or an administrator will help you.

Section 11: Fundraising

Fundraising is defined as the selling of a product, providing a service or activity, or requesting donations of any kind. As noted in **Board of Education policy 506.07**, all fundraising for student organizations, outside organizations, and charitable giving campaigns must have prior administrative approval from the building principal and the Executive Director of Business/Human Relations, evidenced by signature on a completed School Fundraising Application. School District employees who supervise official school programs or extracurricular activities are directed not to organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved.

When receipts from fundraising or other activities are sent to the Administration Building to be deposited, they are to be accompanied by a properly completed Report of Cash/Checks Submitted form. Receipts should be counted by two separate people at the building, the form completed, and the receipts and form sent to the Administration Building. Upon arrival at the Administration Building, the receipts will be re-counted prior to deposit in the appropriate account and bank.

All fundraisers should have a clearly defined and itemized use of funds prior to approval.

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Section 12: Purchases with Building or District Funds

The Board of Education recognizes the importance of sound fiscal management practices and expects efficient and consistent procedures in purchasing materials and services for the district. Requests for equipment, materials, books, supplies, reimbursement claims, and other expenses shall be made by the employee to his/her supervisor or administrator. Such requests are to be approved prior to the order being placed or the expense being encumbered. No payment of a bill will be made without an approved purchase order. Tax exempt status is to be requested of all purchases and sales tax will only be reimbursed if the vendor does not accept the tax-exempt form.

All purchasing for the district will adhere to an approved purchase process that clearly establishes the contractual arrangement between the supplier and the school district. No employee may enter into a contract with a supplier unless the administrator or supervisor also endorses that contract.

Section 13: District Credit Cards

A CPS credit card may be checked out for occasions when you are traveling on District business and returned when its specific use has been accomplished. If you wish to use a District credit card, contact the Director of Finance and Human Resources no less than 5 days in advance to complete a request and summary of District policies pertaining to expenditures and use of credit cards. Receipts must be returned with the credit card including the appropriate budget code.

Section 14: Cash in School Buildings

Under District Policy 709.00, the amount of cash that may be kept in the school building for the purpose of making change shall be sufficient for the day's operations. This includes fundraising activities, petty cash, food service funds, jean/pop/staff courtesy funds, student council, the library, school activities/athletics and any other District (or extended) school group or activity. Excess cash shall be deposited in the authorized depository/account of the school district. Cash on hand should only be secured in a locked location in the school building's main office and should never be kept overnight in classrooms or other unsecure locations. Board Policy 706.02 has established $50 as a reasonable amount of "on-hand cash" for the petty cash fund. That standard, for most situations, should be used when to determine if a deposit should be made for excess cash. This does not apply for cash boxes used for events taking admission.

Section 15: Professional Travel

When traveling outside of Columbus for the District, several policies cover aspects of professional travel. Please review when attending conferences, meetings, or other qualifying events. School activities or field trips where students are competing, performing, or attending may be handled differently.

- Transportation – Board Policy 402.20
- Lodging – Board Policy 402.20
- Meals Per Diem – Board Policy 402.20
- Credit Card – Section 13 p. 27
- Leave – Section #8 p. 17 and Section #16 p. 20
- Reimbursement – For mileage or meals, use proper form, see Section #9 p. 12 and is also covered under Board Policy 706.05

Article 5: PERSONAL AND PROFESSIONAL CONDUCT

Section 1: Professional Ethics Standards

The Columbus Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to "educator" shall include all certificated employees of the District. Violations of appropriate and professional conduct, including those listed or not listed in Article 5, may result in Columbus Public Schools filing a complaint with the Nebraska Professional Practices Commission resulting in the revocation, suspension, public reprimand, or private reprimand of the employee and their certificate.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.
The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
C. Shall not use coercive means or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
F. Shall not sexually harass students, parents, or school patrons, employees, or board members.
G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.

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H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
I. Shall report to the Superintendent any known violation of paragraphs B, E, or G above.
J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
E. Shall not commit any act of moral turpitude nor commit any felony under the laws of the United States or any state or territory.
F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe

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that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

A. Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
B. Shall not misrepresent his or her professional qualifications nor those of colleagues.
C. Shall practice the profession only with proper certification and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
B. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
C. Shall give prompt notice to the employer of any change in availability of service.
D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
E. Shall not assign to unqualified personnel tasks for which an educator is responsible.
F. Shall permit no commercial or personal exploitation of his or her professional position.
G. Shall use time on duty and leave time for the purpose for which intended.

Section 2: Evaluations

Evaluations of teachers will be conducted in accordance with the District's Professional Performance Model. Supervisors reserve the right to observe, appraise, or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3: Role Model

Teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner during school and after school hours.

Section 4: Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board polices, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

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The relationship between a building principal or supervisor and staff within the building or department is always enhanced by direct communication between the staff members and the principal or supervisor. Direct communication is the best way to solve potential problems, relieve tensions, and to clarify any misunderstandings.

The staff member should request a conference with the building principal or supervisor and attempt to resolve the concern or complaint. In the event the concern is with the building principal, then the staff member should request a conference with the Superintendent of Schools.

Section 5: Professional Attire

It is important for teachers to project a professional image to students, parents, and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary. We encourage all staff to wear CPS apparel when appropriate.

Section 6: Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

A. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
B. The teacher is not to provide private tutoring in a school building.
C. The teacher is not to provide private tutoring during duty time.
D. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7: Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8: Use of Cell Phone, Technology, and Social Media

Use of a cell phone, laptop, tablet, or any device to make audio or visual recordings of students, staff, parents without their consent is prohibited and will be deemed as unprofessional conduct. Posting of audio, pictures, video, or any likeness of a student, parent, or staff member on any public forum/social media without prior permission is prohibited. Pictures, video, or audio posted through a school approved account on a public forum or social media that adheres to District policy is acceptable and should promote a positive image of the school district and/or person(s) included in the post.

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Employees of the District posting comments, pictures, video, or audio on social media or using their position as an employee to further an agenda outside of the school district chain of command may be considered insubordinate. School business and communication should be conducted within the proper chain of command at all times.

Section 9: Employment Contract

A certificated employee in their first three years of employment with Columbus Public Schools is considered probationary and are covered under Nebraska Statute 79-828. Permanent certificated employees are those employed beyond three consecutive years with the District and are covered under Nebraska Statute 79-829. An employee is under contract with Columbus Public Schools from the initial signing of a certified contract until they (a) resign in writing, (b) are notified of non-renewal, (c) are terminated, or (d) fail to hold a valid Nebraska Teaching Certificate. Amended contracts are received to properly establish and communicate pay rate annually. An employee contracted with Columbus Public Schools may be assigned any position, location, or duty regardless of what position is specifically listed on a signed contract in order to best serve the needs of students.

Article 6 – ACADEMIC MATTERS

Section 1: Purpose and Goals of Academic Achievement

The Columbus Public Schools Board of Education is committed to providing a quality education for all Columbus Public School students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2: Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education (special education students), students with other disabilities which impact the educational program (504 students), and limited English proficient students (LEP or EL students). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/EL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

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Section 3: Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

Section 4: Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the Board of Education and community. To this end, teachers shall develop a variety of common assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on report cards.

Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. It is recommended that the teacher record at least two grades per week. It is generally preferable to give numerical grades for tests, quizzes, and daily work. Grades must be recorded for all curricular areas.

Recording Grades. Each teacher shall record grades in the District-approved record keeping system. A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales. Teachers are to use only the grading scales approved for the elementary, middle, and high school. Any deviation from the approved grade scales must be approved by the building principal.

Grading scales are expected to be used according to the following guidelines:

- No other grade scales are to be used on official records or reports.
- "Failing," "unsatisfactory," or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
- The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester, not an average of two nine-week marks).
- Teachers may exercise professional judgment in distributing marks. Behavior should not be included in an academic grade. Marks are not expected to be distributed on a normal curve.

Section 5: Updating Grades

6-12 teachers should update weekly. K-5 teachers should be updated every two weeks unless otherwise directed by principals.

Reconsideration of Grades/Marks: Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event parents or students question a grade, the parents/guardians and/or student may be included in the conference.

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Incomplete Classes: Some students in certain situations may qualify for an approved incomplete for a course. Late entry or a serious injury at an awkward point in the semester are examples of such situations.

Transfer Grades: A student transferring into Columbus High School at the fifteen-to eighteen-week time period will have all grades on transcript from an accredited school accepted for semester credit. Grades must be approved for credit by the Principal or designee.

Reports to Parents: Grades and credit are assigned on a quarter (9 weeks) or semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as first quarter, first semester, third quarter, and second semester.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents. Students and parents may review grades through the online student information system Synergy. Unique login information is required. Teachers are expected to keep their grades in Synergy up-to-date and accurate as a means of reporting progress.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

The end-of-quarter and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, or other behaviors, etc. The parents do not have this knowledge. These ~~If any such~~ factors should not have significant bearing on the student's grade but may be impacting their academic performance. Along with their relationship with teachers, ~~notes~~ communication should be ~~sent to~~ made with parents. Arrangements will be made to place these teacher-written notes with the grade report forms. The notes may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths, areas needing improvement ,and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes, which are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Section 6: Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory.

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Section 7: Use of Video Resources for Instructional Purposes

Video or other media resources used to support the educational process must 1) relate to the concept being taught, 2) have a PG-13 or lower rating (or have prior permission by the principal if above PG-13), 3) must be previewed in their entirety by the teacher before using in class, and 4) the expectation is to use excerpts of the program to illustrate important concepts rather than viewing an entire 90- to 120-minute show.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1: Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use, or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the work place or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense away from the workplace or off duty time.

As a condition of employment, teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2: Smoke- and Tobacco-Free Workplace

The use of tobacco products in the District's buildings, on school grounds, all owned or leased facilities, and school owned/leased vehicles is prohibited.

Section 3: Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;

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3. Any firearm muffler or silencer;
4. Any explosive, incendiary, or gas bomb, grenade, rocket, missile, mine, or similar device;
5. Any bludgeon, sand club, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocketknife with a blade of 2-1/2 inches or more is a prohibited weapon. A switchblade knife is prohibited regardless of size of the blade. A switchblade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens, falls, or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
8. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes. This shall not be considered as possession of a weapon unless the mace or other similar chemical agents that are typically designed for individual personal defensive purposes is in larger quantities and/or concentrations that would be considered excessive. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
9. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4: Acceptable Use of District Computer Network and Internet

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

The expectation of the Board of Education is that employees will conduct themselves in such a way as to promote a positive school atmosphere through professional and appropriate dress code, interpersonal relationships, and employee conduct. This includes any communication, verbal, written or electronic. As public employees, all staff should recognize that students, peers, parents, and community members are continuously observing their actions. All staff must be aware that their actions and demeanor are reflected in the conduct of students, which may impair their effectiveness as employees.

The personal life of an employee, when communicated by texting, social networking, or other personal communication conducted via the Internet or any other form of communication will be a concern of the Administration and Board of Education if it impairs the employee's ability to effectively perform his/her job or it violates local, state, or federal laws or contractual agreements. This not only includes communication through devices provided by the district, but also personal or privately owned systems or

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electronic equipment if said communication merits disciplinary actions consistent with state law, federal law, and/or Board policy.

It is the expectation that all employees will maintain appropriate and professional boundaries with students at all times, both inside and outside of school. No employee shall engage in inappropriate or unprofessional conduct, especially conduct of a sexual nature, with a student at any time. This includes inappropriate communication, be it verbal, written or electronic, through any manner such as in person, via telephone, cell phone, computer, personal data assistant, text messaging, instant messaging or any and all social networking mediums.

In using the computers and the Internet, users agree to the following:

1. Since copyright laws protect software and other content, users will not make unauthorized copies of software or content on school computers. If a user downloads public domain programs for personal use or non-commercially redistributes a public domain program, the user assumes all risks regarding the determination of whether a program is in the public domain.
2. Users shall not access material that is obscene, pornographic, or otherwise inappropriate for educational, work-related, or personal uses or contrary to the District's mission. Users are not permitted to knowingly access information that is profane, obscene ,or offensive toward a group or individual based upon race, gender, national origin, or religion.
3. Users will protect the privacy of other computer users' areas by not accessing their passwords.
4. Users will not engage in hacking or otherwise attempt to gain unauthorized access to system programs or computer equipment. Attempts to harm, destroy, or remove computer software or equipment is prohibited unless removed by authorized CPS personnel.
5. Users will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Users will not attempt to log in to the districts' local system administrator account.
7. Users understand that the intended use of all computer equipment is to meet instructional and educational objectives. All District related content and materials are required to be stored within a district domain account.
8. Users will not use the network for financial gain or for any commercial or illegal activity.
9. The District will not be responsible for any liabilities, costs, expenses, or purchases incurred by the use of the District's telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The user is solely responsible for any such charges.
10. Users are responsible for the integrity of information accessed and any software downloaded. If the computer becomes inoperable, the computer will be restored by the tech department to the state in which it was originally received by the user. Users will be responsible for reloading any lost material or programs.
11. Users will be responsible for back up of all data on the computer. The district recommends that all important data be stored within your district Google Drive account or saved to an external hard drive. The district is not responsible for lost data.
12. The District reserves the right to inspect a users' computer and computer usage at any time. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. Computers are the property of Columbus Public Schools and are therefore subject to changes or modifications as deemed necessary by the district.

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13. A technology protection measure is in place that blocks and/or filters Internet access. The Internet filter is designed for preventative access to Internet sites that are not in accordance with District policies and regulations. Inappropriate bypassing of the filter is prohibited. When an authorized user bypasses the filter, the user takes responsibility for content that appears and is displayed for classroom viewing or on their device.
14. All district purchased software through the App store must be done by the CPS IT department. This includes the Apple suite (Pages, Numbers, Keynote) downloads on your district computer.

As the user, you are taking sole responsibility for all activity on any school-issued device, whether activity be attended or unattended. Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to the immediate suspension or termination of the user's Internet account and computer privileges, reprimand, suspension, or termination.

Occasional Personal Use

The purpose of technology provided to staff at Columbus Public Schools is to meet the educational needs of the district. The occasional personal use agreement allows Columbus Public Schools staff to have occasional personal use. It is understood and accepted that any use of technology provided by the district is not private. It is important to remember that the equipment and the software are the property of the school district.

Important Information Concerning CPS Technology

Reporting lost or stolen technology during the school day:

- If your iPad or computer is missing or stolen, contact your building principal AND someone in the Tech Dept IMMEDIATELY: Leonard Kwapnioski (c-402-910-3282) or (x11517), Jeff Uchtman (c-402-276-1015) or (x12352), Corey Underdahl (c-402-650-6731) or (x12450).
- Machines covered by AppleCare will follow Apple's troubleshooting protocol to determine if machine damage is covered. Employees are automatically enrolled in the District damage protection plan through payroll deduction in October. An employee may opt out of the plan by September 15th of each year by notifying Mr. Leonard Kwapnioski. All non-covered damages will be the responsibility of the employee. Under no circumstances shall an employee try to repair any district-owned device. All damage requiring repair shall be reported to and coordinated by CPS District Technology as soon as possible.
- Be aware of the CPS policy regarding the use of student images and/or names in digital or paper media produced by you or in your classroom.
- Follow correct copyright procedures when using images and materials that you do not own.
- District-owned and managed software will be updated based on the device. Please follow directives of the IT department regarding updating software for your laptop, desktop, table, or iPad.
- Self-installed software will be updated and maintained by the user who installed the software.

Reporting lost or stolen technology at times other than the school day:

- **Call the CPS Technology Hotline at 402-563-7069.**
- When calling in to report a lost or stolen device, please be prepared to provide the following information. If there is no answer, please leave this information on the answering machine:
  - Name of person the equipment is assigned to

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- Person's name making report
- Location where computer was when it went missing
- Contact number to be called back

Section 5: Use of School Facilities

Teachers will be provided access to the school. Teachers are expected to maintain security of building access methods and not give this access to others. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. For non-school sanctioned activities an employee should follow the District policy on facility rental and use of facilities. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Section 6: Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7: Use of Telephone

Personal telephone calls shall not be made during student instruction time except in the event of an emergency.

Section 8: Visitors

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare.

Section 9: Salespersons

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings, or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the

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teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10: Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets, and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse, or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11: Video Surveillance

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare, and safety of all staff, students, and visitors to District property and to safeguard District facilities and equipment.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student, employee, or other building user violating school policies or rules or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 12: Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 13: Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

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The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statue provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use" rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Teachers should seek assistance from administration if there are any questions regarding what may be copied.

Section 14: Lost and Found

Teachers who find lost articles are asked to take them to the office where the owner can claim the articles.

Section 15: Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan, which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.
The District also has a safety committee to address employee accidents, injuries, and work place conditions. A representative from CEA plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the president of the teachers association (CEA). Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers association representative of the safety committee, (2) contact the president of the teachers association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders, and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter and keep your work area or room clean and free of clutter, debris, etc.

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5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly, or assistance. Know how to properly lift.
8. Report any personal injuries or medical problems while on duty to your supervisor immediately and complete the employee accident report. This should be forwarded to the Human Resources office.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc.
11. Use your blood-borne pathogen kit and training provided.
12. Every student accident in the school building, on the school grounds, at practice sessions, or at any ~~athletic~~ event sponsored by the school (home or away) must be reported immediately to the Principal or supervising administrator.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Use of Personal Vehicles

Teachers who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents

Every accident which results in a personal injury involving students or staff must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach, or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork. These documents should be forwarded to the Human Resources office.

Section 16: Traveling on School Business

School employees will be provided with a school-owned vehicle when such a vehicle is available. Submit a transportation request to the CHS Activities Assistant. When a school vehicle is not available or for trips outside the boundaries of the District but less than 60 miles one-way, reimbursement for the

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use of a personal vehicle will be at the rate established by the State of Nebraska. If an employee chooses to use a personal vehicle in a situation where a school vehicle could have been used, the reimbursement rate for such travel will be the estimated cost of using a school vehicle.

Under Title 92, Chapter 91, section 002.02, an activity trip (school business) means the transportation of children, pupils, and/or school personnel to and from a given location to a second or subsequent location or locations without stopping to load or unload the passengers on the public highways for the purpose of transporting the passengers to any activity or event sanctioned, authorized, or sponsored by the school district. Under this definition (005.03 Authorized Passengers) children of family members may only be included in the transportation if they are part of the team or sanctioned group involved in the activity. No one except school personnel, supervisory personnel, and pupils assigned to the school bus for a particular route schedule or for an activity trip may ride in such vehicles.

Section 17: District-Employee Communications

The District sends regular communication to employees regarding upcoming events and activities to keep them informed. Under the Federal Telephone Consumer Protection Act, all calls whether live, automated, or prerecorded voice calls or text messages made to cellular phones using automated dialing technology are prohibited unless the calls are made for emergency purposes or made with prior express consent of the cellular phone subscriber. In order to comply with the Federal Consumer Protection Act, Columbus Public Schools needs your consent to call the cellular phone number. By signing receipt for this handbook, you give Columbus Public Schools permission to call all cell phones registered in District records for District communication purposes.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1: Notice of Nondiscrimination

As an equal opportunity employer, Columbus Public Schools will not discriminate on the basis of race (including skin color, hair texture and protective hairstyles), color, religion, national origin, sex, physical or mental disability, age, sexual orientation and gender identity, or any such related condition in the hiring, dismissal, or retention of CPS employees provided that in the case of handicapping condition, the condition itself is not a limiting factor in the performance of the designed essential duties for the position involved.

The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures, or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin), or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age

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Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights
8930 Ward Parkway
Suite 2037
Kansas City, MO 64114
816-268-0550
FAX: 816-823-1404; TDD: 800-437-0833

The U.S. Equal Employment Opportunity Commission (EEOC)
1801 L Street, N.W.
Washington, D.C. 20507
(800) 669-4000; TDD: (800) 669-6820

Section 2: Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator(s) is: Columbus Public Schools, 2508 27th Street, Box 947, Columbus, NE 68602-0947, (402) 563-7000.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Dr. Troy Loeffelholz
Title IX	Discrimination or harassment based on sex; gender equity	Employees – Chip Kay Students – Tim Kwapnioski
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Jason Harris and Leonard Kwapnioski
Homeless student laws	Children who are homeless	Dr. Troy Loeffelholz
Safe and Drug Free Schools and Communities	Safe and drug free schools	Dr. Troy Loeffelholz

Section 3: Anti-discrimination & Harassment Policy

Elimination of Discrimination

The Columbus Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: Columbus Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students, or other persons is prohibited. In addition, the Columbus Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

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For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, gender, marital status, disability, religion, or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability, or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional, or educational environment.

Age harassment (40 years of age and older) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work, classroom, or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments, or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching, or brushing against another's body.

Section 4: Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment, or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

- Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
- Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
- Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough but informal and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.

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- The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
- The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's division is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

Section 5: Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6: Disclosure of Student Information to Military Recruiters and Colleges

The No Child Left Behind Act of 2001 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education without their prior written consent. Employees are expected to follow these requirements.

Section 7: Disclosure of Staff Qualifications

The No Child Left Behind Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
4. Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of the NCLB.

Section 8: Student Privacy Protection

The No Child Left Behind Act of 2001 requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in

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Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the NCLB and related Board policy, as follows:

1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
2. Student surveys which involve "sensitive" matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:
   - Political affiliations or beliefs of the student or the student's parent;
   - Mental or psychological problems of the student or the student's parent;
   - Sexual behavior or attitudes;
   - Illegal, anti-social, self-incriminating, or demeaning behavior;
   - Critical appraisals of other individuals with whom the student has close family relationships;
   - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
   - Religious practices, affiliations, or beliefs of the students or the student's parent;
   - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Instructional materials—permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term "instructional materials" does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes.

Section 9: Parental Involvement

General - Parental/Community Involvement in Schools

The District's policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

- provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
- make textbooks, completed tests, and other curriculum materials available for review by parents upon request;
- permit parents access to their child's records according to law and school policy;
- encourage parents to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor, or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
- assure that testing occurs to assure proper measurement of each child's educational progress and achievement;

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- permit parents to excuse their child from testing, classroom instruction, and other school experiences when possible and educationally appropriate;
- notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
- encourage parents to express their concerns, share their ideas, and advocate for their child's education.

Title I Parental Involvement

The District has a separate policy established pursuant to the No Child Left Behind Act of 2001 relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children been given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10: Homeless Students

The No Child Left Behind Act of 2001 requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11: Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12: Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

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Appendix 1: COMPLAINT PROCEDURES FOR STAFF: Policy 403.055

The Board of Education advises the public that the proper channeling of complaints involving school personnel shall be from the complainant to the employee, to the principal, to the Superintendent, and then on to the Board of Education.

Internal Complaints regarding School Personnel

Step 1
If the complaint is in regard to another staff member,

a. The complainant should request a conference with the building principal to resolve the concern or complaint.
b. If it is determined that an investigation will take place, the complainant must provide the issues of the complaint in writing and sign the document as confirmation.

Step 2
If staff member is dissatisfied with the result of this conference, the staff member can request a second conference with a district administrator (Director of Finance and Human Resources), the principal, and the staff member.

Step 3
If staff member is not satisfied with the resolution of the complaint at Step 2, the staff member can request a conference with the Superintendent of Schools for discussion of the problem.

**If a complaint is in regard to the building Principal the staff member must go directly to Step 2

Internal Complaint Process regarding an Administrator

Step 1
If the complaint is in regard to the building principal, the complainant should request a conference with the Superintendent to resolve the concern or complaint.

a. If it is determined that an investigation will take place, the complainant must provide the issues of the complaint in writing and sign the document as confirmation.
b. The Superintendent or his/her designee reviews, investigates, and will then make a determination as to whether the complaint is valid or not.
c. The complainant will receive confirmation that the investigation has taken place during the documented time frame.

Step 2
If the staff member is dissatisfied with the result of step one in the process, the staff member can request an appeal for a second evaluation to be conducted by Executive Director of Human Resources.

Step 3

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If the staff member is not satisfied with the outcomes of the previous two steps, the staff member can request a conference with committee of the Board of Education that is appointed by the board president.

Step 4
The staff member may file a complaint to the board as a whole after all other steps have been exhausted.

Community Complaints regarding School Personnel

Step 1
If complainant is not satisfied with the process with the employee in question, the Principal or his/her designee reviews, investigates, and makes a recommendation.

Step 2
If complainant is not satisfied with the process and outcome of the building principal, the principal's recommendation will be reviewed and a decision made by the appropriate central office administrator (Director of Finance and Human Resources).

Step 3
If complainant is not satisfied with the process of the administrator's decision, an appeal can be made to the Superintendent of Schools.

*If a complaint is in regard to the building Principal the community member must go directly to the Superintendent

**Any statement containing a charge or a complaint against an employee of the school district must be submitted in writing, verified and signed by the complainant.

Community Complaints regarding School Administration

Step 1
If the complaint is in regard to the building principal, the complainant should request a conference with the Superintendent of schools to resolve the concern or complaint.

a. If it is determined that an investigation will take place, the complainant must provide in writing and sign to confirm the issues of the complaint.
b. The Superintendent and his/her designee reviews, investigate, and will then make a determination as to whether the complaint is valid or not.
c. The complainant will receive confirmation that the investigation has taken place during the documented time frame.

Step 2
If complainant is dissatisfied with the result of step one in the process, the staff member can request an appeal for a second evaluation to be conducted by Director of Human Resources.

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Step 3
If complainant is not satisfied with the outcomes of the previous two steps, the staff member can request a conference with committee of the board of education that is appointed by the board president.

Step 4
The complainant may file a complaint to the board as a whole after all other steps have been exhausted.
*If a complaint is in regards to the building Principal the community member can go directly to Step 2

**Any statement containing a charge or a complaint against an employee of the school district must be submitted in writing, verified, and signed by the complainant.

INSTRUCTIONS FOR PREPARING A COMPLAINT

Please Type or Print.

1. If you are filing a complaint against a process, problem, person, or more than one person, a separate form should be used for each process or person. If you have more than one complaint against the same process, problem, or person, you should use one form and describe each incident. As the Complainant, your name and phone number must appear in the blanks at the top of the first page.

2. The process, problem, or person against whom a Complaint is filed is called the Respondent and the Respondent's name must appear at the top of the first page on the left hand side, below your name. Also list the Respondent's name and telephone number in the blanks immediately underneath the complainant information.

3. In the complaint section, please list the facts which you believe constitute a violation of professional conduct and ethics and/or process used. Use additional sheets as necessary and number each page.

4. In the witness section, list individually the full name and telephone number of each witness to verify as to the alleged incident if appropriate.

5. Your signature should appear on the "verification" page indicating the complaint is factual to the complainant's knowledge.

6. Please mail, email, or deliver the completed Complaint form to the direct supervisor. If the complaint is in regard to the direct supervisor, please send the form to the Superintendent. If the complaint is in regard to the Superintendent, please send the form to the Executive Director of Human Resources.

A blank complaint form is attached or you may type your own form.

Dated: 3/18

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In accordance with Board Policy 403.05 and 403.055, of the *Columbus Public Schools Policy Handbook*, the Complainant states as follows:

Complainant is:_____

Respondent is: _____

Complaint: _____

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Witness(es): _____

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VERIFICATION

WHEREFORE, Complainant requests that the Superintendent investigate this Complaint and take such action as is warranted.

I, _____, have read the contents of the Complaint and that to the best of my knowledge, information, and belief such contents are true and there is reasonable cause for filing said document.

_____
(Signature of Complainant)

_____
(Printed Name of Complainant)

Dated this _____ day of _____, 20_____.

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BEFORE THE SUPERINTENDENT OF SCHOOLS &
COLUMBUS PUBLIC SCHOOLS BOARD OF EDUCATION

For Internal Use

_____	)	Case No. _____
(Name)	)	Leave Blank
_____	)	
(Telephone #)	)	
_____	)	
(School)	)	
	)	
Complainant,	)	
	)	
	)	
	)	
	)	
_____	)	
(Name)	)	
_____	)	
(Telephone #)	)	
_____	)	
(School)	)	
	)	
Respondent.	)	

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Appendix 2: HEALTH AND SAFETY SUPPLEMENT

Because of the fluid nature of viruses and other forms illness, the following rules and expectations will be effective as determined by the Superintendent and/or Board of Education. These rules and expectations are intended to ensure the health and safety of all students, staff members, and the overall community. Because of the fluid nature of a pandemic and the District's continued collaboration with health officials, these rules and expectations are subject to change at any time. The District will send staff members written notification of any such changes. It is each staff member's responsibility to monitor for, understand, and adhere to any such changes, including those changes implemented on short notice. If a staff member has any questions about the interpretation or implementation of these rules and expectations, it is the staff member's responsibility to promptly contact their administrator.

Symptoms of Illness. An employee who experiences or has experienced symptoms of a form of illness needs to be cautious of their health for their safety and others around them. For the benefit of all, any employee who experiences more than minor symptoms should stay home until they feel better. If an employee displays more than minor symptoms while at school, the employee may be sent home.

