

Committee As A Whole
Monday, September 14, 2026 6:00 PM
Kramer Education Center
2410 16th Street, Suite A
Columbus, NE 68601

- I. CALL TO ORDER
- II. ROLL CALL OF THE BOARD
- III. EXCUSE BOARD MEMBERS
- IV. PLEDGE OF ALLEGIANCE
- V. MEETING COMPLIANCE
 - V.A. DISTRICT MISSION STATEMENT
 - V.B. OPEN MEETINGS ACT
 - V.B.1. President ensures all can hear proceedings
 - V.C. PUBLICATION OF MEETING NOTICE
- VI. PUBLIC COMMENT
- VII. GUEST PRESENTATIONS
- VIII. RECOGNITIONS BY BOARD
- IX. BUILDING OR DISTRICT PRESENTATION
 - IX.A. Lost Creek Elementary Presentation
- X. CONSENT AGENDA
 - X.A. Items to be removed from the Consent Agenda
 - X.B. Meeting Minutes
 - X.C. Finance Reports
 - X.D. Staffing Reports

- X.E. Professional Travel
- XI. FOUNDATION REPORT
- XII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES
 - XII.A. Communications Director Report
 - XII.B. Director of Teaching and Learning
 - XII.C. Director of Special Education
 - XII.D. Assistant Director for Student Services
 - XII.E. Director of Human Resources
 - XII.F. Director of Operations
- XIII. MONTHLY REVIEW OF POLICIES
 - XIII.A.604.02 - Special Education
- XIV. DISCUSSION ITEMS
 - XIV.A.Fundraising Requests
 - XIV.B.Surplus Requests
 - XIV.C.City of Columbus Snow Fence Request
- XV. ACTION ITEMS FOR THIS MEETING
 - XV.A. First Reading of Policy 1010.00 Use of District Trademarks, Logos, and Brand Assets
 - XV.B. CMS Student Fees
 - XV.C. 2026-2027 Budget Approval
 - XV.D. Approval of the Property Tax Request
 - XV.E. Approval of General Fund Expenditures to Depreciation Fund
 - XV.F. Approval of Financial Institutions

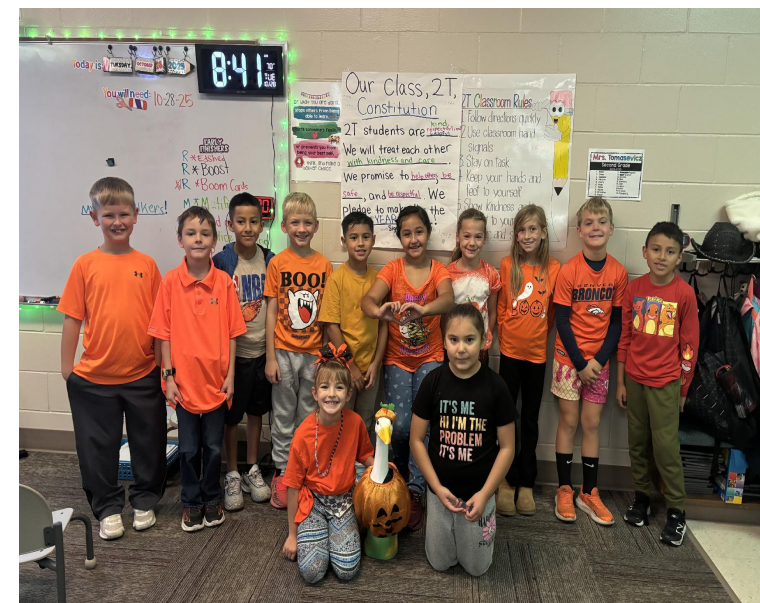
XVI. BOARD REQUESTS FOR INFORMATION

XVI.A.State Conference-November 18-20, 2026.