Masks. When determined to be necessary, every staff member must wear an appropriate mask on school grounds and while in school vehicles. An appropriate mask is a double cloth mask that does not interfere with or disrupt the operation of the school or the learning environment. Masks must be worn in a manner that covers the staff member's nose and mouth. A staff member who does not fully comply with this rule is in violation of District rules and expectations. Staff members may remove their masks only in settings approved in advance by the administration. It is the staff member's responsibility to seek clarification from an administrator if the staff member is uncertain as to whether they may remove their mask at work. Staff members who do not comply with the mask requirement may face discipline, up to and including termination of employment.

Enforcement of Mask and Safety Rules. When a mask mandate is in place, every staff member has an obligation to ensure that all other persons on school grounds and in school vehicles abide by the mask requirement. If a staff member observes another staff member or student not wearing a mask, the staff member must promptly remind the staff member or student to wear their mask. If a staff member observes another staff member or student repeatedly not wearing a mask, then the staff member must promptly notify their administrator.

The District and its' employees will adhere to "District Health Measures" (DHM) put in place by local, state, or federal health departments impacting Platte County and the City of Columbus, Nebraska.

Work at Home. In very limited circumstances during a pandemic, the District may allow a staff member to work from home. Any staff member who works from home must adhere to all of the District's rules and expectations during the workday. These rules and expectations include, but are not limited to, the staff member devoting their full time and attention during the workday to the performance of their job duties, refraining from personal business or activities, refraining from prohibited conduct (such as consuming alcohol) and promptly responding to emails or calls. A staff member working from home who violates these rules and expectations could face discipline, up to and including termination of employment.

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Failure to be Honest. These rules and expectations are designed and will be implemented to ensure the health and safety of all students and staff. One staff member's refusal to be entirely honest or straightforward about a potential exposure or symptoms could jeopardize the health and safety of other staff members and students. If the District determines that a staff member has not been honest or forthright with information provided (or not provided) to the administration, then the staff member may face discipline, up to and including termination of employment.

Other Health and Safety Rules. At any time, the administration may impose or require a staff member to abide by other health and safety requirements. Every staff member must follow such health and safety requirements or face discipline.

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TO: Board of Education

RE: Summary of Certified and Classified Handbook Changes for 2022-2023

CERTIFIED HANDBOOK

Pg 7 - Edits to add new Administrators
Pg 9 - Aligns the resignation accepted final date to April 15th to match the policy change from May 1st.
Pg 11 - Clarifies the definition of Extended Duty Pay not to include regularly scheduled contract days.
Pg 16 - Updates Family Illness leave to match the new Negotiated Agreement, allowing certified staff to use all annual leave plus ten accumulated days instead of just ten total.
Pg 17 - Additional guidance for Adoption Leave
Pg 18 - Adds a section on where to find FMLA request forms
Pg 20 - Adds a section on FMLA leave where paid leave is exhausted, the deduction for unpaid leave is now equivalent to the cost of the substitute (negotiated agreement).
Pg 20 - Added section clarifying Maternity Leave
Pg 20 - Added a section requiring leave forms for school activity and professional absences
Pg 21 - Added to Section 3 about planning time is contract time, regularly leaving the building is not acceptable, but should be a rare exception. Using that time appropriately is important.
Pg 22 - Permitting class records to be kept in written or digital format.
Pg 23 - Due to issues with refrigerators, added some language about keeping them clean and cleaned out over long breaks. We had some unplugged for summer but not cleaned out prior.
Pg 24-25 - Section 8 Managing School Conduct > Will be completely aligned to the District's BIST and MTSS language and process. Board will receive this section at a later date to approve.
Pg 26 - Will require all fundraisers to have a clearly defined and itemized use of funds. No fundraisers for "future use" or "as necessary" will be permitted.
Pg 27 - Updated District Credit Card use requirements.
Pg 27 - Added Section 15 on Professional travel that refers staff to the aligned Board policies for per diems, allowable expenditures, and acceptable travel.
Pg 28 - Added to Professional Ethics Standars taht violations will result in the district filing a formal complaint with the Nebraska Professional Practices Commission.
Pg 32 - Added Section 9 to explain employment contract under state statute and clarify probationary and permanent status.
Pg 33 - Section 4 Measuring and Reporting Academic Achievement > Needs to be aligned to the changes made regarding proficiency reporting, etc. in grades K-4 and also represent current practices in grades 5-12. Board will receive this section at a later date to approve.
Pg 33 - Section 5 Updating Grades > Needs to be reviewed and aligned to current practices. Board will receive this section at a later date to approve.
Pg 38 - Certified staff are automatically enrolled in the device damage protection plan unless they opt-out. We have too many miss the deadline and with the number of damaged devices, this is critical.

Appendix 2, Pages 56-57 - Is now the Health and Safety Supplement, not Pandemic. Defines how to handle symptoms of illness.

CLASSIFIED HANDBOOK

Pg 6 - Edits to add new Administrators

Pg 12 - Added reference to Board Policy 402.20 for travel outside of the District covering transportation, lodging, and meals.

Pg 14 - Added e-mail as a mode of posting vacancies to in-district staff.

Pg 17 - Defined Vacation Blackout Days for next August 2023, summer limitations for critical staff, and date restrictions for those responsible for grant funds and state reporting.

Pg 18 - Clearly defined unused vacation days to not accrue

Pg 20 - Added a statement from the law that School Districts are not required to adhere to federal or state holidays but have the latitude to observe or not observe days as determined locally.

Page 21 - Where to find FMLA absence request forms.

Page 23 - Added section 11, leave without pay, due to some abuse of this option. It reads: *An employee who has exhausted available paid leave options may request to take leave without pay for personal or family illness, medical care, childcare, bereavement, or FMLA qualifying events. Approval through the leave form process is still required. Leave without pay will not be granted as a substitution for personal or vacation leave without permission of the Superintendent or Director of Human Resources.*

Page 24 - Clearly defined in Section 1 that employees may NOT deviate from their assigned schedule, lunch, or total daily hours without administrative approval.

Page 37 - Allowed classified staff the option to purchase a device damage protection plan. This is not required since very few classified staff have devices that leave the building.

Appendix 2, Pages 57-58 - Is now the Health and Safety Supplement, not Pandemic. Defines how to handle symptoms of illness.

COLUMBUS PUBLIC SCHOOLS
Engaging All Learners To Achieve Success

CLASSIFIED EMPLOYEE HANDBOOK

2022-2023

This handbook is an outline of the basic policies, practices, and procedures of the Columbus Public Schools. It contains general statements of policy, and it should not be read as including the details of each policy, or a promise that the provisions in it will be applied in all cases. The provisions may be changed at any time, with or without notice. This handbook totally supersedes all previous handbooks. The handbook is not a contract, expressed or implied, between the school district and the employee.

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Intent of Handbook

Welcome to the Columbus Public Schools. This handbook is intended to provide classified employees with general information about the Columbus Schools and to serve as a guide to policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to Classified Employees are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law and Board policies and regulations will take precedence over the handbook.

This handbook does not create a contract of employment. Classified employee positions and assignments may be ended or changed on an at-will basis not withstanding anything in this handbook or any other publication or statement, except for the contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the current school year and subsequent school years unless replaced by a later edition.

The contents of this handbook shall supersede any oral statements made to any classified staff employee.

As an employee of the Columbus Public Schools you are a public figure and are expected to be a positive role model.

Mission and Vision of the Columbus Public Schools

The Mission of the Columbus Public Schools: "Engaging all learners to achieve success"

The Vision of the Columbus Public Schools:

As the cornerstone of educational excellence in our community, we will continuously and passionately strive to be a high performing Professional Learning Community that will effectively meet the unique learning needs of each and every student. To attain our Mission, we must demonstrate that:

- We are committed to maintaining a clear and shared focus on student learning.
- We are committed to providing a safe and supportive environment for learning and teaching.
- We are committed to establishing a high level of communication, trust, support, and accountability.

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Members of the Board of Education

Doug Molczyk, President
2870 North Park Lane, Columbus, NE 402-563-3552

Doug Willoughby, Vice President
656 Quail Lane, Columbus, NE 402-564-0217

Candace Becher, Member
120 SE Calle Colombo, Columbus, NE 402-563-2767

Mark Brown, Member
4058 54th Avenue, Columbus, NE 402-276-5768

Mike Jeffryes, Member
3255 37 Avenue, Columbus, NE 402-564-4983

Theresa Seipel, Member
4302 31 Street, Columbus, NE 402-562-8192

Administrative Staff

Dr. Troy Loeffelholz	Superintendent	
Mr. Jason Harris	Director	Student Services and Special Education
Mr. Chip Kay	Director	Finance and Human Resources
Mr. Leonard Kwapnioski	Director	Technology and Operations
Ms. Teresa Hausmann	Director	Curriculum and Instruction
Ms. Nicole Anderson	Director	Marketing and Foundation
Ms. Angie Luebbe	Principal	Emerson Elementary School
Mr. Bob Hausmann	Principal	North Park Elementary School
Mr. Andy Luebbe	Principal	Centennial Elementary School
Mr. J.P. Holys	Principal	Lost Creek Elementary School
Ms. Paula Lawrence	Principal	West Part Elementary School
Ms. Amy Haynes	Principal	Columbus Middle School
Mr. Jordon Anderson	Assistant Principal	Columbus Middle School
Ms. Adriana Carnes	Assistant Principal	Columbus Middle School
Ms. Erica Hiemstra	Assistant Principal	Columbus Middle School
Mr. David Hiebner	Principal	Columbus High School
Ms. Molly Hornbeck	Assistant Principal	Columbus High School
Ms. Angela Leifeld	Assistant Principal	Columbus High School
Mr. Michael Ziola	Assistant Principal	Columbus High School
Mr. Tim Kwapnioski	Activities Administrator	Columbus High School

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ARTICLE 1: SCHOOL CALENDAR & SEVERE WEATHER & CANCELLATIONS

Section 1: Calendar(s)

School Calendar can be found at Staff-HR Calendars that will show in session, vacation, and professional development days.

This year there is also a Planning Calendar available that shows the start and ending date for employees, days to be in attendance when students are not present, and observed holidays.

You may also view future Draft Calendars in this same folder as they become available.

Section 2: Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the superintendent's staff will notify local news media when inclement weather warrants such action. This information is broadcast regularly by radio stations. When the weather is questionable, please tune into KLIR 101.1 FM for announcements. A decision to close or delay the start of school will be made before 6:30 a.m. Dr. Loeffelholz has an emergency contact group available in the mobile app called "Remind". It is strongly encouraged that employees download the application and join the group to get immediate notification of emergency messages.

There is no fail-proof way to determine severe weather and there are wide differences of opinion on how severe the weather must be before schools are closed. Good and bad decisions are made in trying to predict what Mother Nature will do. Decisions to close school or keep it open are made on the best available information. Weather information about winter storms is obtained from the news media. Personal observations on the weather and road conditions are also made.

Columbus Public Schools will operate school every day possible and will generally have school when surrounding school districts close. Rural districts operate many school buses; therefore, road conditions and visibility affect school closing decisions. The danger and risk to students is generally less in Columbus because Columbus students' homes are relatively close to school, streets are usually open, visibility is generally better in town, the shelter of homes in case of emergency is near, and Columbus operates few school buses.

The question is often asked, "Why not close school more frequently in bad weather?" Learning is important to Columbus Public Schools. The curriculum has been designed to be accommodated in 1,032 elementary hours, and 1,080 secondary hours; fewer school hours mean less learning. The staff cares about the learning that takes place. When weather jeopardizes the health and safety of young people, health and safety becomes priority number one and school is dismissed. In addition, the State of Nebraska maintains a minimum number of hours per year for school operation. Dropping below the 1,032 or 1,080 hour minimum may necessitate making up days on Saturdays, early summer, or after normal dismissal time. Making up hours is not preferred unless the danger imposed by weather necessitates dismissal.

Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a

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major storm hits. In these cases, as much advance notice as possible will be given. If school is closed during the day staff will be notified and parents will be notified via media broadcast. Teachers and designated staff will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

When school is canceled or delayed because of snow, the possible announcements will be as follows:

"Designated staff report" will mean full-time secretaries in the High School, Middle School, Administration Office, and elementary schools; all administrators; building/grounds supervisors; full-time maintenance, full-time custodians, and district technology staff report for duty at the regular time or as soon as possible unless the radio announcement indicates otherwise. Teachers need not report but may do so at their discretion. **All classified employees will be paid only for the actual time worked on those days when school has been delayed or canceled due to inclement weather.** Employees not expected to be on duty when schools are closed include food service personnel, paraprofessionals, lunch-playground aides, and other part-time non-certified employees.

"School will start at 10:00 a.m." is the announcement used when the delay helps the road and parking lot clearing efforts, or when bad weather is subsiding. Custodians, administrators, full-time secretaries, and cooks report at regular times or as soon as possible as travel permits. Teachers, paraprofessionals, and other personnel report no later than 15 minutes prior to the announced starting time or at their regular reporting time, whichever is applicable.

If school is dismissed during the day because of a storm, teachers, paraprofessionals, and other instructional personnel may leave after students are dismissed and safely out of the building as per instructions of the building principal, but no sooner than fifteen minutes after student dismissal. Secretaries, custodians, and other personnel may leave after the building is clear of students and staff at the discretion of the building principal or their immediate supervisor. The Administration Office will remain open as weather dictates. On such days, employees will be paid for their actual hours worked.

Emergency Conditions

The Columbus Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit, Tornado Warning System, and Critical Incident Response. School officials are not permitted to release students from the school building during a tornado warning. In the event of an emergency exit alert or tornado warning, you should implement the school's established safety procedures.

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ARTICLE 2: EMPLOYMENT

Section 1: New Employees

Upon completion of the advertising process, review of applications, and reference checks, the person best qualified for a position with the District will be offered the job. Before a new employee can be eligible to receive their first paycheck, they must complete all necessary forms. Those documents include, but may not be limited to:

a. I-9
b. W-4
c. Nebraska State Retirement System Beneficiary Form
d. Long-term Disability Insurance Application
e. Life Insurance Application
f. Health/Dental Insurance Application
g. Physical, if required
h. Appropriate certification, if applicable
i. Background Check
j. Official transcripts for salary increase
k. Register on time clock, if applicable
l. Direct Deposit Enrollment Form
m. Section 125 Plan Enrollment Form
n. Staff Information and Emergency Form

Section 2: Assignments

The duties to be performed by an employee with the District shall be subject to assignment by the appropriate administrator/supervisor. Job descriptions, where available, provide additional information about the position duties.

While on duty with the District, an employee will be expected to devote all of their duty time to the employee's position and to diligently and faithfully perform the assigned duties to the best of their ability.

Section 3: Definition of Full-Time Employee

A full-time classified employee is one who is scheduled for thirty-five (35) hours a week or more, a minimum of nine months out of the year.

Section 4: Personnel Files

The District will follow the requirements of state and federal law and regulation with regard to employee personnel files.

Any employee of the Columbus Public Schools shall, upon request, have access to his/her personnel file while on school premises, but may not have access to letters of recommendation solicited by the Columbus Public Schools or to sets of confidential credentials that are part of his/her file. No other person except school officials while engaged in their professional duties shall be granted access to such

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files, nor shall the contents thereof be divulged in any manner to any unauthorized person without the employee's written permission. Permission forms are available in the Human Resources or superintendent's offices in the Administration Building.

Section 5: Internal Complaint/Communications

Board of Education policy requires that the proper channeling of complaints involving school personnel shall be from the complainant to the employee, to the principal, to the Superintendent, and then on to the Board of Education. Complete information regarding complaints may be found in Appendix 1.

Section 6: Complaints about School Personnel

Constructive criticism of the school, school system, or school personnel is welcome when it is motivated by a sincere desire to improve the quality of the educational program and to assist the school in performing its educational tasks more effectively.

Section 7: Time Clocks

Classified employees are to use the building time clock at all times to record start/end of workday, lunch period, and all other times off duty. Employees are expected to clock-in and clock-out within 7 minutes of their scheduled time. On rare occasions, and for special reasons ONLY, a *payroll exception sign in/sign out form* may be used.

Section 8: Compensation

Compensation is paid only as authorized by the Board of Education. Employment agreements will provide a salary or hourly rate of pay that will be in effect until the beginning of the next school year. New employees may be credited with up to 3 years of prior experience in a comparable position.

Section 9: Payroll

Pay stubs for classified staff are available via email. Payday is the 20th of each month. Paydays, in accordance with the terms of the teacher's contract, will be the 20th day of September and the 20th day of each month thereafter up to and including August 20th. If the 20th of the month falls on Saturday, Sunday, or recognized holiday, the paychecks may be secured on Friday. During the summer months, pay stubs will be emailed or mailed to the employee's home address. Employees should always verify pay amounts. If any adjustment should be made, the Payroll Office should be called.

Direct deposit is required for **all** regular employees of the District. Contact the payroll office in the Administration building in writing if you need to make any changes, i.e. account number change, bank change, address change, etc.

Before an employee's pay can be issued, they must fill out a direct deposit authorization, provide an I-9 form with proper ID, and have a W-4 form on file.

Section 10: Payroll Deductions

Federal income tax, state income tax, social security, and retirement withholding, etc., as required, are deducted from each paycheck.

Regular payroll deductions, if necessary, for the approved health/dental insurance, disability insurance, and/or life insurance are done monthly over the employees work agreement length.

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Section 125, 403(b) contributions, dues, etc. will be made if any employee requests such deductions in writing to the Administration Building. Employee wages must cover these contributions each month.

School Foundation & United Way—A payroll deduction procedure offers a convenient way to pay a pledge to the Columbus United Way Fund and/or the Columbus Public School Foundation. Deductions begin in September of each year and continue as authorized on the deduction authorization form.

Section 11: Benefits

***Health Insurance**:* Provided for all classified staff who work 35 hours a week for at least nine months of the year (possibly at employee's expense or a portion of expense). See the Payroll office for current rates and benefit information.

The Columbus Public Schools will use August 1 through the following July 31 as the look-back period for calculations necessary under the Affordable Healthcare Act. To calculate average hours per week for those employees eligible for benefits under the Patient Protection and Affordable Healthcare Act, an employee's hours for the time period beginning August 1 and ending July 31 of the following year will be divided by the total number of weeks worked during that period of time, inclusive of break periods of less than 4 consecutive weeks.

Employees who do not participate in the District sponsored health insurance program must provide proof of creditable coverage for health insurance provided by another insurance carrier. Such employees may be eligible for cash-in-lieu of insurance benefits. The Health Insurance Portability and Accountability Act (HIPAA) provide rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available and have exhausted COBRA or other continuation coverage. Further information may be obtained from the plan administrator of the group health plan.

Disability Insurance (Long-Term): Provided for all classified staff who work 35 hours a week for at least nine months of the year.

Life Insurance: Provided for all classified staff who work 35 hours a week for at least nine months of the year.

Employees shall make annual benefit elections by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued. Each employee is responsible for informing the Business Office in writing of any changes in benefit status. All employee benefit elections are deducted through the District's 125 Plan. Once the elections are designated, they cannot be changed or dropped unless there is a life changing circumstance. This is per the IRS regulations governing Section 125 Plans.

***YMCA Subsidy**:* The District provides a monthly subsidy for classified staff members based on the number of months employed. Contact the payroll office during August to sign up for this benefit.

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Employee Assistance Program: The District provides an Employee Assistance Program staff may access when needing to deal with issues such as depression, stress management, anxiety, marital difficulties, family conflict, alcohol or drug addiction, financial or legal concerns, problem gambling, eating disorders, childcare and eldercare, etc.

Section 12: Expense Reimbursement

Reimbursement for authorized mileage will be paid to employees required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted on a monthly basis to the employee's immediate supervisor. The allowable rate shall be governed by board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the employee's immediate supervisor. Employees who purchase materials or supplies without advance approval may not be reimbursed.

Reimbursement for meals or other expenses related to District-required travel must be submitted to and approved by either the Principal or, if the expense is related to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to establish that the expense, with a detailed receipt, was actually incurred and that the expense was reasonable and related to a school purpose. All individuals' names must be included on the back of the detailed meal receipt. No more than one meal, per person, should be submitted for every six-hour block of on duty-time.

When an employee travels to a supervisor-requested conference/workshop, he/she will be compensated for expenses incurred traveling to and from including the conference/workshop fees. School vehicles should be requested first. If no vehicle is available, mileage will be paid. Receipts must be turned in and the appropriate form signed. If travel outside of Columbus is required for work, please review Board Policy 402.20 outlining transportation, lodging, and meals for employee travel.

Section 13: 403(b) Salary Reduction Agreements

The Columbus Public Schools will cooperate with any employee who chooses to participate in an investment program under an Internal Revenue Code Section 403(b) provided that the employee executes a Salary Reduction Agreement provided by the District and the vendor of the 403(b) plan elected by the employee has entered into a Service Provider Agreement with the District holding the District harmless from any liability that may arise out of such 403(b) plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices ,and income withholding. Contact Tania Stahl, extension 12670, for contact information or questions regarding such 403(b) Plans.

Section 14: Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is attached as Appendix 2 in this handbook.

Classified employees may be classified as either exempt or non-exempt for overtime purposes.

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Employees who are classified as exempt employees are not eligible for overtime, while those who are non-exempt are eligible for overtime.

Non-exempt employees will be expected to accurately report hours worked. Falsification of timecards is a serious offense.

Non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor. The regular workweek for overtime purposes is from 12:00 a.m on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1.5 times the employee's regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate in compliance with FLSA regulations.

Columbus Public Schools does not permit compensatory time in lieu of overtime compensation. Overtime requires prior approval of the employee's immediate supervisor and should only occur in rare circumstances. The Director of Human Resources and the payroll office should be notified by the supervisor of this request.

Section 15: Retirement

Columbus Public Schools' employees participate, as required by law, in the Nebraska Public Employees' Retirement System. Employees will have a percentage of their gross salary as determined by law deducted for retirement. Additional money for the retirement fund is provided by legislative appropriation and mandatory contribution from the school district.

The methods for determining retirement benefits have been revised periodically by the Nebraska Legislature and each employee is encouraged to contact the Nebraska Retirement System for additional information. Write to: Nebraska Public Employee Retirement Systems, PO Box 94816, Lincoln, Nebraska 68509-4816.

Section 16: Transfer

A classified staff member who wants to transfer to another advertised opening within the District must submit a transfer request for the desired position through the Frontline online system. If computer access is not available, contact Human Resources for assistance. The District reserves the right to transfer employees to other positions as deemed necessary. You should contact your current supervisor to notify them of your request to transfer.

If an in-house transfer is allowed, the salary schedule of the new position will be used. In some instances, this could result in a decrease in hourly wages.

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Section 17: Vacancy Posting

Prior to publicly advertising the opening, the vacancy will, whenever possible, be announced in-house through e-mail. Current employees will, if possible, be given first consideration to transfer to the new opening provided they complete a successful interview. In-house posting of vacancies will occur via e-mail to all employees.

Section 18: Address/Phone Number Change

It is necessary that an accurate directory of all employees of the school district be kept in the Payroll office. Employees changing their address or phone number should report in writing such changes to the Payroll office as soon as possible**.** Sending information through E-mail is acceptable.

Section 19: Resignation

An employee who plans to leave Columbus Public Schools must submit a written notice to their principal or supervisor. The district requests a minimum of a two-week notice so there will be sufficient time to find a replacement for you.

When submitting a resignation with the intent to retire from work, please specify that you will be retiring rather than resigning. Selecting retirement entitles employees who have worked at least 5 consecutive years for the District to receive recognition (unused sick leave compensation, if applicable, retirement gift, and banquet tickets) at the end of the year staff recognition banquet. In the event an employee retires, later returns to work for the District, and then retires again, the retiree will be provided tickets to the end of year staff recognition banquet but no additional retirement gift or unused sick leave compensation.

Section 20: COBRA Insurance

COBRA is a supplemental insurance policy that provides temporary health insurance to eligible workers and their dependents when they are between jobs by extending the coverage of the most recent employer. Because gaps in health care coverage can cause problems when enrolling in a new plan, it's important that families stay insured in times of transition.

When a qualifying event occurs, federal law requires the Columbus Public Schools to send their employees and/or his or her eligible dependents written notice within 14 days from the date of loss of coverage for the right to continue health insurance. Continuation of coverage is available to all who qualify at the group rate, plus an additional 2% administrative fee. If the employee was previously covered under a family membership, he or she can retain a family plan under COBRA or select two single membership plans: one for the retiree/terminated employee and one for the spouse.

Continuation of Coverage (COBRA) Notification: The employee must choose to continue coverage by notifying Pay Flex in writing. The employee has 60 days to choose to continue coverage, starting with the date of the continuation notice or the date coverage ended, whichever is later. Failure to choose continuation within the required time period will make the individual ineligible to do so at a later date. The individual has 45 days from the date of choosing continuation coverage to pay Blue Cross and Blue Shield the first month's premium. If coverage for a dependent ends because of divorce, legal separation, or any other change in status, the employee or dependent must notify the employer within 60 days of the qualifying event.

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When Continuation of Coverage (COBRA) will end on the earlier of:

- The day the individual becomes covered under any other group health plan (after COBRA election) which does not exclude or limit any pre-existing conditions or to whom such exclusion does not apply, due to creditable coverage;
- The day a covered person is entitled to benefits under Medicare (after COBRA election);
- The day health coverage has been continued for the maximum period of time allowed (18, 29, 36 months).

Section 21: Letters of Recommendation

It is acceptable to ask your supervisor for a letter of recommendation once you have provided him/her written notice. It will remain your supervisor's decision, however, about whether or not such a letter will be written. You may also ask others to write you letters of recommendation or allow their names to be used as references for you. Again, it is their decision as to whether or not they want to do this.

Section 22: Termination of Employment

The employee's immediate supervisor or administrator will provide the Support Staff Vacancy form to the Executive Director of Finance/Human Relations specifying that the vacancy is as a result of termination.

ARTICLE 3: ABSENCES FROM WORK

Note that most types of leave listed below will require completion of a leave request form (*). Failure to prearrange an absence, other than sick, may result in the denial of paid leave for those days.

Section 1: Sick Leave*

Classified employees, upon completion of one (1) full day of work during the first year of employment, shall be eligible for sick leave. Paid sick leave provides employees protection against loss of income during absences from work due to illness or injury that prevent performance of duties. It is intended to cover the needs of the employee and provide a reasonable amount of coverage for situations related to the illness or injury of an immediate family member that requires direct care by the employee. Sick leave is intended to be used only for the purposes set forth herein.

Definition of Immediate Family (as applied to sick, family illness, bereavement part II, and FMLA): For the purpose of implementation of this written agreement, only the following shall be considered members of the immediate family of an employee: husband, wife, child, mother, father, sister, brother, mother-in-law, father-in-law, grandparents, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandchild, niece, nephew, aunt, uncle, stepchildren, stepmother, stepfather, stepbrother, and stepsister. Sick leave, when used for anyone other than a member of the immediate family residing in the household, can be used only in instances of serious illness.

Full-time classified staff members earn one (1) day of sick leave per month of service, with a minimum of 10 days per year. The number of days that can be accumulated is 80 and all may be used in one school year. Ten (10) of the eighty (80) available sick leave days may be used for a member of the immediate family not residing in the household.

Part-time employees earn the equivalent of five (5) sick days of pay per year. Part-time sick leave is non-accumulative.

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Full-time classified staff members who have completed 15 or more years with the District will be compensated at the rate of $5 for each accumulated sick leave day at the time of their separation from the District.

Eligible employees who work a normal workday on a fixed schedule (an established number of hours per week on a predetermined schedule), and who have sick leave hours accumulated, will be paid for absence due to illness during the normally scheduled workday. Workday in general, means the period between the time on any particular day when such employee commences his/her primary activities and the time on that day at which he/she ceases such activity or activities. Eligible employees who work a normal workday on a variable schedule (an established number of hours per week with no predetermined schedule), and who have sick leave hours accumulated, will be paid for absence due to illness in an amount not to exceed the difference between the number of hours scheduled and the number of hours actually worked per day. No sick leave payments will be made during any week in which the actual number of hours worked equals or exceeds the number of hours scheduled.

Exception sheets and leave forms must be received by Payroll by the end of the current pay period. If the Payroll office does not receive an exception sheet or leave form, pay will be added to next pay period.

Requests for Leave

Advance reporting of the need to take a leave is important. A classified employee who becomes ill and is unable to work is to contact their administrator/supervisor as soon as possible. Before the end of the school day on the first day of the sick leave and on each subsequent day of absence, a report should be made to the administrator/supervisor as to whether the classified employee will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the classified employee is to make such advance report of need for leave as possible.

For vacation and other leaves, a Request for Leave form is to be submitted to the administrator/supervisor at least five school days prior to the leave, or such other advance notice as is practicable under the circumstances.

Return from Leave

Upon return from leave, classified employees are to review information supplied by the substitute classified employee as to progress made in the classified employee's area of responsibility. The substitute should be contacted directly if the written information supplied is not adequate.

A classified employee who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement from the classified employee's physician or health care provider stating that the classified employee is physically able to return to duty to the Principal. This statement is to be presented in person before the classified employee returns to duty in order that the present stage of convalescence can be observed and discussed.

Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves, the employee's salary and fringe benefits (including the cost of premiums for group health

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insurance) shall be reduced by the day or days of work missed. In the case of hourly employees, the reduction will be made on an hourly basis.

Section 2: Vacation*

Vacation leave is available to an employee when the following specific conditions are met: (1) the employee is currently employed by the District; (2) the leave day is taken on a day the employee would otherwise be expected to work; and (3) the employee has met the conditions that are applicable to the type of paid leave that has been requested.

The leave year for paid leave is August 12th through August 11th.

Vacation leave is available only to those employees who are specified to receive paid leave. For purposes of eligibility for vacation, a 12-month employee is an individual whose duties are performed over a 12-month period and who is scheduled to work 1,820 hours or more per leave year.

1. An employee who changes from part-time to full-time status during a leave year becomes eligible for the full amount of paid vacation leave at the beginning of the next leave year. The employee who transfers into a position with vacation leave will have the four-month probationary period waived and will receive a pro-rated amount of vacation for the remaining year based on their continuous employment status.

2. An employee who changes from full-time to part-time status during a leave year becomes ineligible for vacation leave at the time the change in status occurs. The employee will not be required to reimburse the District for any days that were used prior to the change in status. The employee will be required to use any leave balance during the leave year the change in status occurs.

3. Vacation length is limited to a maximum of two-week increments per request. Vacation time during black-out days (see below) or optimum work periods (see below) may be limited or reduced due to the employee absence having an adverse impact on the school district. Special circumstances requiring deviation from section 3 of the vacation leave policy requires the permission of the Superintendent of Schools prior to taking the leave.

- Vacation "Black-Out Days": Vacation leave will not be permitted from the week teachers report through the first full week of student attendance. For the 2023-2024 school year the approximate dates of the vacation black-out would be August 1 to August 18.
- Optimum Work Periods:
    - Eligible transportation staff may not take vacation days exceeding 3 consecutive days when students are in session.
    - Custodial, maintenance, and technology staff are limited to a maximum of 10 vacation days from June 1 through July 31.
    - Administration building and related professional staff cannot take vacations that leave a department or building *without employee support* for more than 2 consecutive days at any time during the year.
    - Employees responsible for state reporting, enrollment, state/federal grants, or other district critical functions with specific due dates may not take vacation without successful completion and submission of those tasks prior to the due date.

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Classified employees eligible for paid leave shall have vacation days available for each year as follows:

Continuous Employment	**Vacation Days**
Months 0-4 (Probation)	0
Month 5 – Year 1	5
Year 2 – Year 5	10
Year 6 – Year 10	15
Year 11+	20

A year of continuous employment is determined based on an August 12 to August 11 calendar/leave year. When an employee has a break in employment and is re-hired by the District, the prior employment is not considered for determining years of continuous employment. Periods of employment in an employment status in which the employee is ineligible for paid leave are not considered for determining years of continuous employment.

Advance notice of taking vacation leave is required. All vacation leave is to be arranged with the employee's direct supervisor.

Classified employees are required to take their vacation leave within each leave year, unless specifically outlined in their contract. Unused vacation leave does not accrue. Employees will be paid at the employee's daily rate of pay for all unused vacation leave upon separation from the District.

Section 3: Bereavement Leave*

The Columbus Public Schools provide the following bereavement leave procedures:

(Part I) Five (5) days per incident shall be granted in the event of the death of a child, spouse, parent, brother, sister, or sole responsibility, which shall not be charged against sick leave accumulation. Bereavement leave will also be available to both the male and female parent in the event of a lost pregnancies (miscarriage, ectopic pregnancy, or stillbirth). Five additional days per incident may be granted which shall be charged against accumulated sick leave.

(Part II) Three (3) days per incident shall be granted in the event of the death of other immediate family members, which shall not be charged against accumulated sick leave. Three additional days per incident may be granted which shall be charged against accumulated sick leave.

(Part III) Up to two (2) days per year may be allowed to attend the funerals of relatives or personal friends not covered by the immediate family definition, which shall not be charged against accumulated sick leave. Two additional days may be granted during the current school year, which shall be charged against accumulated sick leave.

The maximum number of bereavement leave days shall be no more than twelve (12) days in any one year. Bereavement leave is non-cumulative.

Section 4: Election Worker and Jury Leave*

An employee who is appointed as an election worker or summoned for jury service shall promptly notify the employee's immediate supervisor of such appointment or summons. The employee's salary will continue during time spent in jury service, and no deduction of leave time shall occur, except that the District may reduce the pay by an amount equal to any compensation, other than expenses paid by

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the court for jury duty. Employees are to notify their supervisor of the amount received for such jury duty.

If an employee, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the employee is to report for duty and resume duties for the balance of the day. When an employee is entirely dismissed from jury duty, the employee is directed to report for duty.

Employees are expected to promptly notify the employee's immediate supervisor of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the employee will be required to use available leave days.

Section 5: Military Leave*

Employees who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Teachers who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Teachers who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the teacher's regular annual leave.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

Section 6: Professional Leave*

Professional leave may be granted in advance only by the employee's direct supervisor, principal, or administrator. Refer to the out of district travel claim section of this document.

Section 7: Weather Related Absence

In the event that inclement weather or other reasons cause a shortage of instructional hours, one or more missed days may be made up. Each year on the school calendar there will be make-up days identified and used as needed.

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Section 8: Paid Holidays

Federal holiday observances do not apply to state and local governments. They are free to determine closings (including schools) locally. As such, there is no legal requirement that schools observe the same federal holidays. Columbus Public Schools has elected to observe the Holidays as listed:

All nine-month employees shall receive six paid holidays per school year. These holidays are:

- Labor Day
- Thanksgiving Day
- Thanksgiving Friday
- Christmas
- New Year's Day
- Good Friday

All ten-month employees shall receive seven paid holidays per school year. These holidays are:

- Labor Day
- Thanksgiving Day
- Thanksgiving Friday
- Christmas
- New Year's Day
- Good Friday
- Memorial Day

All twelve-month employees shall receive nine paid holidays per school year. These holidays are:

- Labor Day
- Thanksgiving Day
- Thanksgiving Friday
- Christmas Eve Day
- Christmas
- New Year's Day
- Good Friday
- Memorial Day
- Fourth of July

If possible, a holiday that falls on a Sunday will be observed on the following Monday and if it falls on Saturday, it will be observed on the preceding Friday. Official dates for observed holidays are marked on the Employee Planning Calendar. Holiday pay will be based on the number of hours the employee works on a regular workday.

Section 9: Personal Leave*

Personal Leave is provided to allow the employee to deal with situations that may not be dealt with outside the employee's typical work schedule (i.e. before or after work, during lunch break, or during evenings or weekends). Personal Leave may be used at the employee's discretion, but is subject to approval of the employee's immediate supervisor and the Director of Business Operations and Human Resources.

Two (2) non-accumulative days per year will be allowed for full-time classified employees. One (1) non-accumulative day of Personal Leave will be allowed each year for other classified staff. Personal Leave will not result in loss of pay to the employee. Personal leave pay will be based on the number of hours the employee works on a regular workday.

Application for Personal Leave shall be made no less than one week prior to the requested date of leave on the Classified Application for Leave form to the employee's immediate supervisor. Sufficient detail regarding the need for Personal Leave must be provided so that the employee's immediate supervisor may consider all factors related to the employee's request while also taking into consideration the needs of the building or department and recommend to the Director of Business Operations and Human Resources approval or denial of the leave. The Director of Business Operations and Human Resources shall consider the employee's request

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for Personal Leave and the immediate supervisor's recommendation and will respond to the employee and employee's supervisor regarding approval or denial of the request for leave.

The Board of Education reserves the right to reject all requests for Personal Leave if it is determined by the Board, Superintendent, or Executive Director of Business Operations and Human Resources that such leave is not in the best interest of the school district.

Section 10: Family and Medical Leave Act*

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

FMLA absence request forms are available in the STAFF-HR Google Shared Drive under "Leave Documents".

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a ''group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Your use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Columbus Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Columbus Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. Columbus Public Schools requires the use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information, you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627 or www.wagehour.dol.gov

Section 11: Leave Without Pay*

An employee who has exhausted available paid leave options may request to take leave without pay for personal or family illness, medical care, childcare, bereavement, or FMLA qualifying events. Approval through the leave form process is still required. Leave without pay will not be granted as a substitution for personal or vacation leave without permission of the Superintendent or Director of Human Resources.

Section 12: Consideration of Elective Leave

Staff members are to submit requests for all forms of elective leave (personal leave, vacation leave, and unpaid leave) to their immediate supervisor. Such requests may be approved or denied. Denial of elective leave will be based on relevant issues such as: a) the number of other regular employees who will be absent during the requested leave, b) the availability of substitutes, if necessary, c) special activities occurring in the building during the requested leave, d) if sufficient prior notice has not been provided, or e) if provided leave has already been utilized. Denied leave requests may be resubmitted for consideration on alternate dates.

Section 13: Proration of Leave

New employees joining the District after the school year has begun will have all applicable leave benefits prorated based on the date of hire.

- Any new employee who is hired in a position that qualifies for vacation will receive a prorated amount for the remaining year. This employee will earn one vacation day per two months of work after the 4-month probation period has ended.
- Sick and personal leave hours will be prorated based on the percentage of contract time remaining in the year.
- Total bereavement days will be pro-rated based on the remaining months left in the employee's contract.

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ARTICLE 4: DUTIES AND RESPONSIBILITIES

Section 1: Hours of Work

Regular, dependable attendance at work is an essential function of a classified employee's position. The Board of Education recognizes that employees are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system. Employees may not deviate from their assigned schedule of arrival, departure, lunch, or total daily hours worked without administrative approval.

Section 2: Arrival to Duty Assignments

Schools have differing starting and ending times for the student day. Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times and to be on time for work.

Section 3: Leaving School

Employees are to be on duty at all times during the assigned workday. Employees may not leave school or their assigned area during duty hours without approval of the Principal. Employees who leave the school during their designated lunch period must clock out. Employees who leave during their work hours for an approved absence or personal business must clock out and clock back in upon return. Employees who need to leave during the school day for reason of illness or emergency are to clock out and make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided.

Section 4: School Procedures

Employees are expected to adhere to the following classroom and school procedures in the performance of their duties:

- *Use of Cell Phones:* Employees shall not use personal cell phones for any non-school purpose when the staff member is responsible for students or other work expectations.
- *Use of School Telephone:* Personal telephone calls shall not be made nor accepted during times when the staff member is responsible for students except in the event of an emergency. Long distance phone calls on school phones are not permissible.
- *Equipment and supplies* which are needed for work duties should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of an employee or another District employee.
- *E-mail:* Each staff member will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Staff members should check for e-mail throughout the day, should timely respond to e-mails which require a response, and should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communication is subject to the rules governing overall computer usage found in Board policy and this handbook. Employees who use the District-provided email system for personal reasons will have the annual District fee deducted from their October paycheck.
- *Mailbox:* Employees may be assigned a mailbox. Employees should check for mail each morning and also later in the school day, if possible. If something requires an answer, employees are responsible for responding promptly. Employee mailboxes are to be limited to communication regarding school business.

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- Duties of classified employees often involve keeping detailed records. Make sure to complete these records as directed by your supervisor.

Section 5: Supervision of Students

Proper supervision of students is an important responsibility for employees. Employees who have responsibilities for student supervision are expected to follow all guidelines for student supervision and safety; those guidelines are detailed in this section. All employees of the school should be familiar with these principles to the extent they may be involved in supervision of students or interaction with students.

Proper Supervision

You must report to all duty assignments on time.

Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.

Be vigilant while supervising students. Never leave students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you or notify the office so someone can provide assistance. If you are assisting with recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.

Be accountable for students who are assigned to you from the beginning of the supervision assignment to the end. Do not dismiss students early. If a student needs to leave class, make sure they have a hall pass. If the student is to report to the office, inform the office to be expecting the student. If the student is to be returning to your class after a brief absence (e.g., after using the restroom), contact the office if the student has not returned by the time expected.

If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential. Do not share confidential information about students except with other staff who need to know the information to perform their jobs).

Be careful with touching students. Use of corporal punishment is prohibited in our school district. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purpose of proper student relationships.

Be careful with your language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you should make a report to the student's teacher or administration.

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Proper Instructions

Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.

Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.

When you go over safety rules with students note it in your written records. If any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

Proper Maintenance of Buildings, Grounds, and Equipment

Conduct periodic inspections of equipment under your control or in your area of supervision.

If equipment is broken and presents a risk of injury, immediately take it out of service. If it can't be moved, tape a Do Not Use sign and notify the office so those repairs may be undertaken.

Check your communication devise (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given. Contact the office for assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others.

Section 6: Student Searches

Office administration and the student's teacher should be contacted in the event a search of a student or their belongings needs to be done. Do not conduct such a search yourself without a teacher or administrator being present or having given you clear directions. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Section 7: Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and in school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

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Section 8: Role of Paraeducators

Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraeducator must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students with the paraeducator in a supportive role. Paraeducators may assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating and recording grades. Paraeducators are to work only on their assigned workdays and within their assigned work day. If a teacher requests a paraeducator to work hours other than the assigned work hours or assigned workday, the administration should be contacted for approval.

Section 9: Dispensing Medication

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol). If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without the signed form and not without the prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10: Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- Placed in a situation that endangers his or her life or physical or mental health;
- Cruelly confined or cruelly punished;
- Deprived of necessary food, clothing, shelter, or care;
- Left unattended in a motor vehicle if such minor child is six years of age or younger;
- Sexually abused; or
- Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

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Employees are to inform their school counselor, social worker, principal, or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for the employee. However, informing a principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker, or an administrator will help you.

Section 11: Law Enforcement Officers

Law enforcement or juvenile officers shall not be allowed to question or counsel a student at school during the school day without consent of the parents involved or unless parents give such consent in person to the building administrators. An exception to the above is the building Principal may grant permission to the probation officer to contact pupils who are on probation, or in cases of suspected child abuse and/or neglect.

Section 12: Accidents

All staff members are required to notify their immediate supervisor, file an accident report, and workers compensation forms each time an employee is injured on the job. The supervisor or witness will also need to provide additional documentation as requested. The forms, available in the Staff-HR Drive on Google, must be filed with the Director of Business Operations/Human Resources within 24 hours regardless of whether or not medical assistance is required. If possible, the Human Resources office should be notified if the injured employee will be seeking a medical evaluation or care.

Section 13: Funds

Collections: The secretary of the Board of Education and the Principals of the Middle and Senior High Schools are the only persons authorized to keep or maintain a bank account of any school money. Such money may be collected only by permission of the building principal.

Receipts: No assessments against students (other than fines) shall be made until permission is secured from the building Principal and/or the Superintendent. New organizations requiring payment of dues, fees, or assessments may not be organized without permission of the building Principal and/or the Superintendent.

Certain monies collected by Middle School instructors or Senior High instructors shall be checked in to their respective secretaries.

Secretaries shall give a receipt for all money paid to them, showing to what fund the same is credited.

The office secretary shall make a monthly report for all subsidiary accounts to persons

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concerned if requested to do so. These funds cannot be drawn on except through the secretary under the direction the authorized persons concerned and with the approval of the building Principal or the Superintendent of Schools.

No money shall be kept in the offices, library, teacher's desks, or in file cabinets overnight. During the day such funds should be kept under lock and key in the main office of the building.

When receipts from fundraising or other activities are sent to the Administration Building to be deposited, they are to be accompanied by a properly completed Report of Cash/Checks Submitted form. Receipts should be counted by two separate people at the building, the form completed, and the receipts and form sent to the Administration Building. Upon arrival at the Administration Building, the receipts will be re-counted prior to deposit in the appropriate account and bank.

Section 14: Corporal Punishment

CORPORAL PUNISHMENT IS PROHIBITED. The Nebraska State Legislature has prohibited corporal punishment in public schools. However, corporal punishment is not to be confused with physical force used by a teacher or employee to protect another person from personal attack or threat of attack; to protect himself or herself; to remove a student from a class or from one part of the building to another; or to protect a student from doing harm to himself, herself, others, school property, or property of others. Nor should corporal punishment be confused with grasping or touching a pupil with no intent to inflict bodily harm, school detentions, strategies written into an individual plan, or usual and reasonable punishments such as (but not limited to) running laps, push-ups, or sit-ups. Corporal punishment would include such force as striking, hitting, or kicking with an appendage or object with the intent of physical punishment or the infliction of pain. Any act determined by the building Principal or administrator after investigation to be corporal punishment shall be recorded and filed in the employee's permanent file. Teachers or employees committing a corporal punishment act shall be subject to oral and/or written reprimand, suspension, or termination.

Each pupil is under the control and direction of the Principal or teacher in charge of school:

- During the time he or she is being bused to or from school at public expense.
- During the time he or she is on the school premises or off the school premises on a school-sponsored function.

ARTICLE 5: CLASSIFIED EMPLOYEE PERSONAL CONDUCT AND PERFORMANCE

Section 1: Ethics Standards

The Columbus Public Schools expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I Commitment as a School Employee:

Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity. In fulfillment of the employee's contractual and personal

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responsibilities, the employee:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
- Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents, school patrons, employees, or board members.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II Commitment to the Student:

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of setting goals. In fulfillment of the obligation to the student, the employee:

- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
- Shall not discipline students using corporal punishment.

Principle III Commitment to the Public:

The magnitude of the responsibility inherent in the education process required dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the employee:

- Shall not misrepresent an institution with which the employee is affiliated and shall take added precautions to distinguish between the employee's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
- Shall support the principle of due process and protect the political, citizenship, and

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natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV Commitment to Classified Position Employment Practices:

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall understand that sound personnel relationships with governing administration and Board of Education are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the employee:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the employer of any change in availability of service.

Section 2: Evaluations

Evaluations of employees will be conducted in accordance with the Board policy. Supervisors reserve the right to observe, appraise, or evaluate employees more frequently than required by policy or as needed basis. Employees are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3: Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are to conduct themselves in a manner supportive of the mission of the school at all times.

Section 4: Relationships

It is important for employees to maintain an effective working relationship with the administration, co-workers, students, and parents. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5: Professional Attire

It is important for employees to project a responsible, adult image to students, parents, and co-workers. Appropriate attire and grooming are ways of the means of projecting such an image. Employees are expected to maintain conservative attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. Employees should wear clothing which is safe and suitable for their work assignments; and avoid clothing which may be caught in machinery. The administration may establish more detailed guidelines for individual employees should that become necessary.

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Section 6: Outside Employment

Employees shall not perform other work or engage in activities unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties. Any full-time employee who wishes to engage in gainful employment during the contract period in addition to his obligations to the school district must submit details including the nature of the work and the time involved in the work to his/her immediate supervisor prior to the commencement of such employment. The supervisor shall keep this information on file and will transmit a copy of this information to the Superintendent of Schools. If the proposed employment will interfere in any way with the employee's duties or obligations to the school system, the employee shall be so informed. If the employee accepts the employment after he/she has been informed of the reservations held by the supervisor, this matter will be reported to the Director of Finance/Human Resources for whatever action he/she deems appropriate.

Section 7: Improving Job Performance Warning

The primary purpose of warnings is the improvement of performance. There shall be a conference between the employee and the supervisor following every warning. The supervisor and employee shall cooperatively examine the results of the warning.

Section 8: Religious Beliefs & Customs

The Columbus Public School District recognizes that one of its educational goals is to advance students' knowledge and appreciation of the role that religious heritage has played in the social, cultural, and historical development of civilization. It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background, or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participation in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

Religious holidays and religious symbols associated with the holidays are a significant part of customs and traditions of Columbus students and community patrons. Such holidays may be recognized and observed by the District. Observance shall be as follows:

- The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- Music, art, literature, and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
- The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions, or other symbols that are part of a religious holiday are permitted as teaching aids or resources provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are included Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, and Thanksgiving.

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Religious institutions and organizations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about, and not of, religion be conducted in a factual, objective, and respectful manner. Inclusion of religion in the curriculum shall be practiced as follows:

- The District supports the inclusion of religious literature, music, drama, and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
- The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
- Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious beliefs or non-belief in compositions, art forms, music, speech, and debate.

Traditions are a cherished part of community life and the Columbus Public School district expresses an interest in maintaining those traditions which have significance to the community. Such ceremonies should recognize the religious pluralism of the community. Dedications and ceremonies shall be practiced as follows:

- A dedication ceremony should recognize the religious pluralism of the community and be appropriate to those who use the facility. An open invitation should be extended to all citizens to participate in the ceremony.
- Baccalaureate service is provided as a non-mandatory attendance portion of commencement exercises. The program is supplied by the Columbus Ministerial Association.
- Employees may not wear religious garb indicating membership in or adherent of any religious order, sect, or denomination.

ARTICLE 6: USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1: Drug Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, are prohibited in any place while employees are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and/or the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be considered a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation

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occurring in the workplace no later than five (5) days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2: Smoke and Tobacco-Free Workplace

The use of tobacco products in the District's buildings and on school grounds, all owned or leased facilities, and vehicles is prohibited.

Section 3: Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term weapon means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

- Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means.
- The frame or receiver of any object described in the preceding example;
- Any firearm muffler or silencer;
- Any explosive, incendiary, or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device.;
- Any bludgeon, sand club, metal knuckles, or throwing star;
- Any knife is prohibited other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

An employee who possesses mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.

An employee may possess an item which may be considered a weapon where such item is used

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for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.

Any other object that is designed for or intended for use as a destructible or injurious device is also prohibited.

The phrase possession of a weapon includes, without limitation, a weapon in an employee's personal possession, as well as, in an employee's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4: Acceptable Use of District Computer Network and Internet

Staff members have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

The expectation of the Board of Education is that employees will conduct themselves in such a way as to promote a positive school atmosphere through professional and appropriate dress code, interpersonal relationships, and employee conduct. This includes any communication, verbal, written, or electronic. As public employees, all staff should recognize that students, peers, parents, and community members are continuously observing their actions. All staff must be aware that their actions and demeanor are reflected in the conduct of students, which may impair their effectiveness as employees.

The personal life of an employee, when communicated by texting, social networking, or other personal communication portrayed via the Internet, or any other form of communication, will be a concern of the Administration and Board of Education if it impairs the employee's ability to effectively perform his/her job or it violates local, state, or federal laws or contractual agreements. This not only includes communication through devices provided by the district, but also personal or privately owned systems or electronic equipment if said communication merits disciplinary actions consistent with state law, federal law, and/or board policy.

It is the expectation that all employees will maintain appropriate and professional boundaries with students at all times, both inside and outside of school. No employee shall engage in inappropriate or unprofessional conduct, especially conduct of a sexual nature, with a student at any time. This includes inappropriate communications, be it verbal, written or electronic, through any manner such as in person, via telephone, cell phone, computer, personal data assistant, text messaging, instant messaging or any and all social networking mediums.

In using the computers and the Internet, users agree to the following:

1. Since copyright laws protect software and other content, users will not make unauthorized copies of software or content on school computers. If a user downloads public domain programs for personal use or non-commercially redistributes a public domain program, the user assumes all risks regarding the determination of whether a program is in the public domain.

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2. Users shall not access material that is obscene, pornographic or otherwise inappropriate for educational, work-related, or personal uses or contrary to the District's mission. Users are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, gender, national origin or religion.
3. Users will protect the privacy of other computer users' areas by not accessing their passwords.
4. Users will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment. Attempts to harm, destroy, or remove computer software or equipment is prohibited unless removed by authorized CPS personnel.
5. Users will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Users will not attempt to log in to the districts' local system administrator account.
7. Users understand that the intended use of all computer equipment is to meet instructional and educational objectives. All district related content and materials are required to be stored within a district domain account.
8. Users will not use the network for financial gain or for any commercial or illegal activity.
9. The District will not be responsible for any liabilities, costs, expenses, or purchases incurred by the use of the District's telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The user is solely responsible for any such charges.
10. Users are responsible for the integrity of information accessed and any software downloaded. If the computer becomes inoperable, the computer will be restored by the tech department to the state in which it was originally received by the user. Users will be responsible for reloading any lost material or programs.
11. Users will be responsible for back up of all data on the computer. The district recommends that all important data be stored within your district Google Drive account or saved to an external hard drive. The district is not responsible for lost data.
12. The District reserves the right to inspect a users' computer and computer usage at any time. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. Computers are the property of Columbus Public Schools, and are therefore subject to changes or modifications as deemed necessary by the district.
13. A technology protection measure is in place that blocks and/or filters Internet access. The Internet filter is designed for preventative access to Internet sites that are not in accordance with policies and regulations. Inappropriate bypassing of the filter is prohibited. When an authorized user bypasses the filter, the user takes responsibility for content that appears and is displayed for classroom viewing or on their device.
14. All district purchased software through the App store must utilize the user's @discoverers.org Apple ID (iTunes account). This includes the Apple suite (Pages, Numbers, Keynote) downloads on your district computer.

As the user, you are taking sole responsibility for all activity on any school issued device, whether activity be attended or unattended. Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to, the immediate suspension or

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termination of the user's Internet account and computer privileges, reprimand, suspension, or termination.

Occasional Personal Use

The purpose of technology provided to staff at Columbus Public Schools is to meet the educational needs of the district. The occasional personal use agreement allows Columbus Public Schools staff to have occasional personal use. It is understood and accepted that any use of technology provided by the district is not private. It is important to remember that the equipment and the software are the property of the school district.

Important Information Concerning CPS Technology

Reporting lost or stolen technology during the school day:

- If your iPad or computer is missing or stolen, contact your building principal AND someone in the Tech Dept IMMEDIATELY: Leonard Kwapnioski (c-402-910-3282) or (x11517), Jeff Uchtman (c-402-276-1015) or (x12352), Corey Underdahl (c-402-650-6731) or (x12450).
- Machines covered by AppleCare will follow Apple's troubleshooting protocol to determine if machine damage is covered. Employees may elect to purchase a damage protection plan through payroll deduction in October. All non-covered damages will be the responsibility of the employee. Under no circumstances shall an employee try to repair any district owned device. All repairs shall be reported to and coordinated by CPS District Technology as soon as possible.
- Be aware of the CPS policy regarding the use of student images and/or names in digital or paper media produced by you or in your classroom.
- Follow correct copyright procedures when using images and materials that you do not own.
- District owned and managed software will be updated by user through the self-service portal, On Demand. The self-service portal for On Demand software is currently found in System Preferences | Absolute Manage | Software Updates | Show On Demand Software.
- Self-installed software will be updated and maintained by the user who installed the software.

Reporting lost or stolen technology at times other than the school day:

- **Call the CPS Technology Hotline at 402-563-7069.**
- When calling in to report a lost or stolen device, please be prepared to provide the following information. If there is no answer, please leave this information on the answering machine:
  - Name of person the equipment is assigned to
  - Person's name making report
  - Location where computer was when it went missing
  - Contact number to be called back

Section 5: Use of School Facilities

Employees who are issued keys to the school are expected to not lose their keys and to not allow others to have access to or to use their keys. Employees are permitted to have access to school facilities during non-school time provided your Principal or supervisor has given

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permission and such access is for work-related purposes. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Building and grounds must be kept in a clean and orderly condition. It should not be necessary for the Executive Director of Operations to call attention of the Principal to conditions that need to be remedied. Scotch tape should be used only on glass and wood; never on chalkboards or plastered walls. Masking tape should be used only for a very limited period of time.

Students are not to be in buildings without adequate supervision. A staff member must be responsible for the supervision of every student in the building at all times. Building principals will see that this rule is observed. STAFF MEMBERS SHOULD NEVER, UNDER ANY CIRCUMSTANCES, LEND THEIR KEYS TO ANYONE. THIS REFERS TO BOTH OUTSIDE DOOR KEYS AND KEYS USED INSIDE THE BUILDING.

Should a key be lost or stolen the staff member will be responsible for paying the cost of re-keying or replacing all locks the key opens in the building(s).

Custodians should be in attendance whenever the building is in use unless exceptions are approved by the building administration.

Section 6: Care of School Property

Employees are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student or staff member has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

School equipment and buildings should be kept in first-class condition. Custodians are instructed to make all minor repairs, if possible, by the close of the day. If repairs are such that the building custodian cannot take care of it, then fill out a work order, retain one copy, and send two copies to the office of the Executive Director of Operations. In case of emergency, when repair must be made at once, call either the supervisor of Buildings and Grounds or the Executive Director of Operations.

Custodians are to notify their respective Principal of work neglected, repairs required, or building conditions that need to be corrected. Custodians are limited in the amount of time available for any individual room. Employees may materially assist in seeing that the work of

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custodians is not hindered by carelessness on the part of students or others using respective rooms.