XVII. BOARD SHARING

XVIII. EXECUTIVE SESSION

XIX. ADJOURN



LOST CREEK ELEMENTARY

- Enrollment: 319 students
- EL : 25%
- SE: 28%
- F/R: 52%
- Certified: 34 people
- Classified: 30 people



AQUESTT DATA

*2025-26 available later this fall

Lost Creek Elementary School

Year	State Classification
2021-22	Good
2022-23	Good
2023-24	Good
2024-25	Good

LC NSCAS ELA % OF STUDENTS SHOWING PROFICIENCY

Grade 4	34%	41%
Grade 3	42%	43%
	Spring 2024	Spring 2025

LC NSCAS MATH % OF STUDENTS SHOWING PROFICIENCY

Grade 4	34%	43%
Grade 3	55%	62%
	Spring 2024	Spring 2025

2024-25	9%
2023-24	9%
2022-23	10%
2021-22	12%

Chronic Absenteeism

2025-26 WILDLY IMPORTANT GOAL

DISTRICT ELEMENTARY W.I.G. - 100% OF CPS ELEMENTARY STUDENTS WILL GROW IN READING MEASURED BY DIBELS.

100% OF LOST CREEK STUDENTS GREW IN READING MEASURED BY DIBELS.

LOST ELEMENTARY W.I.G. - LOST CREEK STUDENTS WILL GROW FROM 55% TO 74% IN READING AS MEASURED BY DIBELS COMPOSITE SCORE BY MAY 2026.

BOY TO MOY 55% TO 59% PROFICIENT

BOY TO EOY 55% TO 65% PROFICIENT

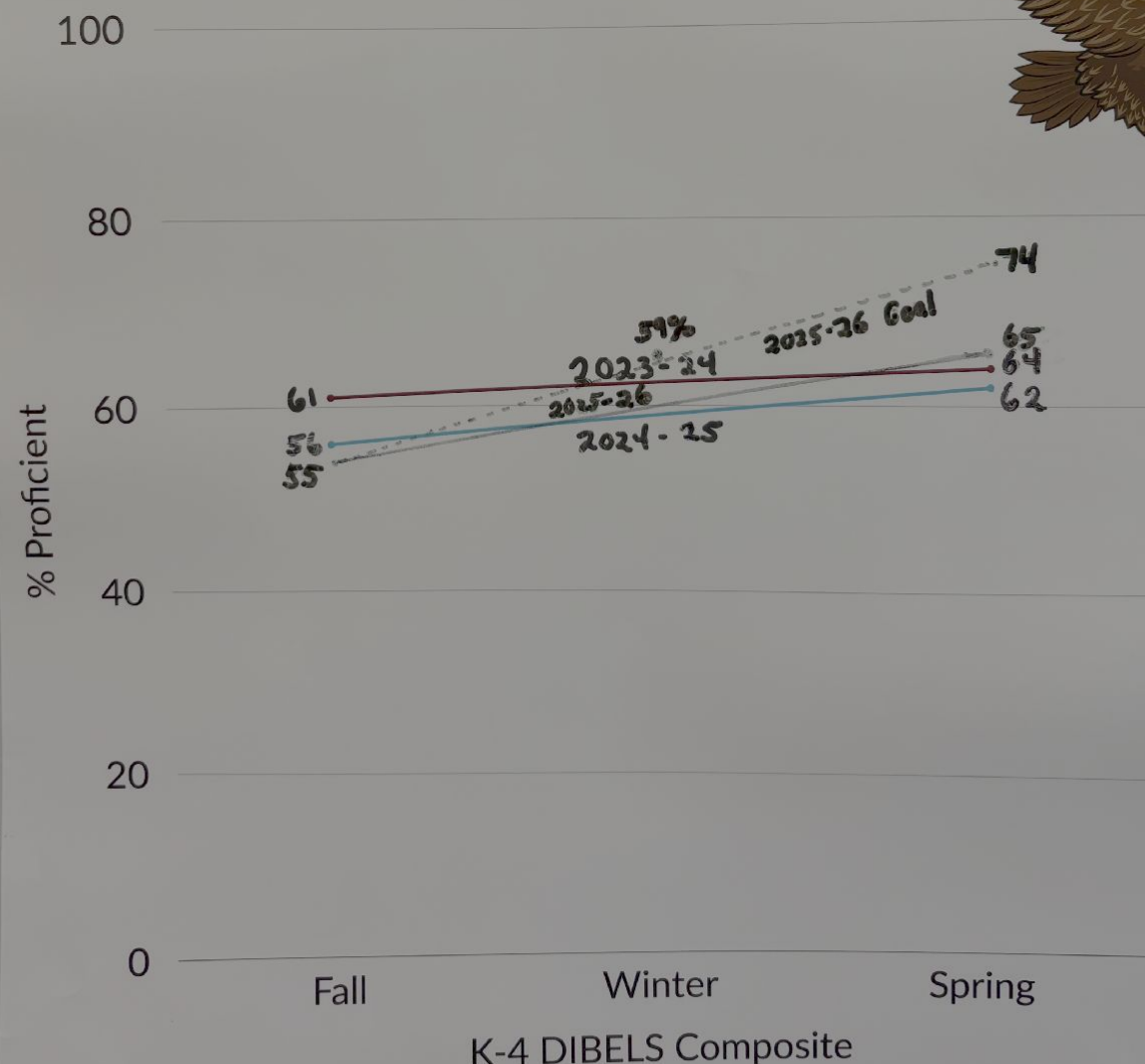
SEPTEMBER 28TH-DATA DIG IN TO SET 2026-27 W.I.G. UTILIZING THE “GOLDILOCKS FORMULA” FOR 2026-27