Section 7: Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

In the event a video surveillance recording captures a student or other building user violation school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the employee or other building user and may also be provided to law enforcement agencies.

Section 8: Bulletins & Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed with 48 hours after the event.

Section 9: Copyright & Fair Use Policy

It is the school's policy to follow the federal copyright law. Employees are reminded that, when using school equipment, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyright works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The fair use doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statue provides that the fair use of a copyrighted work, including reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship or research is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted fair use, rather than an infringement of the copyright:

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted works
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work. Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is fair. Employees should seek assistance from their immediate supervisor or the Principal if there are any questions regarding what may be copied.

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Section 10: Lost & Found

Employees who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 11: Safety Program and Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries, and work place conditions. A representative from each bargaining group plus representatives appointed by the administration serve on the committee. If you have a desire to serve on the committee, you should contact your supervisor or the Superintendent. Employees can make suggestions and/or report concerns to the safety committee by contacting a member of the safety committee or the Superintendent.

Safety Practices

Guidelines for safe work practices, which employees should follow include the following:

- Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc. to reach high places, put things on bulletin boards, etc.
- Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
- Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
- Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
- Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non- operating tool, windows, doors, etc.). Follow up if not repaired.
- Do not use equipment if you are not familiar with it or operate machinery without proper training.
- Do not carry heavy or bulky objects beyond your physical abilities. Get a cart, dolly or assistance. Know how to properly lift.
- Report any injuries or medical problems to your supervisor immediately and complete the Employee Accident Report.
- Wear seatbelts when in vehicles where provided.
- Do not do repetitive tasks for long periods of time (i.e., keyboarding, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc.
- Do not engage in horseplay. Such conduct is a common cause of injuries and is not consistent with job duties.

As required by law, approved safety glasses will be required of every student and employee while participation in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

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Section 12: Use of Personal Vehicles

Employees who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Employees will be asked to verify this information and to be given instruction on emergency evacuation and first aid. Employees who drive school vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Employees are not to use cell phones or text while driving a school vehicle or while transporting children.

Section 13: Asbestos

You are hereby notified that current federal regulations require all schools to inventory asbestos-containing material and to develop a management plan to identify and control asbestos in their buildings. In addition, each parent, teacher, and employee organization must be notified annually about inspections, re-inspections, response actions, and past response actions and activities, including periodic surveillance that is planned or in progress. This handbook insert shall serve as that official notice to each employee. Each school building in the Columbus Public Schools has had a six-month surveillance inspection and a three-year inspection, with the last three-year inspection currently being conducted by certified in-house personnel. All other types of asbestos activities are posted in the Public Notice ads of the Columbus Telegram as the district needs to address those types of activities. The plan for each building is available at the Central Administration Building and at each school for that particular school for inspection (without cost) to any interested person. The district may charge for copies of the plan. The plan for each building has also been submitted to the Nebraska Department of Health, Division of Environmental Health and Housing surveillance in accordance with federal regulations. For more information on the Asbestos Management Plan, contact the Director of Business Services, 2508 27th Street, Columbus, Nebraska 68601, 563-7000.

Section 14: Political Campaigns & Issues

Political office campaigns or issue campaigns may not be conducted within school facilities or on school premises, nor may materials relating to them be distributed. An exception to this is when such is part of an instructional unit where both sides of the issue, or both candidates, are treated fairly. Students or student groups may not participate or perform on occasions which are strictly partisan or sectarian in character or purpose except if requested by the President of the United States on a political visit to Columbus. Bond issues, referendums, initiatives, and legislative issues may be discussed and materials distributed at Board approved meetings on school property and at the invitation of organizations or school groups using school facilities. Public schools may be used as a public polling place where all election laws will be observed. Political candidates and issues may be discussed at employee organization meetings held on school premises.

Section 15: District-Employee Communications

The District sends regular communication to employees regarding upcoming events and activities to keep them informed. Under the Federal Telephone Consumer Protection Act, all calls whether live, automated, or prerecorded voice calls or text messages made to cellular phones using automated dialing technology are prohibited unless the calls are made for

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emergency purposes or made with prior express consent of the cellular phone subscriber. In order to comply with the Federal Consumer Protection Act, Columbus Public Schools needs your consent to call the cellular phone number. By signing receipt for this handbook, you give Columbus Public Schools permission to call all cell phones registered in District records for District communication purposes.

Section 16: Drug and Alcohol Screening

Classified employees who hold a valid bus drivers license, transport students, or are employed in a position where state statute requires it will be part of the District's random drug and alcohol program that is supervised by Hire Right, a third-party contractor who processes the random selection of employees and the results of the screening. Employees notified of the random draw screening will proceed to the designated health care provider within 30 minutes of notification and remain on the clock.

ARTICLE 7: STATE AND FEDERAL PROGRAMS

Section 1: Notice of Nondiscrimination

The Columbus Public Schools does not discriminate on the basis of race, color, national origin, gender, marital status, disability, religion or age in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights, where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114
816-268-0550

The U.S. Equal Employment Opportunity Commission
1801 L Street, N.W.
Washington, D.C. 20507
800-669-4000; TDD: 800-669-6820

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Section 2: Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for each coordinator is: Columbus Public Schools, 2508 27 Street, Columbus NE 68601.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Dr. Troy Loeffelholz
Title IX	Discrimination or harassment based on sex; gender equity	Employees – Chip Kay Students – Tim Kwapnioski
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Jason Harris and Leonard Kwapnioski
Homeless student laws	Children who are homeless	Dr. Troy Loeffelholz
Safe and Drug Free Schools and Communities	Safe and drug free schools	Dr. Troy Loeffelholz

Section 3: Anti-Discrimination & Harassment

Elimination of Discrimination

The Columbus Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: The Columbus Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, employees, co-workers, students or other persons is prohibited. In addition the Columbus Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidation at work, instructional, or an educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form

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of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term or condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually orientation, kidding, teasing, practical jokes, jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching, or brushing against another's body.

Complaint and Grievance Procedures

Employee Complaints or Concerns: Employees are to inform their supervisor of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, building principal, Director of Human Resources, Superintendent) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor. It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner so as to:

- not disrupt the proper functioning of their duties;
- not undermine the authority of their co-workers, supervisors, or superiors;
- maintain appropriate and productive working relationships with their co-workers, supervisors, and superiors; and,
- ensure that all applicable laws and regulations are followed.

Communications from employees regarding complaints or concerns must be accurate, demonstrate sound judgment, and promote the District's mission, and must be submitted to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) in written form and signed. Further, the employee is to maintain confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District. Employees are to use the appropriate complaint or grievance mechanism for matters involving anti-discrimination or harassment as noted elsewhere in this Handbook.

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Section 4: Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

- Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
- Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
- Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
- The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
- The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within ten (10) days after the request for reconsideration was filed.

Section 5: Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) give parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6: Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 7: Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for

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employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

ARTICLE 8: MISCELLANEOUS INFORMATION

Section 1: Crisis Response Team

People in crisis often experience anxiety, feelings of vulnerability and difficulty. Events such as the death of a teacher or student, natural or accidental disasters, and real or threatened violence may produce a crisis for students and faculty alike. The need to cope effectively is necessary. The purpose of the Columbus Public Schools Crisis Response team is to evaluate crisis situations and plan intervention strategies. Guidelines are written to help address these concerns and to establish procedures for situations.

Section 2: Advertisement & Promotions

Advertisements, promotions, soliciting, and fund drives conducted in the school buildings or on school grounds are sometimes inevitable, sometimes necessary, and sometimes important. Care shall be taken to consider the effects of such activities upon the students, parents, and the community. Board policy and administrative rules and regulations provide guidance for decisions regarding these topics. (Copies of all promotional materials to be distributed directly to students must be provided by the promoter in both English and Spanish.)

- The Board recognizes that modern production, packaging, and distribution methods make it all but inevitable that some materials and equipment will carry advertising or promotional slogans to which students will be exposed.
- Where advertising or promotions are presented to students as part of any program or is present on any instructional material, the overall benefits of the program or material must outweigh adverse effects of the advertising or promotion.
- Advertisements and promotions for school events, for school sponsored programs, for athletic events, for use in sponsoring the school paper or school annuals are approved forms of advertisement and promotion. However, advertising which refers to tobacco, alcoholic drinks, or unlawful drugs is forbidden in any school publication.
- Students or employees while on school premises shall be protected from unauthorized solicitation for the purchase of goods or services, for participation in an organized campaign to raise funds, and for the donation of money or goods to an organized campaign.
- Teachers may not permit such campaigns, drives, or solicitation within their classrooms except for those outlined in policy or in administrative regulations.
- Any and all community fund drives officially recognized and permitted on school premises will be determined by the Office of the Superintendent of Schools, and/or the Board of Education.
- Fund raising activities sponsored by school clubs, school classes, and parent organizations are part of approved school activity. In the conduct of any approved campaign for funds, no quotas may be set for individual and donations must be entirely voluntary without any pressure which compares the giving of one individual with the giving of another individual.

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Section 3: Distribution of Information

Cooperation with community service and youth serving agencies through assisting these agencies in the distribution of information of value to students and their families shall be as follows:

- Each distribution must be approved by the Executive Director of Student Services.
- Principals shall notify teachers of the distribution.
- Representatives of agencies wishing to distribute information through the schools shall:
  - Package and label by building and by classroom enough materials to go to each child or family as targeted for distribution.
  - Deliver material to the Central Administrative Office at least one day prior to mail delivery or, after approval, deliver directly to the buildings.
  - Material with political, commercial, or religious content will not be approved for distribution, nor will materials containing art or composition which is in bad taste or otherwise inappropriate for distribution to students.

Section 4: Parent-Teacher Organizations

We recognize the Parent-Teacher Association, School Site Councils, and other school/parent groups as some of our strongest allies. Staff members are asked to cooperate with the officials of these organizations and do all within their power to assist in the work.

Section 5: Requisitions

No student, teacher, or employee of the Board shall have power to purchase, or agree to purchase, any supplies or materials for use in the public schools, whether or not to be sold to student or used in any department whatsoever, except by a proper requisition for a purchase order through the appropriate office. This also applies to purchase of services, such as printing, etc.

When ordering supplies or materials through the Warehouse, a requisition form signed by the Principal/supervisor must be submitted to the Administration Office for processing. The requisitioner should specify item number and description and make a copy for his/her records. Be sure to include budget code numbers on the requisition.

Supplies and materials may be requisitioned through the Principal. When ordering from the Warehouse, specify item number and description.

All requisitions are to be made electronically, and must be approved by the respective Principals. The building principal will assign the purchase order number and forward the electronic submission based on the District's requisition process.

Section 6: Soliciting

Employees while on school premises, shall not be solicited for the purchase of goods or services, not be requested to participate in an organized campaign to raise funds or not be requested to donate money or goods to an organized campaign. Approved fund drives must be entirely voluntary. Exceptions are:

- Columbus Public Schools Foundation, United Way Fund Drive, Combined Health Agencies Drive (CHAD), and the Community Health Charities.

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- Fund-raising activities sponsored by school clubs, school classes, and parent organizations approved by the building principals/supervisors.
- Contribution to courtesy funds for serious illness of a staff member or student and to the retirement of staff members approved by the building principal/supervisor.
- Solicitation of students to produce services and materials for community organizations or groups to the extent that such production furthers the students' educational development and does not exploit them and are approved by the building principal.
- Internal fund drives of employee organizations.
- Other solicitations, sales, or drives approved by the Executive Director of Business Operations.

Section 7: Visitors

All visitors to any school building are required to report immediately to the buildings main office. No visitor will be allowed in the building without the prior approval of the building Principal and/or the Principal's designee. All visitors must have a visitor badge. Staff members are expected to notify the office if a visitor does not have a badge. Any child visiting school must be accompanied by an adult.

Section 8: Pay for the Performance of Other Duties

Classified, non-exempt employees can only earn overtime pay on their regularly scheduled duties. If an individual employee volunteers to sell tickets, keep score, work a concession stand, they may be paid an amount that is different from their regular hourly wage.

Classified employees who regularly work for the after-school program may count those hours in addition to their regular daily work schedule toward full-time status or overtime. Staff will retain their hourly pay rate for performing after-school program duties.

Classified employees performing duties for an extra-duty contract will be asked to sign a work agreement detailing the stipend and expected hours of employment for that position. The stipend is determined by the District's Certified Negotiated Agreement.

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Appendix 1: COMPLAINT PROCEDURES FOR STAFF AND COMMUNITY

Policy 403.055

The Board of Education advises the public that the proper channeling of complaints involving school personnel shall be from the complainant to the employee, to the principal, to the Superintendent, and then on to the Board of Education.

Internal Complaints regarding School Personnel

Step 1
If the complaint is in regard to another Staff member, the complainant should request a conference with the building principal to resolve the concern or complaint.

a. If it is determined that an investigation will take place, the complainant must provide in writing and sign to confirm the issues of the complaint.

Step 2
If staff member is dissatisfied with the result of this conference, the staff member can request a second conference with a district administrator (Executive Director of Finance and Human Resources), the principal, and the staff member.

Step 3
If staff member is not satisfied with the resolution of the complaint at the 2nd level, the staff member can request a conference with the Superintendent of Schools for discussion of the problem.

**If a complaint is in regards to the building principal the staff member must go directly to Step 2

Community Complaints regarding School Personnel

Step 1
If complainant is not satisfied with the process with the employee in question, the Principal and his/her designee reviews, investigate, and makes a recommendation.

Step 2
If complainant is not satisfied with the process and outcome of the building principal, the principal's recommendation will be reviewed and a decision made by the appropriate central office administrator (Executive Director of Finance and Human Resources).

Step 3

If complainant is not satisfied with the process of the administrator's decision, an appeal can be made to the Superintendent of Schools.

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*If a complaint is in regards to the building principal the community member must go directly to the Superintendent

**Any statement containing a charge or a complaint against an employee of the school district must be submitted in writing, verified and signed by the complainant.

Internal Complaint Process regarding an administrator

Step 1
If the complaint is in regard to the building principal, the complainant should request a conference with the Superintendent of schools to resolve the concern or complaint.

a. If it is determined that an investigation will take place, the complainant must provide in writing and sign to confirm the issues of the complaint.
b. The Superintendent and his/her designee reviews, investigate, and will then make a determination as to whether the complaint is valid or not.
c. The complainant will receive confirmation that the investigation has taken place during the documented time frame.

Step 2
If staff member is dissatisfied with the result of step one in the process, the staff member can request a appeal for a second evaluation to be conducted by Executive Director of Human Resources.

Step 3
If staff member is not satisfied with the outcomes of the previous two steps, the staff member can request a conference with committee of the board of education that is appointed by the board president.

Step 4
The staff member may file a complaint to the board as a whole after all other steps have been exhausted.

Community Complaints regarding School Administration

Step 1
If the complaint is in regard to the building principal, the complainant should request a conference with the Superintendent of schools to resolve the concern or complaint.

a. If it is determined that an investigation will take place, the complainant must provide in writing and sign to confirm the issues of the complaint.
b. The Superintendent and his/her designee reviews, investigate, and will then make a determination as to whether the complaint is valid or not.
c. The complainant will receive confirmation that the investigation has taken place during the documented time frame.

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Step 2

If staff member is dissatisfied with the result of step one in the process, the staff member can request a appeal for a second evaluation to be conducted by Executive Director of Human Resources.

Step 3
If staff member is not satisfied with the outcomes of the previous two steps, the staff member can request a conference with committee of the board of education that is appointed by the board president.

Step 4
The staff member may file a complaint to the board as a whole after all other steps have been exhausted.
*If a complaint is in regards to the building principal the community member can go directly to Step 2

**Any statement containing a charge or a complaint against an employee of the school district must be submitted in writing, verified and signed by the complainant.

INSTRUCTIONS FOR PREPARING A COMPLAINT

Please Type or Print.

1. If you are filing a Complaint against a process, problem, or person or more than one person, a separate form should be used for each process or person. If you have more than one complaint against the same process, problem, or person, you should use one form and describe each incident. As the Complainant, your name and phone number must appear in the blanks at the top of the first page.

2. The process, problem, or person against whom a Complaint is filed is called the Respondent and the Respondent's name must appear at the top of the first page on the left hand side, below your name. Also list the Respondent's name and telephone number in the blanks immediately underneath the complainant information.

3. In the complaint section, please list the facts, which you believe constitute a violation of professional conduct and ethics and/or process used. Use additional sheets as necessary and number each page.

4. In the witness section, list individually the full name and telephone number of each witness to verify as to the alleged incident if appropriate.

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5. Your signature should appear on the "verification" page indicating the complaint is factual to the complainant's knowledge.

6. Please mail, email, or deliver the completed Complaint form to the direct supervisor. If the complaint is in regard to the direct supervisor, please send the form to the Superintendent. If the complaint is in regard to the Superintendent please send the form to the Executive Director of Human Resources.

A blank complaint form is attached or you may type your own form.

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In accordance with Board Policy 403.05 and 403.055, of the *Columbus Public Schools Policy Handbook*, the Complainant states as follows:

Complainant is: _____

Respondent is: _____

Complaint: _____

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Complaint

Case No.

Page _____

Witness(es): _____

DRAFT

VERIFICATION

WHEREFORE, Complainant requests that the Superintendent investigate this Complaint and take such action as is warranted.

I, _____, have read the contents of the Complaint and that to the best of my knowledge, information, and belief such contents are true and there is reasonable cause for filing said document.

_____

(Signature of Complainant)

_____

(Printed Name of Complainant)

Dated this _____ day of _____, 20_____.

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BEFORE THE SUPERINTENDENT OF SCHOOLS &

COLUMBUS PUBLIC SCHOOLS BOARD OF EDUCATION

For Internal Use

_____	)	Case No. _____
(Name)	)	Leave Blank
	)	
_____	)	
(Telephone #)	)	
	)	
_____	)	
(School)	)	
	)	
Complainant,	)	
	)	
	)	
	)	
_____	)	
(Name)	)	
	)	
_____	)	
(Telephone #)	)	
	)	
_____	)	
(School)	)	
	)	
Respondent,	)	

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Appendix 2: HEALTH AND SAFETY SUPPLEMENT

Because of the fluid nature of viruses and other forms illness, the following rules and expectations will be effective as determined by the Superintendent and/or Board of Education. These rules and expectations are intended to ensure the health and safety of all students, staff members, and the overall community. Because of the fluid nature of a pandemic and the District's continued collaboration with health officials, these rules and expectations are subject to change at any time. The District will send staff members written notification of any such changes. It is each staff member's responsibility to monitor for, understand, and adhere to any such changes, including those changes implemented on short notice. If a staff member has any questions about the interpretation or implementation of these rules and expectations, it is the staff member's responsibility to promptly contact their administrator.

Symptoms of Illness. An employee who experiences or has experienced symptoms of a form of illness needs to be cautious of their health for their safety and others around them. For the benefit of all, any employee who experiences more than minor symptoms should stay home until they feel better. If an employee displays more than minor symptoms while at school, the employee may be sent home.

Masks. When determined to be necessary, every staff member must wear an appropriate mask on school grounds and while in school vehicles. An appropriate mask is a double cloth mask that does not interfere with or disrupt the operation of the school or the learning environment. Masks must be worn in a manner that covers the staff member's nose and mouth. A staff member who does not fully comply with this rule is in violation of District rules and expectations. Staff members may remove their masks only in settings approved in advance by the administration. It is the staff member's responsibility to seek clarification from an administrator if the staff member is uncertain as to whether they may remove their mask at work. Staff members who do not comply with the mask requirement may face discipline, up to and including termination of employment.

Enforcement of Mask and Safety Rules. When a mask mandate is in place, every staff member has an obligation to ensure that all other persons on school grounds and in school vehicles abide by the mask requirement. If a staff member observes another staff member or student not wearing a mask, the staff member must promptly remind the staff member or student to wear their mask. If a staff member observes another staff member or student repeatedly not wearing a mask, then the Staff member must promptly notify their administrator.

The District and its' employees will adhere to "District Health Measures" (DHM) put in place by local, state, or federal health departments impacting Platte County and the City of Columbus, Nebraska.–

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Work at Home. In very limited circumstances during a pandemic, the District may allow a staff member to work from home. Any staff member who works from home must adhere to all of the District's rules and expectations during the workday. These rules and expectations include, but are not limited to, the staff member devoting their full time and attention during the workday to the performance of their job duties, refraining from personal business or activities, refraining from prohibited conduct (such as consuming alcohol) and promptly responding to emails or calls. A staff member working from home who violates these rules and expectations could face discipline, up to and including termination of employment.

Failure to be Honest. These rules and expectations are designed and will be implemented to ensure the health and safety of all students and staff. One staff member's refusal to be entirely honest or straightforward about a potential exposure or symptoms could jeopardize the health and safety of other staff members and students. If the District determines that a staff member has not been honest or forthright with information provided (or not provided) to the administration, then the staff member may face discipline, up to and including termination of employment.

Other Health and Safety Rules. At any time, the administration may impose or require a staff member to abide by other health and safety requirements. Every staff member must follow such health and safety requirements or face discipline.

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Appendix 3: 2022-2023 Classified Salary Schedule

Employees will remain at the same step in 22-23 that they were on in 21-22 due to the increase of $2.50 per hour for each step on the schedule.

CLASSIFIED SALARY SCHEDULE 2022-2023

Step	ASP Support Staff	ASP Lead Staff	ASP Site Director	Food- service	Kitchen Manager	Regular / ELL/Title Para	2nd Lang. Fluent Para	SpEd/A+ Alt./CLS Para	High Needs SpEd Para	Guard	CNA*	LPN*
1	$12.74	$14.13	$15.07	$15.01	$16.89	$15.07	$15.70	$15.39	$16.19	$15.65	$18.58	$21.60
2	$13.00	$14.39	$15.33	$15.26	$17.25	$15.33	$15.95	$15.65	$16.45	$15.91	$18.84	$21.85
3	$13.25	$14.64	$15.59	$15.52	$17.61	$15.58	$16.21	$15.91	$16.70	$16.16	$19.09	$22.11
4	$13.51	$14.90	$15.84	$15.78	$17.99	$15.84	$16.47	$16.16	$16.96	$16.42	$19.35	$22.36
5	$13.77	$15.16	$16.10	$16.03	$18.38	$16.10	$16.72	$16.42	$17.22	$16.68	$19.60	$22.62
6	$14.02	$15.41	$16.36	$16.29	$18.78	$16.36	$16.98	$16.68	$17.47	$16.93	$19.86	$22.88
7	$14.28	$15.67	$16.61	$16.55	$19.18	$16.61	$17.24	$16.93	$17.73	$17.19	$20.12	$23.13
8	$14.54	$15.93	$16.87	$16.81	$19.60	$16.87	$17.49	$17.19	$17.99	$17.45	$20.37	$23.39
9	$14.79	$16.19	$17.13	$17.06	$20.03	$17.13	$17.75	$17.45	$18.25	$17.70	$20.63	$23.64
10	$15.05	$16.44	$17.38	$17.32	$20.47	$17.38	$18.01	$17.70	$18.50	$17.96	$20.88	$23.90
11	$15.31	$16.70	$17.64	$17.58	$20.92	$17.64	$18.27	$17.96	$18.76	$18.22	$21.14	$24.16
12	$15.56	$16.96	$17.90	$17.83	$21.38	$17.90	$18.52	$18.22	$19.02	$18.48	$21.40	$24.41
13	$15.82	$17.21	$18.15	$18.09	$21.85	$18.15	$18.78	$18.48	$19.27	$18.73	$21.65	$24.67
14	$16.08	$17.47	$18.41	$18.35	$22.33	$18.41	$19.04	$18.73	$19.53	$18.99	$21.91	$24.92
15	$16.34	$17.73	$18.67	$18.60	$22.83	$18.67	$19.29	$18.99	$19.79	$19.25	$22.16	$25.18
16	$16.59	$17.98	$18.92	$18.86	$23.34	$18.93	$19.55	$19.25	$20.04	$19.50	$22.42	$25.43
17	$16.85	$18.24	$19.18	$19.12	$23.86	$19.18	$19.81	$19.50	$20.30	$19.76	$22.68	$25.69
18	$17.11	$18.50	$19.44	$19.37	$24.39	$19.44	$20.06	$19.76	$20.56	$20.02	$22.93	$25.95

Step	HS/MS Cust.	Elem./ Night Cust.	Night Cust. Supv.	Mainten- ance	Grounds Crew	Cust. Supv./ Maint. Coord.	Bus Drivers	Translator	General Office (Sec 1)	Elem/HS Prin Office (Sec 2)	MS Prin Office (Sec 3)
1	$16.50	$16.16	$16.42	$17.70	$16.50	$18.73	$18.79	$18.56	$16.43	$17.21	$17.46
2	$16.85	$16.42	$16.68	$17.96	$16.76	$18.99	$19.05	$18.81	$16.69	$17.46	$17.72
3	$17.21	$16.68	$16.93	$18.22	$17.01	$19.25	$19.31	$19.06	$16.95	$17.72	$17.98
4	$17.58	$16.93	$17.19	$18.48	$17.27	$19.50	$19.57	$19.31	$17.21	$17.98	$18.24
5	$17.95	$17.19	$17.45	$18.73	$17.52	$19.76	$19.83	$19.57	$17.46	$18.24	$18.49
6	$18.34	$17.45	$17.70	$18.99	$17.78	$20.02	$20.10	$19.82	$17.72	$18.49	$18.75
7	$18.74	$17.70	$17.96	$19.25	$18.03	$20.27	$20.36	$20.07	$17.98	$18.75	$19.01
8	$19.14	$17.96	$18.22	$19.50	$18.29	$20.53	$20.62	$20.32	$18.24	$19.01	$19.27
9	$19.56	$18.22	$18.48	$19.76	$18.54	$20.79	$20.88	$20.58	$18.49	$19.27	$19.52
10	$19.98	$18.48	$18.73	$20.02	$18.80	$21.05	$21.14	$20.83	$18.75	$19.52	$19.78
11	$20.42	$18.73	$18.99	$20.27	$19.05	$21.30	$21.40	$21.08	$19.01	$19.78	$20.04
12	$20.87	$18.99	$19.25	$20.53	$19.31	$21.56	$21.66	$21.33	$19.27	$20.04	$20.29
13	$21.33	$19.25	$19.50	$20.79	$19.56	$21.82	$21.91	$21.58	$19.52	$20.29	$20.55
14	$21.80	$19.50	$19.76	$21.05	$19.82	$22.07	$22.17	$21.84	$19.78	$20.55	$20.81
15	$22.28	$19.76	$20.02	$21.30	$20.07	$22.33	$22.43	$22.09	$20.04	$20.81	$21.07
16	$22.78	$20.02	$20.27	$21.56	$20.33	$22.59	$22.68	$22.34	$20.29	$21.07	$21.32
17	$23.28	$20.27	$20.53	$21.82	$20.58	$22.84	$22.94	$22.60	$20.55	$21.32	$21.58
18	$23.80	$20.53	$20.79	$22.07	$20.84	$23.10	$23.19	$22.85	$20.81	$21.58	$21.84

Note 1:

Secretary Classification: 1: Other Secretarial positions; 2: Elementary Secretary, CHS Principal's Secretary; 3: CMS Principal's Secretary

Note 2: Substitutes hired for positions on this salary schedule are paid at the starting hourly wage for that position.

Note 3: Translators who are not regular district employees are paid at the starting houly wage for that position.

Note 4: ASP Lead Staff and Site Directors who are also regular district employees are paid at their regular hourly rate.

Note 5: Nurse and Nurse Aid Substitutes are paid at their licensure rate. RN $23.10, CNA & LPN at Step 1.