LOST CREEK WILDLY IMPORTANT GOAL 2025-26

SOARING INTO SUCCESS

LOST CREEK EAGLES WILL GROW
FROM 55% TO 74% IN READING AS
MEASURED BY DIBELS COMPOSITE
SCORE BY MAY 2026.



2025-26 Observations/Wonderings

DIBELS Composite

3% increase from 2024-25

10% growth from BOY to EOY compared to 3% growth in 2023-24 and 6% growth in 2024-25

Kdg-1st-2nd
3rd and 4th

Growth occurs consistently

Decreases consistently, still struggling

Actions Steps:

Leader in Me Implementation (WIGS & 7 Habits)

Science of Reading Training

Literacy Plan

MTSS Process

EL Collaboration Steps

Engagement and Connection

Staff Engagement

B.E.A.K. Awards
Would You Rather Board
Heart Challenge Duck Game
Rock Paper Scissors Tournament
Staff Outings
Staff Appreciation Week
Leader in Me & 7 Habits

Family Engagement

Open House
Fall/Spring Conferences/Book Fair
Quarterly PTO Meetings
Cookies with Santa
Grandparent Days

Student Engagement

Rise & Shine Morning Assembly
You Rocks!
S.O.A.R. Tickets
Student Council Activities
Talent Show
Leader in Me
United Way 1¢ Campaign
Pinnacle Bank at School
Field Day
Music Concerts
Read Across America Week
Field Trips
Poppy's Pumpkin Patch
Kid's Heart Challenge
All School Assemblies

Committee on American Civics Meeting
Monday, August 17, 2026 5:30 PM Central

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

Candace Becher: Absent
Michael Jeffries: Present
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Absent
Marv Zoucha: Absent
Present: 3, Absent: 3.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

IV. PLEDGE OF ALLEGIANCE

V. MEETING COMPLIANCE

V.A. DISTRICT MISSION STATEMENT

V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

V.C. PUBLICATION OF MEETING NOTICE

VI. PUBLIC COMMENT

VII. DISCUSSION ITEMS

Chip Kay, Superintendent, said we are following statute. To become compliant, we are updating Policy 203.06R1 Committee on American Civics and Policy 203.06 Board Committees. Brooke Kavan, Director of Teaching and Learning, will have the next meeting in January 2027.

VIII. EXECUTIVE SESSION

IX. ADJOURN

Motion to adjourn Passed with a motion by Theresa Seipel and a second by Doug Molczyk.
Candace Becher: Absent, Douglas Willoughby: Absent, Marv Zoucha: Absent, Michael Jeffries:
Yea, Doug Molczyk: Yea, Theresa Seipel: Yea
Yea: 3, Nay: 0, Absent: 3
The meeting adjourned at 5:40pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, August 17, 2026.

President

Secretary

Regular Meeting
Monday, August 17, 2026 5:30 PM Central

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

Candace Becher: Present
Michael Jeffries: Present
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Absent
Marv Zoucha: Present
Present: 5, Absent: 1.