Board Approved 2/21/22

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TO: Board of Education

RE: Summary of Certified and Classified Handbook Changes for 2022-2023

CERTIFIED HANDBOOK

Pg 7 - Edits to add new Administrators
Pg 9 - Aligns the resignation accepted final date to April 15th to match the policy change from May 1st.
Pg 11 - Clarifies the definition of Extended Duty Pay not to include regularly scheduled contract days.
Pg 16 - Updates Family Illness leave to match the new Negotiated Agreement, allowing certified staff to use all annual leave plus ten accumulated days instead of just ten total.
Pg 17 - Additional guidance for Adoption Leave
Pg 18 - Adds a section on where to find FMLA request forms
Pg 20 - Adds a section on FMLA leave where paid leave is exhausted, the deduction for unpaid leave is now equivalent to the cost of the substitute (negotiated agreement).
Pg 20 - Added section clarifying Maternity Leave
Pg 20 - Added a section requiring leave forms for school activity and professional absences
Pg 21 - Added to Section 3 about planning time is contract time, regularly leaving the building is not acceptable, but should be a rare exception. Using that time appropriately is important.
Pg 22 - Permitting class records to be kept in written or digital format.
Pg 23 - Due to issues with refrigerators, added some language about keeping them clean and cleaned out over long breaks. We had some unplugged for summer but not cleaned out prior.
Pg 24-25 - Section 8 Managing School Conduct > Will be completely aligned to the District's BIST and MTSS language and process. Board will receive this section at a later date to approve.
Pg 26 - Will require all fundraisers to have a clearly defined and itemized use of funds. No fundraisers for "future use" or "as necessary" will be permitted.
Pg 27 - Updated District Credit Card use requirements.
Pg 27 - Added Section 15 on Professional travel that refers staff to the aligned Board policies for per diems, allowable expenditures, and acceptable travel.
Pg 28 - Added to Professional Ethics Standars taht violations will result in the district filing a formal complaint with the Nebraska Professional Practices Commission.
Pg 32 - Added Section 9 to explain employment contract under state statute and clarify probationary and permanent status.
Pg 33 - Section 4 Measuring and Reporting Academic Achievement > Needs to be aligned to the changes made regarding proficiency reporting, etc. in grades K-4 and also represent current practices in grades 5-12. Board will receive this section at a later date to approve.
Pg 33 - Section 5 Updating Grades > Needs to be reviewed and aligned to current practices. Board will receive this section at a later date to approve.
Pg 38 - Certified staff are automatically enrolled in the device damage protection plan unless they opt-out. We have too many miss the deadline and with the number of damaged devices, this is critical.

Appendix 2, Pages 56-57 - Is now the Health and Safety Supplement, not Pandemic. Defines how to handle symptoms of illness.

CLASSIFIED HANDBOOK

Pg 6 - Edits to add new Administrators

Pg 12 - Added reference to Board Policy 402.20 for travel outside of the District covering transportation, lodging, and meals.

Pg 14 - Added e-mail as a mode of posting vacancies to in-district staff.

Pg 17 - Defined Vacation Blackout Days for next August 2023, summer limitations for critical staff, and date restrictions for those responsible for grant funds and state reporting.

Pg 18 - Clearly defined unused vacation days to not accrue

Pg 20 - Added a statement from the law that School Districts are not required to adhere to federal or state holidays but have the latitude to observe or not observe days as determined locally.

Page 21 - Where to find FMLA absence request forms.

Page 23 - Added section 11, leave without pay, due to some abuse of this option. It reads: *An employee who has exhausted available paid leave options may request to take leave without pay for personal or family illness, medical care, childcare, bereavement, or FMLA qualifying events. Approval through the leave form process is still required. Leave without pay will not be granted as a substitution for personal or vacation leave without permission of the Superintendent or Director of Human Resources.*

Page 24 - Clearly defined in Section 1 that employees may NOT deviate from their assigned schedule, lunch, or total daily hours without administrative approval.

Page 37 - Allowed classified staff the option to purchase a device damage protection plan. This is not required since very few classified staff have devices that leave the building.

Appendix 2, Pages 57-58 - Is now the Health and Safety Supplement, not Pandemic. Defines how to handle symptoms of illness.

Columbus Public Schools **Date:**

School Fundraising Application

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

School: Columbus High School **Name:** Jeff Peabody

Fund Raising Company (if applicable): Fundraising U

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

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

Approximately how much does your school/group expect to earn from this project?
6,000-8,000

How will this money be used?
Assist students in trip/fee costs, funds for extras band activities

What are the proposed dates? August 1- September 5

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

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

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

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

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

Are any contracts to be signed? ■ Yes ☐ No **If yes, by whom?** Jeff Peabody

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

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

Principal's Signature _____ **Date** 5/25/22

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

Columbus Public Schools **Date:**

School Fundraising Application

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

School: Columbus High School **Name:** Jeff Peabody

Fund Raising Company (if applicable): Bellino's

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

What is your school/group's money-earning plan?
Staffing the Bellino's Fireworks Tent in front of Hy-Vee

Approximately how much does your school/group expect to earn from this project?
10,000-12,000

How will this money be used?
Assist students in trip/fee costs, funds for extras band activities

What are the proposed dates? June 24-July 4

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

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

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

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

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

Are any contracts to be signed? ■ Yes ☐ No **If yes, by whom?** Jeff Peabody

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

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

Principal's Signature _____ **Date** 5/25/22

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

Columbus Public Schools **Date:**

School Fundraising Application

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

School: Columbus High School **Name:** Jeff Peabody

Fund Raising Company (if applicable): Bellino's Fireworks

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

What is your school/group's money-earning plan?
Staffing the Bellino's Fireworks Tent at Super Saver

Approximately how much does your school/group expect to earn from this project?
6,000-8,000

How will this money be used?
Assist students in trip/fee costs, funds for extras band activities

What are the proposed dates? June 24-July 4

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

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

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

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

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

Are any contracts to be signed? ■ Yes ☐ No **If yes, by whom?** Jacob Ritter

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

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

Principal's Signature _____ **Date** 5/25/22

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

_____

_____

DATE	6-29-22
BUILDING	West Park
PROGRAM	
PRINCIPAL/DIRECTOR SIGNATURE	Paula Lawrence
Description of materials to surplus: Old furniture that is no longer being used.	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image.	Give a description and the reason the item is being declared surplus property.	Examples: trash, recycle, donated, etc. Items being moved to other CPS locations should not be declared surplus property.
	Wooden shelves—they are wobbly	thown away
	Large teacher desk. Takes up too	moved to storage
	much room and the teacher prefers	
	to use a table.	
	Filing cabinets—curriculum is now on	move to storage
	Google Drive. No need to store	
	paper copies of materials.	
	Small Table—no longer used.	move to storage








2019

DATE	6/27/22
BUILDING	AD
PROGRAM	ELA
PRINCIPAL/DIRECTOR SIGNATURE	Amy Romshek

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	Paperback Novels:	Donated
	Dark Is Rising - 14	
	Across Five Aprils - 9	
	Big Red - 16	
	Witch of Blackbird Pond - 16	
	Fighting Ground - 10	
	Rascal -15	
	Flashfire - 20	
	My Side of the Mountain -13	
	Rabbit Hill - 31	
	Stinker From Space - 14	

Columbus Public Schools

Professional Performance Model
2022

Committee Members:
Chip Kay, Dr. Troy Loeffelholz, Dr. Amy Romshek, Teresa Hausmann, Brandi Fleming, Jason Harris, Dave Hiebner, Molly Hornbeck, Jason Schapmann, Angela Liefeld, Amy Haynes, Jordon Anderson, Adrianna Carnes, Erika Hiemstra, Paula Lawrence, Bob Hausmann, Andrew Luebbe, JP Holys, Angie Luebbe, Teacher Cohort #1 (March, 2022), District Counselor Team (May, 2022)

Teacher Cohort #1: Kerri Jones ,Ginger Darveau, Kristin Loosvelt, Cherie Stadler, Jennifer Bos, Christina Jareske, Carrie Trofholz, Michaela Wilcox, Laurel Newman, Sarah Svatora, Crystal Halvorsen, Danielle Wacha, Melinda Struebing, Michelle Oppliger, Samantha Forney, Rhona Peabody, Joshua Darveau, Lindsey Rosno, Jessica Spilker, Kay Strecker, Megan Graybill, Emma Trofholz,Victoria Joseph, Rebecca Lenser, Amber May, Nathan Coan, Brandon Jansen, Kari Tunink, Joseph Krysl, Lauren Hollister, Heidi Field.

District Counselor Team: Angela Kruse, Ginger Darveau, Jared Johnson, Kim Shevlin, Robyn Wilcox, Tricia Romshek, Trina Gentile, Wendi Petersen.

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Introduction

PHILOSOPHY:

When a staff member is offered employment with the Columbus Public Schools, it is because there has been a judgement that expresses confidence in the candidate's potential for, and commitment to, professional growth as well as his/her initial level of competence. The professional growth of certified staff is an ongoing process designed to enhance student achievement and to improve instructional performance, classroom organization and management, and personal and professional conduct. A collaborative design is intended to bring the certificated employee and administrator together in a coordinated effort to promote effective instruction. Components of the professional performance model are intended to result in improved student achievement by providing a basis for continued renewal and improvement of instruction. Observations and evaluations will be used as a means to recognize an individual's strengths, accomplishments, and areas of growth potential. Observations and evaluations ideally are continuous and cooperative between the administrator and certificated employee. It is an expectation of the District and a responsibility of its employees to utilize available resources and opportunities for continued professional growth and development.

BELIEF STATEMENTS:

- All students can learn; learners learn best when they are actively engaged in curricular issues. Student achievement can improve; effective teaching makes a difference in how much students achieve.
- Improvement of professional performance is always possible and such improvement is not accidental. Rather, such improvement is the result of deliberate effort.
- Effective teaching is both an art and a science; effective certificated employees utilize a repertoire of teaching strategies at the right time(s) and in the right combination to cause improved student achievement.
- Effective teaching strategies can be learned, observed, and documented; the presence or absence of any specific strategy is not by itself an indicator of effectiveness.
- Professional growth is a purposeful, continuous, and collaborative activity based on identified standards and focused on improving student achievement; supervisory input as well as self-directed professional reflection and growth are essential.

PURPOSES OF TEACHER EVALUATION:

- To improve student achievement
- To assist the teacher to analyze professional performance related to expected standards
- To identify areas of professional development which will improve student achievement
- To establish the level of performance required of certificated employees performing the same or similar duties to meet the standards expected by the District
- To provide the certificated employee with assistance in improving instructional skills
- To identify, promote, reinforce, recognize, and share information with others about quality teaching performance
- To assure the Board of Education and district patrons that staff are accountable for quality instruction and student achievement
- To satisfy legal and statutory requirements in the areas of instructional performance, classroom organization and management, and personal and professional conduct

Definitions

Certificated employee: Certificated employee means and includes all teachers as defined in Nebraska statute 79-101, other than substitute teachers, who are employed one-half time or more by any class of school district.

Probationary certificated employee: A probationary teacher is a teacher who has served under contract with the school district for less than three successive school years.

Permanent certificated employee: A permanent teacher is a teacher who has completed the probationary period in the Columbus Public Schools.

Part-time certificated employee: Part-time certificated employees shall become permanent certificated employees as provided in Nebraska statute 79-825.

Formal observation: A formal observation is a sequence including pre-observation form, classroom observation for an entire instructional period, and post-observation conference. Using iObservation, the minimum documentation required during a formal observation is the indication of the element(s) observed during the observation and the level of performance demonstrated on the observed element(s). Probationary certified employees are required to have one formal observation each semester during their first three years of employment or reemployment with Columbus Public Schools. Permanent certified employees will have one formal observation per year based on the evaluation cycle.

Entire instructional period: An entire instructional period is that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson.

Informal observation: An informal observation is a classroom observation ~~ranging from 10 minutes to~~ less than a full instructional period. Using iObservation, the minimum documentation required during an informal observation is the indication of the element(s) observed during the observation and the level of performance demonstrated on the observed element(s).

Observation and evaluation frequency: The specified frequency of observations and evaluations for both probationary and permanent certificated employees are stated as minimums and may be increased at administrator discretion.

Summative Evaluation: An evaluation is a summative rating of performance which includes information obtained during classroom observations and review of all aspects of a certificated employee's performance. One summative evaluation will be completed each year for probationary and permanent certificated employees.

Standard of performance: Standard of performance is the performance level required of certificated employees performing the same or similar duties to meet the standards expected by the District. For the purposes of the Professional Performance Model, that level of performance is demonstrating proficiency or demonstrating progress toward proficiency at the applying level of the elements in the Domains of the Performance Standards and Scales. Scale ratings of not using, beginning, and developing do not meet the standard of performance.

On-notice status: A probationary or permanent certificated employee may be placed in on-notice status when the administrator determines the certificated employee does not meet the District's expected standard of performance by failing to demonstrate proficiency consistently or failing to progress toward proficiency at the applying level in one or more elements. Notice of being placed in on-notice status will be communicated in writing from the administrator to the certificated employee specifying the deficiencies, the required improvement actions and standard to which they must be remediated, the timeline and assistance that will be provided to demonstrate improved performance, how the certificated employee will receive feedback regarding the required improvement actions, and that summative evaluations shall be conducted at such time or times as the administration determines.

iObservation: iObservation is an electronic data gathering and reporting product developed by Learning Sciences International incorporating Robert Marzano's Art and Science of Teaching framework for effective instruction.

Focused Teacher Evaluation Model (FTEM): Defined as an evidence-based observation of teacher planning, instruction, learning conditions, and professional leadership designed to facilitate growth through the Instructional Framework in order to achieve a high level of student engagement, learning, and achievement.

Desired Effects of the Focused Techer Evaluation Model - Is designed to provide guidance and outcomes for each element of the Focused Teacher Evaluation Model organized into the four domains of effective teaching and 23 elements.

Definitions of Equity, Access, and Social Emotional Learning (SEL)

Equity and Access

Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure (OECD 2008).

Social Emotional Learning (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL 2019).

Special Education in Equity and Access

The U.S. Department of Education today made available to the public final regulations under Part B of the Individuals with Disabilities Education Act (IDEA), aimed at promoting equity by targeting widespread disparities in the treatment of students of color with disabilities. The regulations will address a number of issues related to significant disproportionality in the identification, placement, and discipline of students with disabilities based on race or ethnicity (Ed.gov, 2016).

Observation and Evaluation Schedule and Performance Expectations

Probationary certificated employees have a 3-year observation and evaluation schedule:

Year 1 will include one formal observation conference each semester and one informal observation each quarter. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation is completed after completion of the formal and informal observations for the year.

Year 2 will include one formal observation conference each semester and one informal observation each quarter. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation is completed after completion of the formal and informal observations for the year.

Year 3 will include one formal observation conference each semester and one informal observation each semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation is completed after completion of the formal and informal observations for the year.

Permanent certificated employees have a 3-year observation and evaluation schedule and will be notified at the beginning of the school year regarding which year of the 3-year professional growth cycle they have been assigned to by the administrator.

- Growth Year 1 will include one or more informal observations each semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. The certified employee will develop a measurable growth goal in collaboration with their evaluator using District FTEM protocols. The growth goal will be monitored through observations. A summative evaluation conference will be scheduled during the year.
- Growth Year 2 will include one or more informal observations each semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. The certified employee will consistently meet the scale of applying or higher in their growth goal during observations. A summative evaluation conference will be scheduled during the year.
- The Formal Observation Year 3 will include a formal observation one semester and one or more informal observations the other semester. Certificated employees are expected to demonstrate proficiency or demonstrate progress toward proficiency at the applying level with core elements as noted on the training schedule. A summative evaluation conference will be scheduled at some time after the formal and informal observations have been completed.

Each certificated employee, both probationary and permanent, subject to the frequency dictated by the provisions of this evaluation procedure, shall have been observed and the evaluation of performance shall be based on actual classroom observations for an entire instructional period. Should deficiencies be noted in the work performance of any probationary or permanent certificated employee, the evaluator shall provide a list of deficiencies, a list of suggestions for improvement, assistance in overcoming the deficiencies, and follow up evaluations and assistance when deficiencies remain.

Professional Development Schedule

In addition to District-provided professional development activities shown on the Training Schedule for Certified Staff, the following opportunities and requirements are in effect for certified employees of the Columbus Public Schools:

Probationary certificated employees:

Year 1 will include completion of pre-service training pertinent to assigned grade level, instructional assignment, or as determined by the building or district administrator. This will include three days scheduled before the reporting date for certified staff.

Year 2 will include completion of other trainings as determined by the building or district administrator.

Year 3 will include completion of other trainings as determined by the building or district administrator.

Booster Trainings:

Administrators will survey certificated employees annually to determine elements in which additional training is desired. The administrator will submit a request to the Director of Curriculum, Instruction, and Assessment who will assign an instructional coach for training sessions. The Director of Finance and Human Resources will budget funds per Board Regulation 409.04R2 to provide up to six 1-hour group trainings per school. Group trainings may be combined to include certificated employees from multiple school buildings and to maximize instructional coaches' impact and protect their time. Typically, 30 certificated employees will be considered the maximum for such trainings. Other training models could be used. Administrators may also utilize time during staff meetings to review FTEM elements.

Once group trainings have been completed, individual certificated employees may submit a request to their principal for individual coaching on element(s) in which they need further development. Administrators will consider such requests, and will forward approved requests to Director of Curriculum, Instruction, and Assessment who will assign a coach for the coaching session. Administrators may also assign certificated employees to participate in individual coaching sessions. Administrators will utilize building budgets to pay the cost of instructional coaches to provide approved individual coaching sessions.

Professional Performance Model Training:

The Director of Finance and Human Resources and building administrators will coordinate annual orientation sessions for certificated employees regarding the Professional Performance Model and use of iObservation.

Administrator Training:

The Director of Finance and Human Resources will coordinate annual trainings for all district administrators on the Professional Performance Model, use of iObservation, inter-rater reliability, the evaluation procedure and process, and the legal requirements for certificated employee evaluations in statute and regulation.

Professional Growth and Support for All Certified Staff

CPS Teacher Supports

First-Year CPS Teachers

Building Principal	Professional Development District	Mentor	Grade Level or Department Team
Building Tour •Staff introductions (office staff, counselor dept, custodians, teachers, etc) •Staff lounge and restrooms •Workroom (supplies, forms, etc) •Mailboxes (teacher, central office, in-district Mail, ESU #7) •Media Center location and services •Cafeteria •Computer labs	**Well Managed Classroom (PreK-12)** •Classroom environment •Classroom rules/management procedures	**Classroom** •Help set up classroom •How to use classroom technology **Synergy** •How to create seating chart in Synergy •Entering grades •Verifying grades at the quarter	**Instruction** •Unit and lesson plan support •Learning goals, proficiency scales •Common assessments •Pacing guides •Additional assessments (formative/summative) that have been creasted for the unit •Share or help locate necessary instructional materials
Schedules/Procedures •First Day Schedule and activities •Building Master Schedule •Daily Bell Schedule •District calendars (Assessment, PD, School Year) •Building emergency plans •Copying/printing procedures •Leave form procedure (personal, sick, etc) •Requesting a substitute procedures •Telephone/intercom usage and procedures •Budget and POs procedure	**HR Onboarding** •Payroll •Insurance	**Educator Wellness** •Weekly face-to-face meeting to check in, offer support, build relationship -What is going well this week? -Do you need any help or support? -Help arrange needed support from building principal or curriculum department	
Classroom Instruction/Behavior Management •Formal and informal observation process •Marzano Focused Teacher Evaluation Model •Lesson plan expectations •Mentors •Instructional coaches •Substitute lesson plan & Sub Binder expectations •MTSS Referral Process •IEP Information (Special ED Teachers) •Well-Managed Classroom (Tier I) and BIST (Tier II) •Student one-to-one devices •Synergy attendance and grading	**CPS Tech/Curriculum Training (PreK-12)** •Computer Enrollment •Google Workspace •Responsibile use/copyright •Remind App •Access to digital curriculum in Google Drive - learning goals - proficiency scales - common assessments - instructional resources •Access to digital curriculum licenses & platforms		
Leadership & Professionalism •Building committees •Supervision duties and procedures (hallway, lunchroom, homeroom) •Parent contact •Building use after hours •Teacher PD •PLCs and collaboration	**Synergy Training (PreK-12)** •Class/course student rosters •Digital seating charts •Teaching schedule (CMS/CHS) •Department schedule (CMS/CHS) •Student/parent contact information •Grading and student progress reports		
	Marzano Focused Teacher Evaluation Model Overview (PreK-12) •Protocols •Backwards design (common assessments & proficiency scales) •Classroom rules/procedures •PLCs and collaboration		
	Template Training (K-6) **Wonders Reading Curriculum Support (K-6)** **Math Expressions Curriculum Support (K-5)** **CPM Math Curriculum Support (6-12)**		



All Veteran CPS Teachers

Professional Growth for Certified Staff New to the District

Summer of Hire

- Orientation, Onboarding, Technology, and Essential Strategies Training (July)
    - Well-Managed Classroom
- Additional content specific training as determined by department or Principal

Fall

- Three-Day pre-service training days including at minimum
    - Building Orientation with Principal
    - Mentor Introductions and Collaboration
    - Classroom Preparation
    - Trainings as determined by the District's Strategic Plan
- Pre-Service Days before the first day of school
    - Required training under Rule 10
    - Training as determined by the District's Strategic Plan
    - Explanation of CPS Professional Performance Model and Focused Teacher Evaluation Model

All Year

- Scheduled Professional development days throughout the school year meeting the District Strategic Plan
- Professional Learning Collaboration (PLCs)
- Mentoring
- Instructional Coaching (Optional)
- Focused Teacher Elements, Protocols, and Instructional Strategies

The CPS Professional Performance Model

Domain 1: Standards Based Planning

CORE ELEMENTS: Elements the certificated employee consistently uses during planning:

	ELEMENT		DESIRED EFFECT
Standards-Based Planning	1	Planning Standards-Based Lessons/Units	Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standards(s) using learning targets embedded in a performance scale.
	2	Aligning Resources to Standards(s)	Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.
	3	Planning to Close the Achievement Gap Using Data	Teacher provides data showing that each students (including English learners [EL], exceptional education, gifted and talented, low socioeconomic status, and ethnic students) makes progress toward closing the achievement gap.

The CPS Professional Performance Model

Domain 2: Standards Based Instruction

CORE ELEMENTS: Elements the certificated employee consistently uses during instruction:

		ELEMENT	DESIRED EFFECT
Standards-Based Instruction	4	Identifying Critical Content from the Standards	Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).
	5	Previewing New Content	Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.
	6	Helping Students Process New Content	Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.
	7	Using Questions to Help Students Elaborate on Content	Evidence (formative data) demonstrates students accurately elaborate on content.
	8	Reviewing Content	Evidence (formative data) demonstrates students know the previously taught critical content.
	9	Helping Students Practice Skills, Strategies, and Processes	Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.
	10	Helping Students Examine Similarities and Differences	Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.
	11	Helping Students Examine Their Reasoning	Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).
	12	Helping Students Revise Knowledge	Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.
	13	Helping Students Engage in Cognitively Complex Tasks	Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

The CPS Professional Performance Model

Domain 3: Conditions for Learning

CORE ELEMENTS: Elements the certificated employee consistently uses during instruction, assessment, and feedback:

	ELEMENT		DESIRED EFFECT
Conditions for Learning	14	Using Formative Assessment to Track Progress	Evidence (formative data) demonstrates students identify their current level of performances as it relates to standards-based learning targets embedded in the performance scale.
	15	Providing Feedback and Celebrating Progress	Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.
	16	Organizing Students to Interact with Content	Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.
	17	Establishing and Acknowledging Adherence to Rules and Procedures	Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.
	18	Using Engagement Strategies	Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.
	19	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Evidence (student action) shows students feel valued and part of the classroom community.
	20	Communicating High Expectations for Each Student to Close the Achievement Gap	Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at his or her highest level of academic success.

The CPS Professional Performance Model

Domain 4: Professional Responsibilities

CORE ELEMENTS: Elements the certificated employee consistently demonstrates as a professional educator:

	ELEMENT		DESIRED EFFECT
Professional Responsibilities	2.1	Adhering to School and District Policies and Procedure	Teacher adheres to school and district rules and procedures.
	2.2	Maintaining Expertise in Content and Pedagogy	Teacher provides evidence of developing expertise in content area and classroom instructional strategies.
	2.3	Promoting Teacher Leadership and Collaboration	Teacher provides evidence of teacher leadership and promoting a schoolwide culture of professional learning.

Focused Teacher Evaluation Model (Formal and Informal Observations)

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

0 = Not Using / 1 = Beginning / 2 = Developing / 3 = Applying / 4= Innovating
Alternate versions are available for: Non-Classroom Certified, Counselors, and Administration

Focused Teacher Evaluation Model
Standards and Scales

Planning Standards-Based Lessons/Units
Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.
Planning Evidence (Check all that apply) ☐ Plans exhibit a focus on the essential standards ☐ Plans include a scale that builds a progression of knowledge from simple to complex ☐ Plans identify learning targets aligned to the rigor of required standards ☐ Plans identify specific instructional strategies appropriate for the learning target ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways ☐ Lessons are planned with teachable chunks of content ☐ When appropriate, lessons/units are integrated with other content areas ☐ When appropriate, learning targets and unit plans include district scope and sequence ☐ Plans illustrate how equity is addressed in the classroom
Planning Evidence – Equity, Access, SEL (Check all that apply) ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom ☐ When appropriate, plans integrate cultural competencies and/or standards
Example Implementation Evidence (Check all that apply) ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level ☐ Planned and completed student assignments/work require practice with complex text and its academic language ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices ☐ Planned and completed student assignments/work demonstrate grounding in real-world application ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)
Example Implementation Evidence – Equity, Access, SEL (Check all that apply) ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence (Check all that apply)

- ☐ Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)

Example Implementation Evidence (Check all that apply)

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Planned resources include those specific to students' culture

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence (Check all that apply)

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Planning Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)

Example Implementation Evidence (Check all that apply)

- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Example Implementation Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Instructional Techniques - Equity, Access, SEL (Check all that apply)

- ☐ Use cultural resources to facilitate students making a link from what they know to the new content

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Student Evidence of Desired Effect – Equity, Access, SEL
N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Break content into appropriate chunks
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Student Evidence of Desired Effect – Equity, Access, SEL

N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Ask detail questions
- ☐ Ask category questions
- ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration
- ☐ Model implementation of appropriate wait time when questioning

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

N/A

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

Example Student Evidence of Desired Effect – Equity, Access, SEL

N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)
N/A

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Student Evidence of Desired Effect – Equity, Access, SEL
N/A

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)
N/A

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Use culturally relevant activities to help students examine similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences

Example Teacher Instructional Technique – Equity, Access, SEL (Check all that apply)

- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Explain previous errors or misconceptions about content
- ☐ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing
  - A proposition
  - A proposed theory
  - A hypothesis
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ Coach students to persevere with the complex task
- ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check all that apply)

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique. Check all that apply.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Precisely explain perseverance with the task with reasoning and conclusions

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning (Check all that apply)

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets
- ☐ Responses to formative assessment may involve cultural content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
  - Show of hands
  - Certificate of success
  - Parent notification
  - Round of applause
  - Academic praise
  - Digital media

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Celebrate as groups make progress toward learning targets
- ☐ Ensure celebrations involve culturally relevant components
- ☐ Ask students to explain how they use feedback
- ☐ Ask students how celebrations encourage them to continue learning

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Use feedback to revise or update work to help meet their learning target

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Surveys indicate students want to continue making progress
- ☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Provide guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Explain individual student and/or group thinking about the content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Physically occupy all quadrants of the room
- ☐ Scan the entire room, making eye contact with each student
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Proactively address inflammatory situations
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teach student self-regulation strategies
- ☐ Use classroom meetings to review and process rules and procedures to ensure equity
- ☐ Consistently exhibit "withitness" behaviors

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Use crisp transitions from one activity to another
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Present unusual or intriguing information about the content

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Self-regulate engagement and engagement of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Compliment students regarding academic and personal accomplishments
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- ☐ Remain calm in response to inflammatory situations
- ☐ Interact with each student in the same calm and controlled fashion
- ☐ Remain objective and in control by not demonstrating personal offense at student misconduct

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Encourage students to share their thinking and perspectives
- ☐ Seek student input regarding classroom activities and culture
- ☐ Relate content-specific knowledge to personal aspects of students' lives
- ☐ Discuss with students about topics in which they are interested
- ☐ Discuss equity and individual needs of students
- ☐ Use student input and feedback to maintain an academic focus on rigor
- ☐ Build student interests into lessons (i.e. incorporate cultural connections)
- ☐ Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Contribute to a positive classroom community through interactions with peers

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal interactions with the teacher
- ☐ Respond positively to nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Describe their teacher as respectful and responsive to the diverse needs of each student
- ☐ Actions show students trust the teacher to advocate for them

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Seek additional input from students
- ☐ Seek additional resources for self and students
- ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques (Check all that apply)

- ☐ Ask each student to examine the sources of their evidence

Example Teacher Instructional Techniques – Equity, Access, SEL (Check all that apply)

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ Ask questions of each student at the same rate and frequency
- ☐ Ask complex questions of each student that require conclusions at the same rate and frequency
- ☐ Rephrase questions for each student when they provide an incorrect answer
- ☐ Probe each student to provide evidence of their conclusions
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Probe each student to further explain their answers when they are incorrect
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work. Check all that apply.)

- ☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"

Example Student Evidence of Desired Effect – Equity, Access, SEL (Check all that apply)

- ☐ Treat each other with respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Respond to difficult questions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Model teacher behaviors that show care and respect for each classmate
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect (Check all that apply)

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Adhering to School/District Policies and Procedures
Focus Statement: Teacher adheres to school and district policies and procedures.
Desired Effect: Teacher adheres to school and district rules and procedures.
Example Teacher Evidence (Check all that apply) ☐ Performs assigned duties ☐ Fulfills responsibilities in a timely manner ☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.) ☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.) ☐ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.) ☐ Demonstrates personal integrity and ethics ☐ Uses social media appropriately
Example Teacher Evidence – Equity, Access, SEL (Check all that apply) ☐ Maintains confidentiality of colleagues, students, and families ☐ Advocates for equality for each student

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy
Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).
Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.
Example Teacher Evidence (Check all that apply) ☐ Participates in professional development opportunities ☐ Demonstrates content expertise and knowledge in the classroom ☐ Seeks mentorship from subject area experts ☐ Seeks mentorship from highly effective teachers ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction ☐ Demonstrates a growth mindset and/or seeks feedback ☐ Implements a deliberate practice or professional growth plan ☐ Seeks innovative ways to improve student achievement ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses ☐ Uses formative and summative data to make instructional planning decisions ☐ Teacher observational data is correlated to student achievement data ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning
Example Teacher Evidence – Equity, Access, SEL (Check all that apply) ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence (Check all that apply)

- ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Documents specific situations of mentoring other teachers
- ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Promotes positive conversations and interactions with teachers and colleagues
- ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Seeks a role and participates in Professional Learning Community meetings
- ☐ Serves as a student advocate in the classroom, school, and community
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

Example Teacher Evidence – Equity, Access, SEL (Check all that apply)

- ☐ Accesses available expertise and resources to support students' learning needs
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Participates in school and community activities as appropriate to support students and families

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Pre-Observation Form for Formal Observations

(complete and submit to the observer at least 2 days prior to the date of the observation)

Certificated employee: _____

Observation date and time: _____

Class to be Observed: _____

A. Lesson Segments Involving Planning:

1. What is the learning goal for the class that will be observed? (Element #1)

Certificated employee's response:

2. What resources will be used to support your instruction? (Element #2)

Certificated employee's response:

B. Lesson Segments Addressing Instruction:

1. What is the critical content in this lesson and what evidence will be used to monitor the extent to which students attend to the critical information? (Element #4)

Certificated employee's response:

2. Will new content be introduced (or previewed) during the lesson? (Element #5 & #6)

Certificated employee's response:

3. What activities will be used to help students develop proficiency? (Elements # 7 - #13)

Certificated employee's response:

C. Lesson Segments Addressing Conditions for Learning:

1. What formative assessments will be used to track progress? (Element #14)

Certificated employee's response:

2. What classroom routines (rules and procedures) will be observed during this lesson? (Element #17)

Certificated employee's response:

3. What type of engagement activities are planned in the lesson? (Element #18 & #19)

D. General:

Are there specific areas in which the teacher would like the observer to provide feedback?

Certificated employee's response:

Post-Observation Relfection Conference Guide

Using the pre-observation form and the reflection questions,, the teacher and administrator will review the lesson observed, scales, and ratings. The intent of the post-observation conference is to have a conversation focused on elements of the lesson which worked particularly well as well as to discuss how to move to the next level. Notes pertinent to these conferences will be entered in the overall comments box in iObservation.

(A) Planning
   (a) Overall, how do you think the lesson went and why?
   (b) How will this lesson inform changes to your instructional plan?

(B) Instruction
   (a) In what ways did students meet or not meet the learning goals you established for the lesson?
   (b) How did you assessments inform your understanding of student learning?
   (c) How did the strategies you used to introduce new content to students support student learning?
   (d) How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?

(C) Conditions for Learning
   (a) To what extent did the organization of your classroom and your rules and procedures maximize student learning?
   (b) Which techniques for engaging students were most successful? Which techniques were not successful?
   (c) What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationship with students?
   (d) How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?

Collaborative relfection of observed strengths:

Additional evidence requested by the evaluator:

Collaborative suggestions

Certified Employee: _____ Date: _____

Evaluator/Administrator: _____ Date: _____

Growth Goal Template
(Permanent Year 1 and 2)

Instructions

Reflective practice is a key component of an effective instructional program. Use this document to rate your implementation of instructional strategies and effective use of the elements. Collaborate with colleagues or work independently to identify areas of potential improvement in your instruction and reflect on ways to improve your delivery of specific elements.

1. Complete the self-assessment of the Implementation of elements individually.
    a. Which elements did you rate yourself highly on?
    b. What do you do well when implementing the elements?
2. Choose an element to focus on for growth and answer the questions below.

Self-Assessment of Implementation of Elements

Reflect on how well you implement the strategies within each of the elements for the Marzano Focused Teacher Evaluation Model.

Standards-Based Planning

Planning Standards-Based Lessons/Units				
Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.				
Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Aligning Resources to Standard(s)				
Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.				
Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Planning to Close the Achievement Gap Using Data				
Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.				
Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Standards-Based Instruction

Identifying Critical Content from the Standards (Required evidence in every lesson)				
Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.				
Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Previewing New Content				
Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.				
Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Helping Students Process New Content				
Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.				
Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Using Questions to Help Students Elaborate on Content				
Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.				
Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Reviewing Content				
Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.				
Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Helping Students Practice Skills, Strategies, and Processes				
Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.				
Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Helping Students Examine Similarities and Differences				
Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.				
Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Helping Students Examine Their Reasoning				
Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.				
Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Helping Students Revise Knowledge				
Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.				
Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Helping Students Engage in Cognitively Complex Tasks				
Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.				
Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Conditions for Learning

Using Formative Assessment to Track Progress				
Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.				
Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Providing Feedback and Celebrating Progress				
Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.				
Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Organizing Students to Interact with Content				
Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.				
Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Establishing and Acknowledging Adherence to Rules and Procedures				
Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.				
Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Using Engagement Strategies				
Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.				
Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				
Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.				
Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Communicating High Expectations for Each Student to Close the Achievement Gap				
Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.				
Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Professional Responsibilities

Adhering to School/District Policies and Procedures				
Focus Statement: Teacher adheres to school and district policies and procedures.				
Desired Effect: Teacher adheres to school and district rules and procedures.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Maintaining Expertise in Content and Pedagogy				
Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).				
Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Promoting Teacher Leadership and Collaboration				
Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.				
Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**

Focus Element Reflection

Instructions

Use this table and the feedback from your self-assessment above to identify one element you will deliberately practice. Reflect on how you can improve, what your focus will be, how you will obtain feedback, and how you can use it.

Focus Element: _____ **Employee:** _____

What do I need to adjust in order to progress to the next level for the element?	
What will I focus on between now and the next progress check-in?	
How will I get feedback from my peers to help improve my implementation of this element?	
How will I incorporate the feedback from my peers on my use of this element?	

Growth Goal / Focus Element Collaboration Meeting Held On: _____ **Admin Initials:** _____

Summative Evaluation
All Certified Employees
(Annual)

FTEM Summative Evaluation Form

School Year:	Teacher:
Cycle:	Evaluator:

		ELEMENT	Not Observed	Not Using	Beginning	Developing	Applying	Innovating	Growth Goal
Standards-Based Planning	1	Planning Standards-Based Lessons/Units							
	2	Aligning Resources to Standards(s)							
	3	Planning to Close the Achievement Gap Using Data							
Standards-Based Instruction		ELEMENT							
	4	Identifying Critical Content from the Standards							
	5	Previewing New Content							
	6	Helping Students Process New Content							
	7	Using Questions to Help Students Elaborate on Content							
	8	Reviewing Content							
	9	Helping Students Practice Skills, Strategies, and Processes							
	10	Helping Students Examine Similarities and Differences							
	11	Helping Students Examine Their Reasoning							
	12	Helping Students Revise Knowledge							
	13	Helping Students Engage in Cognitively Complex Tasks							
Conditions for Learning		ELEMENT							
	14	Using Formative Assessment to Track Progress							
	15	Providing Feedback and Celebrating Progress							
	16	Organizing Students to Interact with Content							
	17	Establishing and Acknowledging Adherence to Rules and Procedures							
	18	Using Engagement Strategies							
	19	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom							
	20	Communicating High Expectations for Each Student to Close the Achievement Gap							
Professional Responsibilities		ELEMENT							
	21	Adhering to School and District Policies and Procedure							
	22	Maintaining Expertise in Content and Pedagogy							
	23	Promoting Teacher Leadership and Collaboration							

Comments by Evaluator

Administrator/Evaluator	
Date	
Teacher	
Date	

Signatures indicate that this document has been reviewed and the teacher has been offered the opportunity to discuss the evaluation, but does not necessarily indicate agreement. Any response by the teacher shall be submitted in writing to the administrator within seven calendar days following the receipt of the evaluation. (Policy 406.09)

The Administrator is recommending:	Renewal	
	Non-Renewal	

79-824. Terms, defined.

For purposes of sections 79-824 to 79-842, unless the context otherwise requires:

(1) Certificated employee means and includes all teachers and administrators as defined in section 79-101, other than substitute teachers, who are employed one-half time or more by any class of school district;

(2) School board means the governing board or body of any class of school district;

(3) Probationary certificated employee means a teacher or administrator who has served under a contract with the school district for less than three successive school years in any school district, unless extended one or two years by a majority vote of the board in a Class IV or V school district, except that after September 1, 1983, in Class IV and V school districts the requirement shall be three successive school years. Probationary certificated employee also means superintendents, regardless of length of service;

(4) Just cause means: (a) Incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required in section 79-830; or (h) other conduct which interferes substantially with the continued performance of duties;

(5) Permanent certificated employee means a teacher or administrator who has served the probation period as defined in this section; and (6) School year, for purposes of employment, means three-fourths of the school year or more on duty, exclusive of summer school. A certificated employee who has been hired to fulfill the duties of another certificated employee who is on leave of absence shall not accrue rights under sections 79-824 to 79-842 during the period that the employee is fulfilling such duties.

79-825. Part-time certificated employee; become permanent employee; formula; reduction in force; effect. (1) Part-time certificated employees shall become permanent certificated employees based upon the following formula: (a) For certificated employees employed four-fifths time or more, each such year of employment shall count as a full successive school year; and (b) For certificated employees employed one-half time or more but less than four-fifths time, each such year of employment shall be credited against the three-year requirement for acquiring permanent certificated employee status in an amount proportionate to the term of such employment for each year. Such certificated employees shall become eligible for permanent certificated status at the beginning of the school year next succeeding the year in which they attain the proportionate amount of time.

(2) Any certificated employee who achieves permanent certificated employee status shall not lose such permanent certificated employee status because of reduction in force resulting in a contract amendment which would reduce such certificated employee to any part-time employment position.

79-826. Certificated employee; disciplinary action; superintendent; powers; procedures.

The superintendent or the superintendent's designee may take action with regard to a certificated employee's performance or conduct which is deemed reasonably necessary to assist the certificated employee and further school purposes, including: (1) Counseling; (2) oral reprimand; (3) written reprimand; and (4) suspension without pay for not to exceed thirty working days.

Prior to taking any action under subdivision (3) of this section, the certificated employee shall be advised of the alleged reasons for the proposed action and provided the opportunity to present the certificated employee's version of the facts. The certificated employee may proceed under the school district's grievance procedure if the school district has such a grievance procedure which provides for a review of such action or may, within seven calendar days after the superintendent or superintendent's designee takes such action, challenge the decision through the administrative chain of command.

Prior to taking any action under subdivision (4) of this section, the certificated employee shall be advised in writing of the alleged reasons for the proposed action and provided the opportunity to present the certificated employee's version of the facts. Within seven calendar days after receipt of such notice, the certificated employee may make a written request to the secretary of the school board or the superintendent or superintendent's designee for formal due process hearing under section 79-832. If such a request is not delivered within such time, the action of the superintendent or the superintendent's designee shall become final.

79-827. Certificated employee; contract cancellation or amendment; reasons; procedures.

(1) The contract of any certificated employee, including a superintendent, associate superintendent, or assistant superintendent, may be canceled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) Upon revocation or suspension of a certificate by the State Board of Education of any certificated employee whose duties require such a certificate; (b) breach of any of the material provisions of the teacher's or administrator's contract; (c) for any of the reasons set forth in the employment contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality; or (i) physical or mental incapacity.

(2) If the school board or the superintendent or superintendent's designee of any school district determines that it is appropriate to consider cancellation of a certificated employee's contract during the school year for the reasons set forth in subsection (1) of this section, the certificated employee shall be notified in writing of the alleged grounds for cancellation of the contract and that such certificated employee's contract may be canceled. Within seven calendar days after receipt of such notice, the certificated employee may make a written request to the secretary of the school board or to the superintendent or superintendent's designee for a hearing.

(3) Prior to scheduling of action or the hearing, if requested, the notice of possible cancellation and the reasons supporting possible cancellation shall be considered a confidential employment matter subject to the provisions of sections 79-539, 79-8,109, and 84-1410 and shall not be released to the public or any news media.

(4) This section does not prevent the suspension from duty with pay of a certificated employee pending a decision on the cancellation of the contract.

79-828. Probationary certificated employee; probationary period; evaluation; contract amendment or nonrenewal; procedure. (1) The contract of a probationary certificated employee shall be deemed renewed and remain in full force and effect unless amended or not renewed in accordance with sections 79-824 to 79-842.

(2) The purpose of the probationary period is to allow the employer an opportunity to evaluate, assess, and assist the employee's professional skills and work performance prior to the employee obtaining permanent status.

All probationary certificated employees employed by any class of school district shall, during each year of probationary employment, be evaluated at least once each semester, unless the probationary certificated employee is a superintendent, in accordance with the procedures outlined below:

The probationary certificated employee shall be observed and evaluation shall be based upon actual classroom observations for an entire instructional period. If deficiencies are noted in the work performance of any probationary certificated employee, the evaluator shall provide the probationary certificated employee at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The evaluator shall also provide the probationary certificated employee with followup evaluations and assistance when deficiencies remain.

If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter.

Any certificated employee employed prior to September 1, 1982, by the school board of any Class I, II, III, or VI school district shall serve the probationary period required by law prior to such date and shall not be subject to any extension of probation.

(3) If the school board or the superintendent or superintendent's designee determines that it is appropriate to consider whether the contract of a probationary certificated employee or the superintendent should be amended or not renewed for the next school year, such certificated employee shall be given written notice that the school board will consider the amendment or nonrenewal of such certificated employee's contract for the ensuing school year. Upon request of the certificated employee, notice shall be provided which shall contain the written reasons for such proposed amendment or nonrenewal and shall be sufficiently specific so as to provide such employee the opportunity to prepare a response and the reasons set forth in the notice shall be employment related.

(4) The school board may elect to amend or not renew the contract of a probationary certificated employee for any reason it deems sufficient if such nonrenewal is not for constitutionally impermissible reasons, and such nonrenewal shall be in accordance with sections 79-824 to 79-842. Amendment or nonrenewal for reason of reduction in force shall be subject to sections 79-824 to 79-842 and 79-846 to 79-849.

(5) Within seven calendar days after receipt of the notice, the probationary certificated employee may make a written request to the secretary of the school board or to the superintendent or superintendent's designee for a hearing before the school board.

(6) Prior to scheduling of action or a hearing on the matter, if requested, the notice of possible amendment or nonrenewal and the reasons supporting possible amendment or nonrenewal shall be considered a confidential employment matter as provided in sections 79-539, 79-8,109, and 84-1410 and shall not be released to the public or any news media.

(7) At any time prior to the holding of a hearing or prior to final determination by the school board to amend or not renew the contract involved, the probationary certificated employee may submit a letter of resignation for the ensuing year, which resignation shall be accepted by the school board.

(8) The probationary certificated employee shall be afforded a hearing which shall not be required to meet the requirements of a formal due process hearing as set forth in section 79-832 but shall be subject to section 79-834.

79-829. Permanent certificated employee; contract amendment or termination; reasons.

The contract of a permanent certificated employee shall be deemed continuing and shall be renewed and remain in full force and effect unless amended or terminated in accordance with the provisions of sections 79-824 to 79-842. The school board by a vote of the majority of its members may determine that such permanent certificated employee's contract shall be amended or terminated for any of the following reasons: (1) Just cause as defined in section 79-824; (2) reduction in force as set forth in sections 79-846 to 79-849, or change of leave-of-absence policies; (3) failure of the certificated employee upon written request of the school board or the administrators of the school district to accept employment for the next school year within the time designated in the request, except that the certificated employee shall not be required to signify such acceptance prior to March 15 of each year; or (4) revocation or suspension by the State Board of Education of the certificate of a certificated employee whose duties require such a certificate.

79-830. Permanent certificated employee; evidence of professional growth required.

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the school board, which may include, but are not limited to, educational travel, professional publications, or work on educational committees.

79-831. Certificated employee; contract amendment, termination, nonrenewal, or cancellation; notice; hearing. Any probationary or permanent certificated employee whose contract of employment may be amended, terminated, or not renewed for the next school year shall be notified in writing on or before April 15 of each year of such possible action on the contract. If the certificated employee wishes a hearing, a written request shall be sent to the secretary of the school board or the superintendent of schools or the superintendent's designee within

seven calendar days after receipt of the written notice. Unless (1) continued by written agreement between the parties or their representatives as provided in this section or (2) a hearing officer is utilized as provided in sections 79-840 to 79-842, final action by the school board must be taken on or before May 15 of each year. If a hearing on amendment, nonrenewal, cancellation, or termination is not requested within the time provided for in sections 79-824 to 79-842, the school board shall make a final determination. With regard to all hearings provided for under such sections, either formal due process hearings or informal hearings, the certificated employee shall be advised in writing at least five days prior to the date of hearing of the date, time, and place of the hearing. Except as provided in section 79-840, all such hearings shall be held within thirty days of the date of the request for hearing. The parties or their representatives by mutual agreement, confirmed in writing, may extend the times for hearings or final determinations by the board under sections 79-824 to 79-842.

79-832. Formal due process hearing; employee's rights; how conducted; school board decision.

(1) A formal due process hearing for the purposes of sections 79-827 and 79-829 means a hearing procedure adopted by the school board which contains at least the following: (a) Notification to the certificated employee in writing at least five days prior to the hearing of the grounds alleged for action, cancellation, termination, or nonrenewal of the teacher's contract; (b) upon request of the certificated employee a notification, at least five days prior to the hearing, of the names of any witnesses who will be called to testify against the certificated employee and an opportunity to examine any documents that will be presented at the hearing; (c) the right to be represented; and (d) an opportunity to cross-examine all witnesses and to examine all documents and to present evidence material to the issues.

(2) Due and proper notice of the hearing shall be given in accordance with the Open Meetings Act. Upon an affirmative vote of a majority of the school board's members present and voting and upon specific request of the certificated employee or the certificated employee's representative, the hearing shall be conducted in a closed session, but the formal action of the school board shall be taken in open session.

(3) A majority of the members of the school board shall render the decision to amend, cancel, terminate, or not renew a certificated employee's contract, based solely upon the evidence produced at the hearing, shall reduce its findings and determinations to writing, and shall deliver a written copy thereof to the certificated employee.

79-833. Error proceedings; jurisdiction of court.

In error proceedings to reverse, vacate, or modify a final order by a school board made pursuant to sections 79-824 to 79-842, the school district, school board, or both may be named as defendants in error in the proceedings. The proceedings shall not be defeated and the court shall not be deprived of subject matter jurisdiction because the petitioner named the school board rather than the school district or the school district rather than the school board as the defendant in error.

This section shall apply to all error proceedings pending in the district court or the Supreme Court on June 11, 1991, and to error proceedings commenced after such date.

79-834. Informal hearing; when held; procedures.

Hearings involving the question of the nonrenewal of a probationary certificated employee's contract or the nonrenewal of a superintendent shall not be due process hearings and shall not be required to meet the requirements of section 79-832 but shall be informal hearings at which the probationary certificated employee or superintendent, or his or her representative, shall be afforded the opportunity to discuss and explain his or her position with regard to continued employment, to present information, and to ask questions of those appearing on behalf of the school district. Such hearings shall be held in closed session at the request of the certificated employee or superintendent, or his or her representative, and upon affirmative vote of a majority of the school board members present and voting, but the formal action of the school board for nonrenewal shall be in open session.

79-835. Probationary certificated employee; superintendent; school board; special procedures applicable.

The hearing for a probationary certificated employee, except a superintendent, provided in section 79-834, may be held before a committee of the school board consisting of not less than three of the board's total members. Notice of such a hearing shall be sent to all board members five days prior to such hearing. If a hearing is held before such a committee, the majority opinion of the committee shall constitute a recommendation to the school board with the final determination being made by a majority vote of the members of the school board without additional hearing. The hearing for a superintendent provided in such section shall not be held before a committee of the school board. Notice shall be given to all parties at least five days prior to such a hearing. A vote of the majority of the members of the school board shall determine final action relative to the contract of the superintendent.

79-836. School board; additional sanctions authorized; when.

(1) After providing the opportunity for a hearing on cancellation, termination, or nonrenewal as provided for in sections 79-828, 79-829, and 79-832, and except when reduction in force is the reason given for possible termination, and when just cause can be shown, the school board may impose such other sanctions, other than termination, cancellation, or nonrenewal of the contract, as may be agreed upon by the parties.

(2) The fact that action has been taken under this section in the past may be taken into consideration in determining appropriate action in future hearings with regard to the certificated employee for a period of five years following the date of such action.

79-837. School board; subpoena power.

The school board may on its own behalf, or shall upon the request of the certificated employee or his or her representative or at the request of the school district administration or the superintendent or the superintendent's designee, (1) subpoena and compel the attendance of witnesses residing either within or outside the state for the purpose of appearing and testifying at any hearing provided for in sections 79-824 to 79-842 and for

the purpose of having such witnesses' depositions taken, in the manner prescribed by law for the taking of depositions in civil actions in the district court, and (2) issue subpoenas for the production of any papers, books, accounts, and documents.

79-838. School board; grant leave of absence; procedures; rights.

Any school board, upon written request, may grant a leave of absence to a permanent certificated employee for such reasons as the school board deems appropriate, including, but not limited to, study, military service, or professional improvement or because of physical disability or sickness, or as otherwise required by law, subject to such rules and regulations governing leaves of absence as may be adopted by the school board. A school board may require a permanent certificated employee, because of physical disability or sickness, to take a leave of absence for a period not exceeding one year. In any such case, the procedure to be followed and the rights of the permanent certificated employee shall be the same as those prescribed in sections 79-824 to 79-842 for termination of a permanent certificated employee.

79-839. Certificated employees; assignment rights.

Sections 79-824 to 79-842 do not provide any certificated employee a right to a specific assignment so long as such certificated employee is assigned to duties for which he or she is qualified by reason of certification, endorsement, or college preparation.

Nebraska Department of Education Rule 10

REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.06 Certificated Employee Evaluation. Quality Indicator: The primary purpose of certificated-employee evaluation is to improve student learning. The procedures are clear, equitable, and systematic.

007.06A The school district has a written board policy for the evaluation of certificated-employees. The policy is approved by the Commissioner or designee as required by 79-318 (5)(h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.

007.06A1 The policy is implemented by written procedures that include:

007.06A1a Annual written communication of the evaluation process to those being evaluated;

007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated-employees;

007.06A1c Specific district-defined evaluation criteria, which include, at a minimum:

007.06A1c(1) Instructional performance (applicable to teachers only),

007.06A1c(2) Classroom organization and management (applicable to teachers only), and

007.06A1c(3) Personal and professional conduct.

007.06A1d Provision for written communication and documentation to the evaluated certificated-employee specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

007.06A1e Provision for the certificated-employee to offer a written response to the evaluation; and

007.06A1f A description of the district plan for training evaluators.

007.06A2 In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.

007.06B All evaluators, with the exception of the local board of education when it evaluates the superintendent, possess a valid Nebraska Administrative Certificate and are trained to use the evaluation system used in the district.

007.07 Staff Development. Quality Indicator: Staff development supports instructional improvement, the local school improvement plan, and accomplishment of school and/or school system goals.

007.07A The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.

Nebraska Department of Education Rule 27

PROFESSIONAL PRACTICES CRITERIA

001 General Information

001.01 Statutory Authority. Section 79-866 of the Revised Statutes of Nebraska (R.R.S.) requires that the Nebraska State Board of Education (Board) shall adopt and promulgate rules and regulations establishing standards of professional practices in areas including but not limited to: (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations. The Board shall receive the advice and counsel of the Nebraska Professional Practices Commission (Commission) in the adoption of such standards as they apply to the holders of public school certificates. The Board also adopts the standards in this chapter pursuant to the authority granted to it by Sections 79-318 (5)(g) and (i), 79-808 and 79-869 R.R.S., which collectively give the Board authority to adopt standards relating to professional practices for holders of all teaching, administrative, and special services certificates in Nebraska.

001.02 Scope and Application of this Chapter. This chapter contains basic professional practices criteria for all persons holding administrative, teaching, or special services certificates issued pursuant to Title 92, Nebraska Administrative Code, Chapter 21, (92 NAC 21). 001.03 Violations. Violations of the standards of this chapter constitute just cause for the suspension or revocation of a certificate by the Board or may result in an admonishment or reprimand by the Commissioner of Education (Commissioner), or the Commission in the case of holders of public school certificates, or by the Commissioner or Board in the case of holders of nonpublic school certificates. No finding of a violation of the standards set forth in this chapter shall be made unless shown by a preponderance of the evidence.

004 Standards of Ethical and Professional Performance for Holders of Public School Certificates. The following standards apply to all holders of public school certificates:

004.01 Preamble: The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards. The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter. The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 R.R.S. for holders of public school certificates.

004.02 Principle I - Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

004.02A Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

004.02B Shall not discriminate on the basis of race, color, creed, gender, marital status, age, national origin, ethnic background, or disability.

004.02C Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.

004.02D Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible. 004.02E Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

004.02F Shall not sexually harass students, parents or school patrons, employees, or board members.

004.02G Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.

004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

004.02I Shall report to the Commissioner any known violation of Sections 004.02G, 004.04E, or 004.05B of this chapter.

004.02J Shall seek no reprisal against any individual who has reported a violation of this chapter.

004.03 Principle II - Commitment to the Student: Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

004.03A Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

004.03B Shall not deliberately suppress or distort subject matter for which the educator is responsible.

004.03C Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

004.03D Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

004.03E Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.

004.03F Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.

004.03G Shall not discipline students using corporal punishment.

004.04 Principle III - Commitment to the Public: The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

004.04A Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

004.04B Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

004.04C Shall neither offer nor accept gifts or favors that will impair professional judgment.

004.04D Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals. 004.04E Shall not commit any act of moral turpitude or any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.

004.04F Shall, with reasonable diligence, attend to the duties of his or her professional position.

004.05 Principle IV - Commitment to the Profession: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator: 004.05A Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

004.05B Shall not misrepresent his or her professional qualifications, nor those of colleagues.

004.05C Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

004.06 Principle V - Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

004.06A Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

004.06B Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

004.06C Shall give prompt notice to the employer of any change in availability of service.

004.06D Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

004.06E Shall not assign to unqualified personnel, tasks for which an educator is responsible.

004.06F Shall permit no commercial or personal exploitation of his or her professional position.

004.06G Shall use time on duty and leave time for the purpose for which intended.

005 Standards of Competent Professional Performance for Holders of Public School Certificates. The following standards apply only to holders of public school certificates:

005.01 General: The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to competent performance and are therefore declared to be the criteria of competency adopted pursuant to the provisions of Section 79-866 R.R.S.

005.02 Administrative and Supervisory Requirements for Holders of Public School Certificates: Educators must possess the abilities and skills necessary to accomplish the designated task. Therefore,

005.02A Each educator shall:

005.02A1 Keep records for which he or she is responsible in accordance with law and policies of the school system;

005.02A2 Supervise others in accordance with law and policies of the school system;

005.02A3 Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

005.02B Each teacher and special services provider shall:

005.02B1 Utilize available instructional materials and equipment necessary to accomplish the designated task;

005.02B2 Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services provider;

005.02B3 Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.

005.02C Each administrator shall:

005.02C1 Use available instructional personnel, materials and equipment necessary to accomplish the designated task; 005.02C2 Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator;

005.02C3 Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.

005.03 Analysis of Individual Needs and Individual Potential for Holders of Public School Certificates: The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:

005.03A Personal observation;

005.03B Analysis of individual performance and achievement;

005.03C Specific performance testing.

005.04 Instructional Procedures for Holders of Public School Certificates: Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures. Therefore,

005.04A Each educator shall:

005.04A1 Create an atmosphere which fosters interest and enthusiasm for learning and teaching;

005.04A2 Use procedures appropriate to accomplish the designated task;

005.04A3 Encourage expressions of ideas, opinions and feelings.

005.04B Each teacher shall:

005.04B1 Create interest through the use of materials and techniques appropriate to the varying abilities and background of students;

005.04B2 Consider individual student interests and abilities when planning and implementing instruction.

005.04C Each administrator shall:

005.04C1 Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task;

005.04C2 Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

005.05 Communication Skills for Holders of Public School Certificates: In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:

005.05A Utilize information and materials that are relevant to the designated task;

005.05B Use language and terminology which are relevant to the designated task;

005.05C Use language which reflects an understanding of the ability of the individual or group;

005.05D Assure that the designated task is understood;

005.05E Use feedback techniques which are relevant to the designated task;

005.05F Consider the entire context of the statements of others when making judgments about what others have said;

005.05G Encourage each individual to state his ideas clearly.