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

Motion to excuse Doug W. Passed with a motion by Marv Zoucha and a second by Candace Becher.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea
Yea: 5, Nay: 0, Absent: 1

IV. PLEDGE OF ALLEGIANCE

V. MEETING COMPLIANCE

V.A. DISTRICT MISSION STATEMENT

V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

V.C. PUBLICATION OF MEETING NOTICE

VI. PUBLIC COMMENT

VII. GUEST PRESENTATIONS

VIII. RECOGNITIONS BY BOARD

IX. HEARINGS

IX.A. Student Fees Policy 504.18, Regulation 504.18R1, and Exhibit 504.18E1

Motion to open hearing Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea
Yea: 5, Nay: 0, Absent: 1

Chip Kay, Superintendent, shared that CMS did not send a fee list, we will need to revisit. Dr. Kay gave a brief description of how fees are collected and coded and spent according to the purpose. If a student qualifies, these fees can be reduced or free. Dave Hiebner, CHS Principal, discussed that any personalized uniforms or equipment is paid for by the participant. Any major change in fees would be brought before the Board of Education.

IX.B. Bullying Prevention Policy 504.20

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

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

Dr. Kay said there has been no change in this policy. The policy is clearly defined in all three student handbooks.

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

Motion to adjourn this hearing and begin the next hearing. Passed with a motion by Marv Zoucha and a second by Doug Molczyk.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

IX.D. Multicultural Education

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

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

Dr. Kay said all of curriculum is in compliance with this policy.

IX.E. Cell Phones and Other Electronic Communication Devices, Policy 504.11

Motion to enter the hearing Passed with a motion by Candace Becher and a second by Marv Zoucha.

Douglas Willoughby: Absent, Doug Molczyk: Nay, Candace Becher: Yea, Michael Jeffries: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 4, Nay: 1, Absent: 1

Doug Molczyk: Nay

The Cell Phone and Electronic Devices Policy was adopted in 2025. Elementary has no cell phone policy. CHS and CMS policy is no cell phones in instructional spaces. Mr. Hiebner said infractions at CHS are down. There was a discussion about a website needed for college courses that need their phones for two-factor authentication.

IX.F. Compulsory Attendance Policy 503.01

Motion to adjourn this hearing and return to the regular meeting. Passed with a motion by Theresa Seipel and a second by Michael Jeffries.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk:

Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

Dr. Kay said this policy has not changed. The district has done a great job improving chronic absenteeism. He also shared some information that he heard at the annual meeting with the county attorney: 4 out of 5 people don't know it is illegal not to send their children to school.

X. BUILDING OR DISTRICT PRESENTATION

XI. CONSENT AGENDA

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

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk:

Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

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

XI.B. Meeting Minutes

XI.C. Finance Reports

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

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk:

Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

XI.D. Staffing Reports

XI.E. Professional Travel

XII. FOUNDATION REPORT

The Superintendent recommends that the board approve the Foundation Report, as submitted.

Passed with a motion by Candace Becher and a second by Marv Zoucha.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk:

Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

XIII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

XIII.A. Director of Teaching and Learning

XIII.B. Director of Special Education

XIII.C. Assistant Director for Student Services

XIII.D. Director of Human Resources

XIII.E. Director of Operations

XIII.F. Superintendent

XIV. MONTHLY REVIEW OF POLICIES

XIV.A. Policy 203.06 Board Committee and 203.60R1 Committee on American Civics

Motion to adopt Policy 203.06 Board Committee and 203.60R1 Committee on American Civics. Passed with a motion by Doug Molczyk and a second by Theresa Seipel.
Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea
Yea: 5, Nay: 0, Absent: 1
Dr. Kay shared information about each of these policies, noting the compliance with the Committee on American Civics.

XV. DISCUSSION ITEMS

XV.A. Discuss the 2026-2027 Budget

Jason Schapmann, Director of Human Relations and Fiscal Support, gave a brief report on the 2026-2027 CPS School Budget that will be voted on in September.

XV.B. Discuss the purchase of a Lift van

Motion to approve the purchase of a lift van Passed with a motion by Doug Molczyk and a second by Candace Becher.

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

Leonard Kapnioski, Director of Operations, discussed driving a lift van for the district. One of the struggles is finding CDL drivers. This van will hold 10 riders or less. These drivers still get trained. We have lost our flexibility in transporting students because we don't have enough CDL drivers. Mr. Kwapnioski said this would be a big asset for CPS. Funds are available in depreciation for this purchase.