005.06 Management techniques for Holders of Public School Certificates: The educator shall:

005.06A Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;

005.06B Maintain consistency in the application of policy and practice;

005.06C Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others;

005.06D Develop and maintain positive standards of conduct.

005.07 Competence in Specialization for Holders of Public School Certificates: Each educator shall:

005.07A Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;

005.07B Be aware of current developments in his or her field;

005.07C Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization. 005.08 Evaluation of Learning and Goal Achievement for Holders of Public School Certificates: An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement, and each educator shall: 005.08A Utilize several types of evaluation techniques;

005.08B Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts; 005.08C Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;

005.08D Utilize the results of evaluation for planning, counseling and program modification;

005.08E Explain methods and procedures of evaluation to those concerned.

005.09 Human and Interpersonal Relationships for Holders of Public School Certificates: Educators shall possess effective human and interpersonal relations skills and therefore:

005.09A Shall allow others who hold and express differing opinions or ideas to freely express such ideas;

005.09B Shall not knowingly misinterpret the statement of others;

005.09C Shall not show disrespect for or lack of acceptance of others;

005.09D Shall provide leadership and direction for others by appropriate example;

005.09E Shall offer constructive criticism when necessary;

005.09F Shall comply with reasonable requests and orders given by and with proper authority;

005.09G Shall not assign unreasonable tasks;

005.09H Shall demonstrate self-confidence and self-sufficiency in exercising authority.

005.10 Personal Requirements for Holders of Public School Certificates: In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason or training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

005.10A Be able to engage in physical activity appropriate to the designated task except for temporary disability;

005.10B Be able to communicate so effectively as to accomplish the designated task;

005.10C Appropriately control his or her emotions;

005.10D Possess and demonstrate sufficient intellectual ability to perform designated tasks.

006 Standards for Continuance in Professional Service for all Certificate Holders: Continuance in professional service requires the maintenance of a valid teaching, administrative, or special services certificate in accordance with the laws of the State of Nebraska. **007 Standards for Contractual Obligations for all Certificate Holders:** Educators shall adhere fully to the terms of a contract or appointment.

CPS Policies

403.06, Employee Outside Employment and Tutoring:

The board believes the primary responsibility of employees is to the duties of their position within the school district as outlined in their job description. The board considers an employee's duties as part of a regular, full-time position as full-time employment. The board expects such employees to give the responsibilities of their positions in the school district precedence over any other employment.

It shall be the responsibility of the superintendent to counsel employees, whether full-time or part-time, if, in the judgment of the superintendent and the employee's immediate supervisor, the employee's outside employment interferes with the performance of the employee's duties required in the employee's position within the school district.

The board may request the employee to cease the outside employment as a condition of continued employment with the school district. A professional employee may not provide private tutoring or professional services in exchange for compensation from a source other than the School District without advance approval of the Superintendent:

1. to a child that the employee teaches or provides professional services in the course and scope of the employee's duties to the School District; or
2. in a facility owned or under the control of the District; or
3. during the employee's duty hours.

Professional employees who accept engagements to provide private tutoring or professional services are to make clear that the services are not being provided on behalf of the School District to the extent the recipient of the services may in any way otherwise be caused to believe the services are provided through the School District.

406.01, Certification:

Certificated employees, including administrators, are those employees required to hold an appropriate certificate from the Nebraska Department of Education for their position as required by the Professional Practices Commission or others with professional licenses. Certificates required for a position will be considered met if the employee meets the requirements established by the Nebraska Department of Education.

It shall be the responsibility of the superintendent to establish job specifications and job descriptions for certificated employees' positions, other than the position of the superintendent. Job descriptions may be approved by the board.

Each certificated staff member shall hold at all times a valid Nebraska teaching or administrative certificate.

406.05, Certificated Employee Work Day:

The work day shall require teachers to spend a total of one hour in combination before and after school. Determination of the reporting time prior to the start of the school day, and the leaving time following the end of the school day, shall be made yearly by the Superintendent in consultation with the building principals. "Day" is defined as one work day regardless of full-time or part-time status of an employee.

Certificated employees are to be in their assigned school building during the work day. Advance approval to be absent from the school building must be obtained from the principal whenever the certificated employees must leave the school building during the work day. The building principal is authorized to make changes in the work day in order to facilitate the education program. Variations from, or extensions of, the work day for individual building activities such as faculty meetings, etc., shall be the responsibility of the building principals. The work day outlined in this policy is a minimum work day. Nothing in this policy prohibits certificated employees from working additional hours outside the work day.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding work day of such employees shall be followed.

406.07, Assignment of Duties:

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school.

406.09, Certificated Employee Evaluation:

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy. 1. Communication of Evaluation Process: Communication of the evaluation process to those being evaluated shall be made by distributing the evaluation instrument to certificated staff at the beginning of each school year.

2. Duration and frequency of observations and written evaluations: The duration and frequency of observations and written evaluations for probationary and permanent (tenured) teachers are to be as follows:

a. Probationary Teachers.

i. Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period. ii. Probationary teachers shall be formally observed and evaluated at least once each semester. iii. The responsible evaluator is expected to complete second semester evaluations of probationary teachers in a timely manner suitable to the requirements of section 4, below, when necessary.

b. Permanent Teachers.

i. Formal observations of permanent teachers are to be based upon actual classroom observations for an entire instructional period. ii. Permanent teachers are to be formally observed at least once during each three year period. iii. Permanent teachers are to be evaluated at least once each school year.

c. Teacher's Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations.

d. Failure to Complete Evaluations. For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance. e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.

f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

3. Evaluation Criteria: Teachers shall be evaluated based upon the district-defined evaluation criteria noted below. Descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas. In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.
    A. Planning and Preparing
    B. Classroom Instructional Strategies
    C. Conditions for Learning
    D. Professional Responsibilities
4. Communication of Deficiencies: The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement. As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.
5. Teacher Responses to Evaluations: Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.
6. Plan for Training Evaluators: All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

406.10, Probationary Certified Employee:

During the first three (3) years of employment with the School District, as determined and calculated in accordance with state law, a certificated employee shall be considered a probationary employee. A probationary employee's rights to continued employment status and non-renewal of a probationary employee's contract shall be determined according to law.

406.11, Certified Employee On-Notice Status:

Certified employees may also be placed on-notice based upon their performance. The on-notice period shall be determined on a case-by-case basis in light of circumstances surrounding the employee's performance as documented in the employee's evaluation and personnel file.

406.12, Permanent Certified Employee:

A certified employee who has been employed for the full probationary period as set forth in policy 406.10 and in accordance with state law is a permanent certified employee. A permanent certificated employee's rights to continued employment status and termination of said permanent certificated employee's contract shall be determined according to law.

406.13, Student Teachers:

The district will cooperate with colleges and universities by allowing students who are preparing to teach to devote a reasonable amount of time to training in our schools, provided that this training will in no way impede the satisfactory progress of pupils.

409.01, Certified Employee Professional Growth and Training:

Teachers in the Columbus Public Schools system shall participate in professional growth activities as are approved by the school board in order to remain eligible for continued employment. District-provided training, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

In support of the district focus on professional growth, a tenured teacher who is not in a formal evaluation year, will develop a written professional growth goal in collaboration with their evaluator and follow the district process for demonstrating observable growth in that area.

MINUTES AND UNANIMOUS WRITTEN CONSENT
OF THE BOARD OF DIRECTORS
OF THE COLUMBUS EDUCATIONAL FACILITIES
LEASING CORPORATION

Section 21-1981, Reissue Revised Statutes of Nebraska, as amended, provides that Nebraska nonprofit corporations, such as the Columbus Educational Facilities Leasing Corporation (the "Corporation"), may take any action required to be taken at a meeting of the directors of such a corporation, or any action which may be taken at a meeting of the directors of such a corporation, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by all of the directors.

In accordance with the foregoing, the undersigned, constituting all of the members of the Board of Directors of the Corporation unanimously hereby approved and consented to the adoption of Resolution No. 3 of the Board of Directors of the COLUMBUS EDUCATIONAL FACILITIES LEASING CORPORATION.

_____
Doug Molczyk, Director

_____
Theresa Seipel, Director

_____
Troy Loeffelholz, Director

_____
Candy Becher, Director

RESOLUTION NO. 3 OF THE BOARD OF DIRECTORS OF THE COLUMBUS EDUCATIONAL FACILITIES LEASING CORPORATION

WHEREAS, the Columbus Educational Facilities Leasing Corporation (the "**Corporation**") is a nonprofit corporation duly organized and existing under the Nebraska Nonprofit Corporation Act, Chapter 21, Article 19, Reissue Revised Statutes of Nebraska, as amended (the "**Nonprofit Act**") and other laws, for the purpose of benefitting and carrying out the purposes of Platte County School District 0001 (Columbus Public Schools) in the State of Nebraska (the "**District**"), a duly organized Class III school district under the laws of the State of Nebraska (the "**State**"), by providing for the acquisition, construction, improvement, repair, renovation and financing of buildings, facilities, furnishings and equipment for use by the District; and

WHEREAS, the District is authorized pursuant to Sections 79-10,105 and 79-10,107, Reissue Revised Statutes of Nebraska, as amended (the "**Leasing Act**") and other laws, to enter into contracts of one or more years for the lease or the lease-purchase of real or personal property for any purpose for which the District is authorized by law to purchase property or construct improvements; and

WHEREAS, it has been proposed and deemed desirable that the Corporation enter into one or more leasing arrangements with the District pursuant to the Leasing Act for the purpose of financing all or a portion of the costs of acquiring and constructing one or more additions to the District's existing facilities, such additions to include, but not be limited to, site preparation and construction of an Early Childhood Center and modification of the existing Kramer Education Center that would house pre-school classrooms, birth to age 3 services, early childhood special education, district offices, mental health services, potential childcare services and incorporate other community based services for children and their families, all for use by the District (each, a "**Project**" and collectively, the "**Projects**") and obtaining the necessary equipment, furniture and other apparatus relating to the Projects (the "**Equipment**"), all for use by the District; and

WHEREAS, the Board of Directors (the "**Board**") of the Corporation has heretofore determined and does now find and determine that it is necessary and desirable for the District, and that it is within the authority and the purposes of the Nonprofit Act, the Leasing Act, and other laws, that the Corporation lease or license from the District certain real property and enter into one or more loans (each, a "**Loan**") with one or more banks or other financial institutions (each, a "**Lender**") in such an amount or amounts as set forth herein for the purpose of providing funds to acquire, construct, furnish and equip such Projects and Equipment, and that the Corporation lease the Projects and Equipment to the District; and

WHEREAS, the Board further finds and determines that it is necessary and desirable in connection with acquiring the Loans that the Corporation enter into certain documents, take certain other actions and approve the execution of certain other documents as provided herein.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF THE COLUMBUS EDUCATIONAL FACILITIES LEASING CORPORATION, AS FOLLOWS:

Section 1. In order to provide funds to pay the costs of acquiring, constructing, furnishing and/or equipping the Projects and acquiring and installing the Equipment, the Corporation is hereby authorized to enter into one or more Loans in an aggregate principal amount not to exceed $2,600,000, such term of each Loan not to exceed 7 years and bearing interest at a rate such that the true interest cost of any such Loan shall not exceed 6.00%, in substantially the form and content set forth in the hereinafter-authorized Loan Agreements. The President, the Vice President, the Secretary, the Treasurer or any other officer of the Corporation (each, including any person authorized to sign on his or her behalf, an "**Authorized Officer**") is hereby authorized, empowered and directed to approve of the final amount, maturity date, principal amount, payment provisions, payment price, the rate of interest and such other terms and provisions relating to each Loan, subject to the parameters set forth herein, and the provisions of the Loan Agreement relating to each Loan be and the same hereby are approved and confirmed and are incorporated herein by reference.

Section 2. Each Loan and the interest thereon shall be limited obligations payable solely out of the rents, revenues and receipts received by the Corporation pursuant to the herein-authorized Lease Agreements, and such rents, revenues and receipts shall be pledged and assigned to the Lender as security for the payment of the Loan as provided in the related Loan Agreement. Each Loan and the interest thereon shall not constitute a debt or liability of the State or any political subdivision thereof, including the District, and such Loan shall not constitute an indebtedness within the meaning of any constitutional or statutory debt limitation or restriction.

Section 3. The Authorized Officers, or each individually, are hereby authorized, empowered and directed to execute and deliver for and on behalf of the Corporation, including any necessary counterparts, in form and substance acceptable to the Authorized Officers, or any individually, but subject to the terms, parameters and conditions set forth herein, (i) one or more loan agreements (each, a "**Loan Agreement**") between the Corporation and the Lender, (ii) one or more lease agreements (each, a "**Lease Agreement**") between the Corporation and the District, (iii) one or more site or ground leases (each, a "**Site Lease**") between the Corporation and the District, (iv) one or more leasehold deeds of trust and security agreements (each, a "**Leasehold Deed of Trust**") between the Corporation and the Lender, if permitted by law and (v) any and all other agreements related to financing the Projects and Equipment deemed necessary by an Authorized Officer to effectuate such financing.

Section 4. The Corporation is hereby authorized to (a) lease certain real property pursuant to the Site Lease; (b) acquire, construct, furnish and equip the Projects and acquire and install the Equipment; and (c) lease the Projects and the Equipment to the District pursuant to one or more Lease Agreements.

Section 5. The Authorized Officers, or any individually, are hereby authorized to approve the form and content of any request from a Lender of the terms and parameters of each Loan.

Section 6. The Authorized Officers, or any individually, or any other officer of the Corporation is authorized to execute and deliver for and on behalf of the Corporation any and all additional certificates, documents, opinions or other papers and perform all other acts, including, without limitation, the execution, delivery and filing of any financing statements or any other documents to create and maintain a security interest in the properties, as permitted by law and revenues pledged under each Loan Agreement as may be required by the documents set forth above or as they may deem necessary or appropriate in order to implement and carry out the intent and purpose of this Resolution.

Section 7. The Corporation hereby designates the Loans as "qualified tax-exempt obligations" as defined in Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the "**Code**"). In addition, the Corporation hereby represents that:

(a) the aggregate face amount of all tax-exempt obligations (other than private activity bonds that are not "qualified 501(c)(3) bonds" and certain refunding bonds) which are expected to be issued by the Corporation, the District and all subordinate entities thereof during the 2022 calendar year is not reasonably expected to exceed $10,000,000; and

(b) the Corporation, the District and all subordinate entities thereof will not issue an aggregate principal amount of tax-exempt obligations (other than private activity bonds that are not "qualified 501(c)(3) bonds" and certain refunding bonds) during the 2022 calendar year, including the Loan, in excess of $10,000,000, without first obtaining an opinion of nationally recognized counsel in the area of municipal finance that the designation of the Loans as "qualified tax-exempt obligations" will not be adversely affected by such issuance.

The Authorized Officers, or each individually, are hereby authorized to take such other action as may be necessary to make effective the designation in this Section 7.

Section 8. The Corporation, as directed by the District and as required by any Lease Agreement or Loan Agreement, (1) shall comply with all applicable provisions of the Code, including Sections 103 and 141 through 150, and all related Regulations, necessary to maintain the exclusion from gross income for federal income tax purposes of the interest on each Loan and (2) will not use or permit the use of any proceeds of such Loan or any other funds of the Corporation nor take or permit any other action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Loan.

Section 9. The provisions of this Resolution are hereby declared to be separable and, if any section, phrase or provision shall for any reason be declared to be invalid, such declaration shall not affect the validity of the remainder of the sections, phrases or provisions.

ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING

The undersigned members of the Board of Education of Platte County School District 0001 (Columbus Public Schools) in the State of Nebraska hereby acknowledge receipt of advance notice of a meeting of said body, and the agenda for such meeting, held at 6:30 p.m. on Monday, July 11, 2022 at the Ramada Inn Conference Room located at 265 33rd Avenue in Columbus, Nebraska.

DATED July 11, 2022.

_____

_____

_____

_____

_____

_____

_____

_____

I hereby certify that _____ was/were absent from the meeting but that, to my personal knowledge, he/she/they received advance notice of the meeting.

_____
Secretary

July 11, 2022
Columbus, Nebraska

A meeting of the Board of Education (the "Board") of Platte County School District 0001 (more commonly referred to as Columbus Public Schools) in the State of Nebraska (the "District") was held at 6:30 p.m. on Monday, July 11, 2022 at the Ramada Inn Conference Room located at 265 33rd Avenue in Columbus, Nebraska. Advance publicized notice of such meeting was given in strict accordance with the provisions of Article 14, Chapter 84, Reissue Revised Statutes of Nebraska, as amended (the "Open Meetings Act"), and set forth (a) the time, date, and place of this meeting, (b) that this meeting would be open to the attendance of the public and (c) that an agenda of then known subjects to be taken up at the meeting could be obtained from the office of the Superintendent of Schools (the "Superintendent"). A copy of said advance publicized notice was ordered annexed to the minutes of this meeting as Attachment 1. Each Board Member was previously furnished with a copy of said advance publicized notice, the same having been transmitted to each Board Member simultaneously with its publicizing, and a copy of their collective acknowledgment of receipt of such notice is attached to these minutes as Attachment 2. Additionally, reasonable efforts were made to provide advance notification of the meeting to all news media requesting the same of the time, date, and place of the meeting.

The President of the Board, _____, presided, and the Secretary of the Board, _____, recorded the proceedings. On roll call the following Board Members were present: _____

_____.

The following Board Members were absent: _____.

A quorum being present and the meeting duly commenced, the following proceedings were had and done.

The President of the Board publicly stated to all in attendance that a current copy of the Open Meetings Act was available for review and indicated the location of such copy in the room where the meeting was being held. All proceedings hereafter shown were taken while the meeting was open to the attendance of the public.

* * * * *

(Other Proceedings)

* * * * *

Board Member _____ introduced the following resolution and moved for its adoption, the full text of which is attached hereto as Attachment 3:

A RESOLUTION AUTHORIZING PLATTE COUNTY SCHOOL DISTRICT 0001 (COLUMBUS PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA (THE "DISTRICT") TO UNDERTAKE ONE OR MORE LEASE OR LEASE-PURCHASE FINANCINGS FOR THE ACQUISITION, CONSTRUCTION, IMPROVEMENT AND EQUIPPING OF CERTAIN EDUCATIONAL FACILITIES FOR USE BY THE DISTRICT WITH THE ASSISTANCE OF THE COLUMBUS EDUCATIONAL FACILITIES LEASING CORPORATION (THE "CORPORATION"); AUTHORIZING THE EXECUTION AND DELIVERY BY THE DISTRICT AND THE CORPORATION OF DOCUMENTS RELATING TO SUCH FINANCINGS; AUTHORIZING DISTRICT OFFICERS AND CORPORATION OFFICERS TO DETERMINE THE AMOUNT, PAYMENTS AND DATES, EFFECTIVE INTEREST RATES, PREPAYMENT PROVISIONS AND OTHER TERMS AND DETAILS OF SUCH FINANCINGS, ALL SUBJECT TO THE PARAMETERS SET FORTH HEREIN; DESIGNATING THE FINANCINGS AS QUALIFIED TAX-EXEMPT OBLIGATIONS; ADOPTING CERTAIN POST-ISSUANCE TAX COMPLIANCE PROCEDURES WITH RESPECT TO THE FINANCINGS; AND AUTHORIZING CERTAIN ACTIONS AND DOCUMENTS AND PRESCRIBING OTHER MATTERS RELATING THERETO.

The foregoing Resolution having been read, Board Member _____ seconded the motion for its passage and adoption, and after discussion the roll was called and the following Board Members voted in favor of the passage and adoption of said Resolution:

_____

_____.

The following Board Members voted against the same: _____. The following Board Members were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the Board Members, the same was by the President declared passed and adopted.

* * * * *

(Other Proceedings)

* * * * *

Moved to adjourn.

DATED July 11, 2022.

ATTEST:

_____
President, Board of Education

_____
Secretary, Board of Education

ATTACHMENT 1

AFFIDAVIT OF PUBLICATION OF NOTICE OF MEETING

ATTACHMENT 2

ACKNOWLEDGMENT OF RECEIPT OF NOTICE OF MEETING

ATTACHMENT 3

AUTHORIZING RESOLUTION

A RESOLUTION AUTHORIZING PLATTE COUNTY SCHOOL DISTRICT 0001 (COLUMBUS PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA (THE "DISTRICT") TO UNDERTAKE ONE OR MORE LEASE OR LEASE-PURCHASE FINANCINGS FOR THE ACQUISITION, CONSTRUCTION, IMPROVEMENT AND EQUIPPING OF CERTAIN EDUCATIONAL FACILITIES FOR USE BY THE DISTRICT WITH THE ASSISTANCE OF THE COLUMBUS EDUCATIONAL FACILITIES LEASING CORPORATION (THE "CORPORATION"); AUTHORIZING THE EXECUTION AND DELIVERY BY THE DISTRICT AND THE CORPORATION OF DOCUMENTS RELATING TO SUCH FINANCINGS; AUTHORIZING DISTRICT OFFICERS AND CORPORATION OFFICERS TO DETERMINE THE AMOUNT, PAYMENTS AND DATES, EFFECTIVE INTEREST RATES, PREPAYMENT PROVISIONS AND OTHER TERMS AND DETAILS OF SUCH FINANCINGS, ALL SUBJECT TO THE PARAMETERS SET FORTH HEREIN; DESIGNATING THE FINANCINGS AS QUALIFIED TAX-EXEMPT OBLIGATIONS; ADOPTING CERTAIN POST-ISSUANCE TAX COMPLIANCE PROCEDURES WITH RESPECT TO THE FINANCINGS; AND AUTHORIZING CERTAIN ACTIONS AND DOCUMENTS AND PRESCRIBING OTHER MATTERS RELATING THERETO.

BE IT RESOLVED BY THE BOARD OF EDUCATION OF PLATTE COUNTY SCHOOL DISTRICT 0001 (COLUMBUS PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA:

Section 1. The Board of Education (the "**Board**") of Platte County School District 0001 (Columbus Public Schools) in the State of Nebraska (the "**District**") hereby makes the following findings and determinations:

(a) The District is duly organized as a Class III school district pursuant to Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended; the District maintains both elementary and high school grades under the direction of a single board of education; and the District embraces territory having a population of more than one thousand and less than one hundred fifty thousand inhabitants, including such adjacent territory as may be included therein for school purposes.

(b) The District presently has need to improve its educational facilities and to utilize additional educational facilities, all for use by the District.

(c) Pursuant to Section 79-10,105, Reissue Revised Statutes of Nebraska, as amended (the "**Act**"), the District is authorized to enter into a lease or lease-purchase agreement for the exclusive use of its individual jurisdiction for such buildings or equipment as the Board determines necessary. Such lease or lease-purchase agreements may not exceed a period of seven years, and all payments pursuant to such leases shall be made from current funds in the District's building fund and/or its general fund.

(d) It is necessary, desirable, advisable and in the best interest of the District to acquire, construct, furnish and equip one or more additions to the District's existing

facilities, such additions to include, but not be limited to, site preparation and construction of an Early Childhood Center and modification of the existing Kramer Education Center that would house pre-school classrooms, birth to age 3 services, early childhood special education, district offices, mental health services, potential childcare services and incorporate other community based services for children and their families, all for use by the District. Such additions may be completed as a single project or multiple projects (each, a "**Project**" and collectively, the "**Projects**").

(e) The Columbus Educational Facilities Leasing Corporation (the "**Leasing Corporation**"), a nonprofit corporation duly organized and existing under the Nebraska Nonprofit Corporation Act, Chapter 21, Article 19, Reissue Revised Statutes of Nebraska, as amended (the "**Nonprofit Act**"), has been organized to benefit and carry out the purposes of the District by providing for the acquisition, construction, improvement, repair, renovation and financing of public sites, buildings, facilities, furnishings and equipment for use by the District, including the Projects.

(f) Under applicable Internal Revenue Code of 1986, as amended (the "**Code**"), and related regulations and rulings thereunder, and under the statutes of the State of Nebraska (the "**State**") relating to sales taxation and real property taxation, approval by the Board of the formation of the Leasing Corporation and to enter into the financings described herein is required in order that (i) the interest on such financings be exempt from federal income taxes, which exemption will reduce the Leasing Corporation's interest costs and thereby reduce the lease payments to be made by the District pursuant to a Lease Agreement, (ii) the purchase of any building materials and equipment will be exempt from State sales taxation and (iii) those portions of the Projects consisting of real property will not be subject to State real property taxation.

(g) The Code further provides that in order for the interest on any financing described herein to be exempt from federal income taxes, the Board must agree that the District will accept delivery of full legal and unencumbered title to each Project upon the final maturity of the financing (or sooner, upon the exercise of the purchase option set forth in each lease or lease-purchase agreement).

(h) To finance one or more of the Projects, it is in the best interest of the District to (i) enter into one or more lease or lease-purchase agreements with the Leasing Corporation or, if determined by the President, the Vice President, the Secretary, the Treasurer and the Superintendent (each, including any person authorized to act on his or her behalf, an "**Authorized Officer**"), or each individually, to be in the best interest of the District, one or more banks or other financial institutions (each, including the Leasing Corporation, a "**Lessor**"), pursuant to which such Lessors will acquire, construct, furnish and equip one or more Projects and lease said Projects to the District in exchange for lease or lease-purchase payments to be made by the District, all in accordance with the Act, (ii) enter into one or more lease or lease-purchase financings with one or more Lessors, pursuant to which such Lessor or Lessors will issue certificates of participation (the "**Certificates**"), representing proportionate interests in the lease or lease-purchase payments to be made by the District pursuant to a lease or lease-purchase agreement, and will acquire the equipment, furniture and other apparatus relating to any Project (the "**Equipment**") using the proceeds from the sale of the Certificates, and/or (iii) enter into

one or more lease or lease-purchase agreements with the Leasing Corporation, pursuant to which the Leasing Corporation shall obtain a loan or other financing from one or more banks or other financial institutions in order to acquire, construct, equip and improve one or more of the Projects, shall acquire the Equipment relating to any Project and shall lease said Projects and Equipment to the District, but subject to the terms, parameters and conditions set forth herein. Such lease or lease-purchase agreements are referred to herein as a "**Lease Agreement**" or "**Lease Agreements**".

(i) Pursuant to each Lease Agreement, the District shall make payments to each Lessor (the "**Lease Payments**") from current building funds and/or general funds of the District. Each Lease Agreement will provide the District with a right of non-appropriation in any fiscal year with respect to the Lease Payments. If for any fiscal year the District fails to appropriate moneys to make Lease Payments in connection with a Lease Agreement, such Lease Agreement will terminate and the District will lose the right to operate and occupy such Project and/or to use such Equipment.

(j) It is necessary that the District adopt policies and procedures to satisfy all applicable requirements of federal income tax law in order to preserve, post-issuance, the tax-exempt status of the Lease Agreements.

(k) All conditions, acts, and things required by law to exist or to be done precedent to the District undertaking the financing described herein pursuant to the Act do exist and have been done as required by law.

Section 2. The Board hereby ratifies, confirms and approves all actions previously taken with respect to the financing of the Projects, including the Equipment. The Board further authorizes the District to undertake the financing of one or more of the Projects, subject to the parameters set forth herein.

Section 3. The Leasing Corporation will engage in activities that are essentially public in nature; the purposes and activities of the Leasing Corporation are those permitted under the Nonprofit Act; and any Project financed by the Leasing Corporation will be located within the geographic limits of the District. The District will have a beneficial interest in the Leasing Corporation and will have exclusive beneficial possession and use of each Project so long as any Lease Agreement relating thereto is unpaid and/or outstanding. The Leasing Corporation will perform activities which otherwise would be the responsibility of the District.

Section 4. The Authorized Officers, or each individually, are hereby authorized, empowered and directed to (i) execute and deliver one or more Lease Agreements, one or more Site Leases, License and Easements or similar agreements, pursuant to which the District may lease to the Lessor or Lessors the real property on which the Project or Projects will reside, or grant to the Lessor or Lessors a license and easement with respect to such real property, one or more Federal Tax Certificates, pursuant to which the District will make certain representations and covenants related to the exclusion of the interest portions of the Lease Payments from gross income for purposes of federal income taxation, and all other necessary documents in connection with undertaking the lease-purchase financing as permitted by the Act (collectively, the "**Lease Documents**"), for and on behalf of the District, including any necessary counterparts, in form and substance acceptable to the Authorized Officers, or each individually, but subject to the terms,

parameters and conditions set forth herein and (ii) approve the form and content of any request from a Lessor of the terms and parameters associated with the lease-purchase financing of the Project or Projects and or any offering document relating to the offering of Certificates to finance any Equipment, if applicable. The Authorized Officers, or each individually, are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of such documents as executed.