XVI. ACTION ITEMS FOR THIS MEETING

XVI.A. Surplus Requests

Motion to approve the Surplus Requests, as submitted. Passed with a motion by Doug Molczyk and a second by Marv Zoucha.

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

Mr. Schapmann said the the North Park PE items have been offered to the CASSETTE House.

XVI.B. Approval of the contract from Omaha Music Therapy LLC.

Motion to approve the contract from Omaha Music Therapy LLC, as submitted. Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

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

Jason Harris, Director of Special Education, said this is an annual contract for music therapy, and there is a new therapist this year.

XVI.C. Fundraising Applications

Motion to approve Fundraising Applications, as submitted. Passed with a motion by Candace Becher and a second by Marv Zoucha.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

XVI.D. Discuss and take action on the Resolution to Access Property Tax Authority

Motion to approve the Resolution to Access Property Tax Authority. Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

Mr. Schapmann explained that we are not changing our tax asking. There has been some unnecessary attack on the resolutions across the state. It will not elevate property tax.

XVI.E. Approval of the North Park and West Park Replacement Windows

Mr. Kwapnioski stated that this project has already started. The request is to complete the project.

XVI.F. PELI Proposal

Motion to replace windows at North Park and West Park. Passed with a motion by Doug Molczyk and a second by Theresa Seipel.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

XVI.G. Approval of the Goalbook Proposal

Motion to approve the Goalbook Proposal, as submitted. Passed with a motion by Candace Becher and a second by Michael Jeffryes.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

Dr. Harris discussed this proposal last week. It will assist case managers in writing IEPS.

XVI.H. Approval of the Presence Contract

Motion to approve the Presence Contract for 2026-2027, as submitted. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

XVI.I. Approval of the Maxim Healthcare Services Contract

Motion to approve the Maxim Healthcare Services Contract, as submitted. Passed with a motion by Marv Zoucha and a second by Doug Molczyk.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

XVII. BOARD REQUESTS FOR INFORMATION

XVII.A. Attendance at: CHS Hall of Fame Banquet 9/3 and NASB Region Meeting 9/23.

XVIII. BOARD SHARING

XIX. EXECUTIVE SESSION

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

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

The board did go into Executive Session.

XX. ADJOURN

Motion to adjourn Passed with a motion by Candace Becher and a second by Michael Jeffries.

Douglas Willoughby: Absent, Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Marv Zoucha: Yea

Yea: 5, Nay: 0, Absent: 1

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, August 17, 2026.

President

Secretary

Committee As A Whole
Monday, August 10, 2026 5:30 PM Central

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

Candace Becher: Present
Michael Jeffryes: Absent
Doug Molczyk: Present
Theresa Seipel: Present
Douglas Willoughby: Present
Marv Zoucha: Present
Present: 5, Absent: 1.
Michael Jeffryes: Present
Present: 6.
Mike Jeffryes is now present

I. CALL TO ORDER

II. ROLL CALL OF THE BOARD

III. EXCUSE BOARD MEMBERS

Motion to excuse Mike Jeffryes Passed with a motion by Doug Molczyk and a second by Douglas Willoughby.

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

IV. PLEDGE OF ALLEGIANCE

V. MEETING COMPLIANCE

V.A. DISTRICT MISSION STATEMENT

V.B. OPEN MEETINGS ACT

V.B.1. President ensures all can hear proceedings

V.C. PUBLICATION OF MEETING NOTICE

VI. PUBLIC COMMENT

VII. GUEST PRESENTATIONS

VIII. RECOGNITIONS BY BOARD

IX. BUILDING OR DISTRICT PRESENTATION

X. CONSENT AGENDA

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

X.B. Meeting Minutes

X.C. Finance Reports

Jason Schapmann, Director of Human Resources and Finance Support, briefly shared information about all financial reports. Mr. Schapmann also explained the movement of funds from the General Fund to the Depreciation Fund.

X.D. Staffing Reports

Mr. Schapmann said there are 11 para positions, 1 maintenance position open at this time.

X.E. Professional Travel

The report showed most of the CPS administrators had attended Administrator Days in Kearney.

XI. FOUNDATION REPORT

Nicole Anderson, Foundation Director, talked about payments that have gone out. Scholarship funds were released to colleges, and some Grandfriends Day expenses were paid. Mrs. Anderson also noted the band donations.