Section 5. The Board hereby authorizes and directs the Authorized Officers, or each individually, to determine (a) the description of each Project, (b) the principal amount of each Lease Agreement, provided that the aggregate principal amount of all Lease Agreements authorized by this Resolution shall not exceed $2,600,000, (c) the term of each Lease Agreement, which shall not be greater than 7 years, (d) the amounts and the dates of the Lease Payments due thereunder, (e) the effective rate or rates of interest to be carried by the principal installment of each Lease Payment such that the true interest cost of any Lease Agreement shall not exceed 6.00%, (f) the prepayment provisions, if any, (g) the terms and provisions of the Lease Documents, (h) the identity of the Lessor or Lessors, if other than the Leasing Corporation, (i) the terms and provisions of any Certificates and (j) such other terms and provisions relating to the Lease Agreement; provided that the Lease Agreement and the other Lease Documents may not have such terms and conditions which conflict with or exceed the parameters set forth in this Resolution. Such determinations and approvals shall be set forth in the particular Lease Agreement.

Section 6. With respect to any Lease Agreement to which the Lessor is the Leasing Corporation, for the purpose of providing funds to acquire, construct, equip and furnish the Projects, the Board does hereby approve the Leasing Corporation entering into one or more loans and/or issuing Certificates, as applicable, and one or more Lease Agreements with the District and the execution by the officers of the Leasing Corporation of all documents relating to such loan and/or Certificates, but subject to the parameters set forth in Section 5 hereof.

Section 7. Payment by the District to the Lessors of the Lease Payments due from time to time pursuant to each Lease Agreement is hereby authorized and directed, subject, however, to annual budgeting and appropriation by resolution of this Board as provided by each Lease Agreement. Such payments shall be made from current building funds and/or general funds derived from property taxes and other available funds.

Section 8. Each Lessor and any participant shall be a financial institution authorized to exercise trust powers within the State, a commercial leasing entity authorized to transact business in the State or the Leasing Corporation or other Nebraska nonprofit leasing corporation created under the Nonprofit Act. As necessary, the Lessors shall accept the assignment from the District of all construction contracts, design/builder contracts, purchase orders and other related contracts and shall further agree to assume the obligations to make payments to the contractors, materialmen and equipment suppliers under such contracts and related subcontracts and purchase orders relating to the Project or Projects and/or Equipment, as applicable, provided that the District shall retain the authority to supervise the construction and equipping of the Project or Projects to the extent that such functions are to be performed by the "Owner" under any such contracts.

Section 9. The Board hereby agrees that the District will accept delivery of full legal and unencumbered title to the Projects upon the payment in full or earlier redemption of the Lease Agreements.

Section 10. Piper Jaffray & Co., whether acting in the capacity of a placement agent in connection with a private placement of each Lease Agreement or the capacity of an underwriter in connection with a public offering of the Certificates, shall receive a fee or discount that is mutually agreeable to the District and Piper Jaffray & Co.

Section 11. The Authorized Officers, or each individually, and, if applicable, each officer of the Leasing Corporation, is authorized to execute and deliver for and on behalf of the District any and all additional certificates, documents, opinions or other papers and perform all other acts, including, without limitation, only to the extent as permitted by State law the execution, delivery and filing of any financing statements or any other documents to create and maintain a security interest in the properties and revenues pledged under each Lease Agreement and any related documents as may be required by the documents set forth above or as they may deem necessary or appropriate in order to implement and carry out the intent and purpose of this Resolution.

Section 12. The obligations of the District under any Lease Agreement shall not constitute an indebtedness of the District or any agency thereof within the meaning of any constitutional or statutory limitation and shall not constitute a liability of or a lien or charge upon moneys or property of the District or any agency thereof, except those lawfully available moneys which the Board has budgeted and appropriated therefor during any annual fiscal period, as provided by each such Lease Agreement.

Section 13. The District hereby designates the Lease Agreements as "qualified tax-exempt obligations" as defined in Section 265(b)(3) of the Code. In addition, the District hereby represents that:

(a) the aggregate face amount of all tax-exempt obligations (other than private activity bonds that are not "qualified 501(c)(3) bonds" and certain refunding bonds) which will be issued by the District and all subordinate entities thereof during any single calendar year is not reasonably expected to exceed $10,000,000; and

(b) the District and all subordinate entities thereof will not issue an aggregate principal amount of tax-exempt obligations (other than private activity bonds that are not "qualified 501(c)(3) bonds" and certain refunding bonds) during any single calendar year, including the Lease Agreements, in excess of $10,000,000, without first obtaining an opinion of nationally recognized counsel in the area of municipal finance that the designation of the Lease Agreements as "qualified tax-exempt obligations" will not be adversely affected by such issuance.

The Authorized Officers, or each individually, are authorized to take such other action as may be necessary to make effective the designation in this Section 13.

Section 14. (a) The District (i) shall comply with all applicable provisions of the Code, including Sections 103 and 141 through 150, and all related Regulations, necessary to maintain the exclusion from gross income for federal income tax purposes of the interest portion of each of the Lease Payments and (ii) will not use or permit the use of any proceeds of any of the Lease Agreements or any other funds of the District nor take or permit any other action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest portion of any of the Lease Payments.

(b) The District hereby adopts the Post-Issuance Tax Compliance Procedures attached to this Resolution as Exhibit A to ensure that all applicable post-issuance requirements of federal income tax law needed to preserve the tax-exempt status of each of the Lease Agreements are met. The District reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as it may determine. The District also reserves the right to change such policies and procedures from time to time, without notice.

Section 15. The provisions of this Resolution are hereby declared to be separable and, if any section, phrase or provision shall for any reason be declared to be invalid, such declaration shall not affect the validity of the remainder of the sections, phrases or provisions.

Section 16. All resolutions, orders and other instruments, or parts thereof, in conflict with this Resolution are hereby repealed only to the extent of such conflict.

Section 17. This Resolution shall be in force and take effect from and after its passage as provided by law.

DATED July 11, 2022.

ATTEST:

_____
President, Board of Education

_____
Secretary, Board of Education

EXHIBIT A

POST-ISSUANCE TAX COMPLIANCE PROCEDURES

General

In connection with the execution and delivery of each of the Lease Agreements, Platte County School District 0001 (Columbus Public Schools) (the "**District**") will execute a tax compliance certificate (the "**Tax Certificate**") that describes the requirements and provisions of the Internal Revenue Code of 1986, as amended (the "**Code**") that must be followed in order to maintain the tax-exempt status of interest portion of each of the Lease Payments. In addition, the Tax Certificate will contain the reasonable expectations of the District at the time of execution and delivery of each of the Lease Agreements with respect to the use of the gross proceeds of such Lease Agreement and the assets to be financed or refinanced with the proceeds thereof. These Procedures supplement and support the covenants and representations made by the District in the Tax Certificate related to specific issues of tax-exempt obligations. In order to comply with the covenants and representations set forth in each of the Lease Agreement documents and in the Tax Certificate, the District tracks and monitors the actual use of the proceeds of each of the Lease Agreements, the investment and expenditure of the proceeds and the assets financed or refinanced with the proceeds of each such Lease Agreement over its life.

Designation of Responsible Person

The Superintendent of Schools (the "**Superintendent**") shall maintain an inventory of the assets financed which contains the pertinent data to satisfy the District's monitoring responsibilities. Any transfer, sale or other disposition of Lease Agreement-financed assets must be reviewed and approved by the Superintendent.

Post-Issuance Compliance Requirements

External Advisors/Documentation

The District shall consult with bond and/or tax counsel and other legal counsel and advisors, as needed, throughout the Lease Agreement execution process to identify requirements and to establish procedures necessary or appropriate so that each of the Lease Agreements will continue to qualify for tax-exempt status. Those requirements and procedures shall be documented in the Tax Certificate and/or other documents finalized at or before execution of each of the Lease Agreements. Those requirements and procedures shall include future compliance with applicable arbitrage rebate requirements and all other applicable post-issuance requirements of federal tax law throughout (and in some cases beyond) the term of each of the Lease Agreements.

The District also shall consult with bond and/or tax counsel and other legal counsel and advisors, as needed, following execution of each Lease Agreement to ensure that all applicable post-issuance requirements in fact are met. This shall include, without limitation, consultation in connection with future contracts with respect to the use of each Lease Agreement-financed or refinanced assets.

The District shall train and employ or otherwise engage expert advisors (a "**Rebate Analyst**") to assist in the calculation of arbitrage rebate payable in respect of the investment of proceeds, unless the Tax Certificate documents provide that arbitrage rebate will not be applicable to the Lease Agreement.

Unless otherwise provided by the resolution or other authorizing documents relating to each Lease Agreement, unexpended proceeds shall be held in a segregated account by a trustee, and the investment of

proceeds shall be managed by the District. The District shall prepare (or cause the trustee to prepare) regular, periodic statements regarding the investments and transactions involving proceeds.

Arbitrage Rebate and Yield

Unless the Tax Certificate documents provide that arbitrage rebate will not be applicable to the Lease Agreement, the District shall be responsible for:

- engaging the services of a Rebate Analyst and, prior to each rebate calculation date, causing the trustee or other account holder to deliver periodic statements concerning the investment of proceeds to the Rebate Analyst;

- providing to the Rebate Analyst additional documents and information reasonably requested by the Rebate Analyst;

- monitoring efforts of the Rebate Analyst;

- assuring payment of required rebate amounts, if any, no later than 60 days after each 5-year anniversary of the issue date of the Lease Agreement, and no later than 60 days after the last installment payment is paid;

- during the construction period of each capital project financed in whole or in part by bonds, monitoring the investment and expenditure of proceeds and consulting with the Rebate Analyst to determine compliance with any applicable exceptions from the arbitrage rebate requirements during each 6-month spending period up to 6 months, 18 months or 24 months, as applicable, following the issue date of each of the Lease Agreements; and

- retaining copies of all arbitrage reports and account statements as described below under "Record Keeping Requirements".

The District, in the Tax Certificate and/or other documents finalized at or before the execution of each Lease Agreement, has agreed to undertake the tasks listed above (unless the Tax Certificate documents provide that arbitrage rebate will not be applicable to the Lease Agreement).

Use of Proceeds and Lease Agreement-Financed or Refinanced Assets:

The District shall be responsible for:

- monitoring the use of proceeds and the use of each Lease Agreement-financed or refinanced assets (*e.g.*, facilities, furnishings or equipment) throughout the term of each Lease Agreement to ensure compliance with covenants and restrictions set forth in the Tax Certificate;

- maintaining records identifying the assets or portion of assets that are financed or refinanced with proceeds of each Lease Agreement, including a final allocation of proceeds as described below under "Record Keeping Requirements";

- consulting with bond and/or tax counsel and other legal counsel and advisers in the review of any contracts or arrangements involving use of each Lease Agreement-financed or refinanced assets to ensure compliance with all covenants and restrictions set forth in the Tax Certificate;

- maintaining records for any contracts or arrangements involving the use of each Lease Agreement-financed or refinanced assets as described below under "Record Keeping Requirements";

- conferring at least annually with personnel responsible for each Lease Agreement-financed or refinanced assets to identify and discuss any existing or planned use of each Lease Agreement-financed or refinanced assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the Tax Certificate; and

- to the extent that the District discovers that any applicable tax restrictions regarding use of proceeds and each Lease Agreement-financed or refinanced assets will or may be violated, consulting promptly with bond and/or tax counsel and other legal counsel and advisers to determine a course of action to remediate all nonqualified Lease Agreements, if such counsel advises that a remedial action is necessary.

The District, in the Tax Certificate and/or other documents finalized at or before the execution of each Lease Agreement, has agreed to undertake the tasks listed above.

All relevant records and contracts shall be maintained as described below.

Record Keeping Requirements

The District shall be responsible for maintaining the following documents for the term of each Lease Agreement (including refunding obligations, if any) plus at least three years:

- a copy of the Lease Agreement closing transcript(s) and other relevant documentation delivered to the District at or in connection with closing of each Lease Agreement, including any elections made by the District in connection therewith;

- a copy of all material documents relating to capital expenditures financed or refinanced by proceeds, including (without limitation) construction contracts, purchase orders, invoices, trustee requisitions and payment records, draw requests for proceeds and evidence as to the amount and date for each draw down of proceeds, as well as documents relating to costs paid or reimbursed with proceeds and records identifying the assets or portion of assets that are financed or refinanced with proceeds, including a final allocation of proceeds;

- a copy of all contracts and arrangements involving the use of each Lease Agreement-financed or refinanced assets;

- copies of all trustee statements and reports, including arbitrage reports, prepared with respect to each Lease Agreement; and

- a copy of all records of investments, investment agreements, arbitrage reports and underlying documents, including trustee statements, in connection with any investment agreements, and copies of all bidding documents, if any.

PARCHMENT PROPOSAL
COLUMBUS HIGH SCHOOL

parchment

ABOUT PARCHMENT

Parchment specializes in digital credentialing. Our service allows learners, academic institutions and employers to request, verify, and share credentials in simple and secure ways. Parchment's mission is to help turn credentials into opportunities. We do that by supporting all student pathways so anyone can request any credential and securely send to any destination. Through our service, School Districts have been able to provide a service that makes credentials more digital, portable and shareable.

2022 PRICING

SUBSCRIPTION
(Current & Alumni Students)

Electronic Delivery Only

$6,600

- Yearly subscription cost to district
- Unlimited electronic records at no cost to students or alumni
- students and alumni pay $2.75 for printed and mailed records
- Unlimited delivery of Student Transfer Records at no cost to requesting district

TRANSACTION
(Third-Party)

- No cost to district
- Third-Party Companies pay $12.00 per record/verification
- Print options for paper delivery: $2.75 for US delivery, $5.25 for International delivery, & $30 FedEx overnight delivery
- Surcharges can be added - 80% of surcharge is rebated back to the district

"We appreciate the ease of use of the Parchment application for our students and alumni. Parchment delivers." -*Holdrege High School*



Pricing valid until 12/31/2022

Welcome

Budget Webinar 2022



1

Auditor of Public Accounts

Jeff Schreier – Audit Manager
jeff.schreier@nebraska.gov
402.471.2111
auditors.nebraska.gov

June 2022

2

LB 644

- Budgets and Interlocal Agreement Report due September 30th
- If a County, City, School District, or Community College increases their Property Tax Request by more than 2% plus growth, they are required to participate in a Joint Public Hearing, and have their information included on postcard that is sent to all impacted property owners.
- Joint Public Hearing includes every political subdivision in County that is increasing tax request above 2% plus growth

3

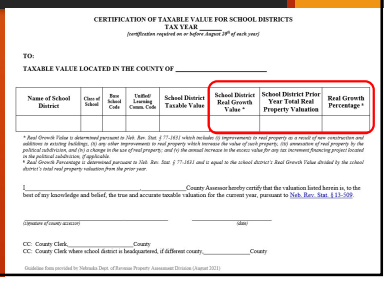
LB 644

- Allowable Growth provisions do not apply if tax request decreases, or increases by less than 2% plus real growth percentage
- Will hold **either**:
  - Special Hearing to set the Final Tax Request, as has been done in the past, if tax request does not exceed allowable growth percentage, **OR**
  - Joint Public Hearing, if tax request does exceed the allowable growth percentage

4

Allowable Growth Percentage

- Additional information will be included on Certification of Taxable Valuation from County Assessor
- 2% + Real Growth % = Allowable Growth %



CERTIFICATION OF TAXABLE VALUE FOR SCHOOL DISTRICTS
TAX YEAR ____
(certification required on or before August 20th of each year)

TO:

TAXABLE VALUE LOCATED IN THE COUNTY OF _____

Name of School District	Class of School	Exss School Code	Unified/ Learning Comm. Code	School District Taxable Value	School District Real Growth Value *	School District Prior Year Total Real Property Valuation	Real Growth Percentage **

* *Real Growth Value is determined pursuant to Neb. Rev. Stat. § 77-1631 which includes: (i) improvements to real property as a result of new construction and additions to existing buildings, (ii) any other improvements to real property which increase the value of such property, (iii) annexation of real property by the political subdivision, and (iv) a change in the use of real property, and (v) the annual increase in the excess value for any tax increment financing project located in the political subdivision, if applicable.*
** *Real Growth Percentage is determined pursuant to Neb. Rev. Stat. § 77-1631 and is equal to the school district's Real Growth Value divided by the school district's total real property valuation from the prior year.*

I, _____ County Assessor hereby certify that the valuation listed herein is, to the best of my knowledge and belief, the true and accurate taxable valuation for the current year, pursuant to Neb. Rev. Stat. § 13-509.

_____ _____
(Signature of county assessor) *(date)*

CC: County Clerk,_____County
CC: County Clerk where school district is headquartered, if different county,_____County

Guidelines form provided by Nebraska Dept. of Revenue Property Assessment Division (August 2021)

5

Joint Public Hearing - Notice

- Each participating subdivision must provide phone # and proposed tax request to County Clerk by September 5th
  - Information will need to be provided to Clerks of all counties in which each subdivision has valuation
  - Recommend working with your County Clerks regarding how they want this information communicated to them
  - This information will be used by County Assessor to create postcard that is sent to each property owner impacted by the proposed tax increase

6

Joint Public Hearing - Notice

- County Clerk responsible for organizing joint hearing and required to notify each participating subdivision of the date, time, and location of the Joint Public Hearing.
- County Clerk responsible for publishing notice in newspaper of Joint Public Hearing

7

Joint Public Hearing

- Hearing Requirements:
  - Each subdivision must designate one representative to attend the Joint Public Hearing
    - If a political subdivision is included in multiple Counties, must attend the Joint Public Hearing in the County where the principal headquarters are located
    - May be entities that are required to be included on the postcards in a particular county, but not included in that County's Joint Public Hearing (especially Community Colleges and Schools)
    - No requirement that representative be Board member or even employee of the subdivision - but should be knowledgeable about the budget

8

Joint Public Hearing

- Hearing Requirements:
  - Must be held on or after September 17 and prior to September 29, and before any of the participating political subdivisions file their adopted budget with the County Clerk and State Auditor
  - Recommend holding regular budget hearing early to get that out of the way

9

Joint Public Hearing

- Hearing Requirements (Cont.):
  - Must be held after 6:00PM
  - Representative of each political subdivisions must give presentation on their intent to increase their property tax request more than the allowable growth percentage and the effect of the request on their budget.
  - Presentation must include, at a minimum:
    - Name of the subdivision
    - Dollar amount of their proposed tax request

10

Joint Public Hearing

- Hearing Requirements (Cont.):
  - Presentation must include, at a minimum (Cont):
    - The following statements:
      - The total assessed value of property differs from last year's total assessed value by ..... Percent
      - The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property, would be $..... per $100 of assessed value
      - The (name of political subdivision) proposes to adopt a property tax request that will cause its tax rate to be $..... per $100 of assessed value
      - Based on the proposed property tax request and changes in other revenue, the total operating budget of (name of political subdivision) will exceed last year's by ..... Percent
      - To obtain more information regarding the increase in the property tax request, citizens may contact the (name of political subdivision) at (telephone number and email address of political subdivision).

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Joint Public Hearing

- Hearing Requirements (Cont.):
  - Anyone wishing to speak at the Joint Public Hearing must be allowed to do so, and given a reasonable amount of time to do so.
    - Statute does not give specific time frame so will be up to each County to determine what is reasonable for their hearing
- It's possible only one subdivision will have to attend the joint public hearing

12

Cost of Postcards

- Cost of creating and mailing the postcards, including staff time, materials, and postage, shall be divided among the participating political subdivisions.
- County will pay costs originally, and then bill them back to the participating subdivisions

13

Important Dates and Date Changes

- September 5th - Deadline for subdivisions to provide phone number and proposed tax request to Clerk
- September 10th - Deadline for Clerk to provide September 5th information to Assessor
- September 17 -28th - Joint Public Hearing held
- 10 days after hearing - Clerk provides Joint Public Hearing Report to participating subdivisions

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Important Dates and Date Changes

- September 30th - Budgets filed with County and State Auditor (Previously September 20th)
- September 30th - Interlocal Agreement Report filed with State Auditor (Previously September 20th)
- October 15th - Deadline for subdivisions to submit Property Tax Request Resolution to County Clerk (Previously October 13th)

15

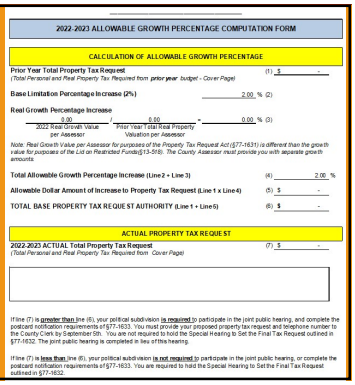
Important Dates and Date Changes

- October 20th – County Board set levies (Previously October 15th)
- No change to final date to make corrections to levies – still November 5th
  - Make sure your School District is reviewing the levy set by the County to ensure it is correct and what you expect

16

New Form

New "tab" in budget forms to calculate if allowable growth percentage was exceeded



2022-2023 ALLOWABLE GROWTH PERCENTAGE COMPUTATION FORM

CALCULATION OF ALLOWABLE GROWTH PERCENTAGE

Prior Year Total Property Tax Request (1) $ -
(Total Personal and Real Property Tax Required from prior year budget - Cover Page)

Base Limitation Percentage Increase (2%) 2.00 % (2)

Real Growth Percentage Increase

0.00 / 0.00 = 0.00 % (3)

2022 Real Growth Value per Assessor / Prior Year Total Real Property Valuation per Assessor

Note: Real Growth Value per Assessor for purposes of the Property Tax Request Act (§77-1631) is different than the growth value for purposes of the Lid on Restricted Funds(§13-518). The County Assessor must provide you with separate growth amounts.

Total Allowable Growth Percentage Increase (Line 2 + Line 3) (4) 2.00 %

Allowable Dollar Amount of Increase to Property Tax Request (Line 1 x Line 4) (5) $ -

TOTAL BASE PROPERTY TAX REQUEST AUTHORITY (Line 1 + Line 5) (6) $ -

ACTUAL PROPERTY TAX REQUEST

2022-2023 ACTUAL Total Property Tax Request (7) $ -
(Total Personal and Real Property Tax Required from Cover Page)

If line (7) is greater than line (6), your political subdivision is required to participate in the joint public hearing, and complete the postcard notification requirements of §77-1633. You must provide your proposed property tax request and telephone number to the County Clerk by September 5th. You are not required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632. The joint public hearing is completed in lieu of this hearing.

If line (7) is less than line (6), your political subdivision is not required to participate in the joint public hearing, or complete the postcard notification requirements of §77-1633. You are required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632.

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Adopting Budget before Joint Public Hearing

- Current statutes only require joint public hearing to be held prior to filing the budget with State Auditor
- Budget could be adopted prior to joint public hearing, but:
  - If changes to tax request or budgeted disbursements after getting input from joint hearing, subdivisions would need to follow budget amendment procedures found in § 13-511
  - Probably not consistent with intent of the legislation – hard to say public input from joint hearing was considered if the budget was already adopted

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Adopting Budget before Joint Public Hearing

- APA recommendation:
  - Schedule budget hearing early (August)
  - Schedule Joint Hearing as close to September 17th as possible
  - Schedule Board meeting to adopt budget after joint hearing
- Not applicable if County's property tax request does not increase by more than 2% + real growth percentage

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LB 1165

- Clarifies that taxes can be levied for bonds that have been issued or authorized to be issued by the governing body or the legal voters of the political subdivision

20

Budget Amendments

- Amendments must be made prior to end of the fiscal year
- Must file amendment with State Auditor, NDE, and County Clerks
- Example and instructions can be found on State Auditor website
- Required to submit:
  - Pages of Budget that **changed;** do not need complete budget
  - Board Minutes approving amendment
  - Proof of Publication for Amendment Hearing

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Nebraska Department of Education
School Finance & Organization Services

2022/23 School District Budget Timeline

Date	Budget Activity
February 23	♦ State Aid Certification ♦ Budget Authority & Allowable Reserve Percentage Certification
March 15	Deadline for notification of availability of the Retirement Incentive Plan (§79-855) and Staff Development Assistance (§79-856) for school districts that are part of a dissolution or merger
April 15	Reduction in Force deadline
Mid-June	School District Budget Form and LC-2 documents available on FOS Website
July 1	LC-2 Collection opens in the NDE Portal – deadline to submit September 30th
August 20	Assessed valuations and real growth percentage certified by Counties
*September 5	Deadline to notify and submit information to County Clerk if Joint Public Hearing required
*September 17-28th	Joint Public Hearings scheduled during this timeframe if required
*September 30 (changed from 9/20)	Filing deadline for Budget and LC-2 to NDE, Auditor of Public Accounts (APA), and County Clerk. Materials to submit (scan documents & upload to NDE & APA): ♦ From the School District Budget Form • Cover Page through Page 5 • Schedules A, B, D • Interlocal Form for *prior school year* • Notices of Budget Hearing and Special Hearing • Joint Public Hearing *(if applicable)* • Property Tax Resolution ♦ Certification(s) of Taxable Value ♦ Proof of Publications for: • Notice of Budget Hearing • Notice of Special Hearing to Set Final Tax Request ♦ Board Minutes showing approval of District Budget ♦ Sample Ballot and Certification of Election Results for successful election to override the *levy limitation (if applicable)* ♦ Sample Ballot and Certification of Election Results for successful election to override the *expenditure limitation (if applicable)* ♦ Copies of the LC-2 & Special Grant Fund List (NDE does not need copies)
October 15	Filing deadline to submit Resolutions setting all tax requests
October 20	County Boards set tax requests
November 5	District Tax Requests become final
December 31	Filing deadline for the Report of Joint Public Agency & Interlocal Agreements ♦ File with the Auditor of Public Accounts, if not already submitted with Budget

*New dates per LB644

Revised 6/22/22

To:	Board of Education
From:	Leonard Kwapnioski
CC:	Dr. Loeffelholz
Date	July 8, 2022
Re:	ServiceMaster 2022-23

It is my recommendation that CPS continue the yearly contract with ServiceMaster by Shevlin for the 2022-2023 school year in the amount of $418,550.00 Our contract with them for the 2021-22 contract was in the amount of $397,466.00. The increase of about $21,000 which is all due to labor cost increases.

I do understand it's an increase from the 2021-22 contract but with today's labor shortage issues, ServiceMaster has always been there to help us with our needs during the school year. Our staffing issues continue as we currently have 5 nighttime positions (MS-3) (HS-2) unfilled and 1 daytime at Emerson. The new contract helps us cover those with the exception of Emerson. We have to find a CPS employee to do that one.

To put this increase in perspective, if CPS had been able to fill those positions, we would spend about $45,000/employee for five employees for a total cost of about $225,000. With the new contract, ServiceMaster would be helping CPS cover about 15 positions throughout the district for $418,550. If you wonder how this is possible, it's because they have a mixture of part time, seasonal and semi/retired as well as some full time staff which is a great benefit to CPS as it would be very hard to manage the different people and their schedules with the staff we have. Overall, I think that ServiceMaster has been a great community partner and resource for CPS.

I can discuss more on Monday if needed, but wanted to get some info to you before that. If you have any questions, please let me know.

Thanks

Leonard

July 5, 2022

Pricing Analysis

Columbus Public Schools
Leonard Kwapnioski

Item	Price
Annual custodial at Elementary Schools	**$232,000.00**
Annual custodial at CMS Option (Includes 100 hours event clean up)	**$97,800.00**
Annual custodial at CHS	**$69,500.00**
Custodial services at the Administration Building Monday through Friday according to task schedule.	**$14,050.00**
Custodial services at the Pathways Building Tuesdays and Fridays according to task schedule.	**$5,200.00**
Contracted Total:	**$418,550.00**

Summer Services Budgets 1264 Total Hours

CHS 90 hours
CMS 259 hours
Elementary Schools 915 hours:
Centennial 300
North Park 129
Lost Creek 234
West Park 105
Emerson 147

July 11, 2022 Curriculum Department BOE Updates

1. CMS ELA Pilot

Piloting Schedule

2022-23 School Year	Quarter 2	Quarter 3	Quarter 3/Quarter 4
Grades	6-8	6-8	5 & 6
Resource	Amplify ELA © 2021 Amplify (*top score)	Into Literature © 2020 HMH	ARC © 2021/2022 American Reading Company

ELA Evaluators

Grade 5: Reading - Shanda Erb, Jenny Betz, and Abie Wulf
Writing - John Riedmiller & Stephani Hiebner
Grade 6: Klarissa Channer & Lindsey Rosno
Grade 7: Paul Ruskamp & Sadie Foster
Grade 8: Danielle Urkoski & Samantha Forney

Additional Notes

•Four resources were evaluated. StudySync by McGraw-Hill was not selected.
•All 5-8 ELA teachers will take part in the pilot.
•Only one 5-8 ELA resource was available to evaluate. The other resources were strictly 6-8.
•6th grade teachers have requested to pilot 3 resources, allowing the team the option to align with either grades 7 & 8 or grade 5.
•5th grade teachers have the option to also pilot the K-4 resources next year (2023-24).

2. DI Coordinator

Austin Schafer, CMS STEM teacher, has been selected as the DI Coordinator.