The Athletic Hall of Fame Banquet is Thursday, September 3, 2026.

XII. DIRECTOR & SUPERINTENDENTS REPORTS OR UPDATES

XII.A. Director of Teaching and Learning

Brooke Kavan, Director of Teaching and Learning gave a report on her team. She talked about the New Teacher Training, NDE Day at Administrator Days, visibility at every building and visibility at most district collaboration meetings. Mrs. Kavan said she has met with each principal individually. Amplify Desmos Math training took place in 5 locations around the district. She talked about the very aggressive goal from NDE for the Literacy Plan. It is a 5-year plan to improve our students' reading. Mrs. Kavan discussed the NDE standards revision timeline, it is a 7-year cycle.

XII.B. Director of Special Education

Jason Harris, Director of Special Education, shared information on the district's SPED determination from [NDE](#). He talked about the Goalbook Proposals for teachers. This is a 3-year contract, and it will help staff identify students. This program will also empower teachers to write IEPs. Dr. Harris said that the Presence Contract shows a reduction because he hired an in-person speech pathologist. He also explained the Maxim Healthcare Services Contract for a one-on-one nurse.

XII.C. Assistant Director for Student Services

Sara Colford, Assistant Director of Student Services, shared information about the new Non Traditional building. She said the brand new staff is doing great. They are conducting parent meetings and placement meetings. The first day of school is on the 18th.

XII.D. Director of Human Resources

Mr. Schapmann said we are in our open enrollment period for benefits. There is a Community Health Fair at the Kramer Education Center on August 11. Mr. Schapmann said we have one more payroll to get through with the 25-26 budget.

XII.E. Director of Operations

Leonard Kwapnioski, Director of Operations, shared information about the window project at North Park and West Park. He said the HVAC system has made it to the life expectancy at Emerson and West Park. Mr. Kwapnioski talked about LED fixtures and rebates CPS can receive. He invited the board to visit the east entrance of CMS since the removal of the planters. Mr. Kwapnioski shared information about a roof drainage issue. He has an engineer looking at what can be done. The Tech Department has been diligently working at getting all of our computer-related equipment, programs, etc. changed over and secured the last few weeks. Mr. Kwapnioski said they have had to touch every piece of equipment in the district.

XII.F. Superintendent

Chip Kay, Superintendent, talked about the support from the city administrators in support of the COPS Grant, he said the letters have been uploaded. He shared that there will be a practice that will be a citywide event. Dr. Kay met with the SRO's. We have had our first week with staff. The quality of the training has been outstanding. The Convocation was very positive with an awesome speaker. The speaker focused on the hope that the staff recognize the impact they are having on our students. Leader In Me training continues. Dr. Kay mentioned that we had great attendance at the ribbon cutting and convocation by the board.

XIII. MONTHLY REVIEW OF POLICIES

XIV. DISCUSSION ITEMS

XIV.A. Surplus Requests

Surplus items were discussed. There is an old kiln that needs to be moved. A replacement is on the way. The freezer is no longer working and will be disposed of.

XIV.B. PELI Proposal

Erin Meyer, Kramer Preschool Principal, presented PELI, a resource that would help solve the component of data that they are missing. This will integrate into the Dibbels Program that is being used in the elementary schools. The PELI Program will be funded through the preschool this year.

XIV.C. Fundraising Application

The Destination Imagination is an annual fundraiser that is needed.

XV. ACTION ITEMS FOR THIS MEETING

XV.A. CHS Out of State Band Trip Request

Motion to approve the the out of state band trip. Passed with a motion by Doug Molczyk and a second by Michael Jeffries.

Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea,

Douglas Willoughby: Yea, Marv Zoucha: Yea
Yea: 6, Nay: 0

XV.B. Secondary Grading Policy

Motion to approve the Secondary Grading Policy, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

Dr. Kay said the changes requested were made.

XVI. BOARD REQUESTS FOR INFORMATION

XVI.A. Start of School Schedule - Students

Dr. Kay said he let the building principals decide the schedules for Wednesday and Thursday. He said all students will be in buildings on Friday. The Synergy update is that all systems are working except at CMS. It is not syncing with the operating program. Jason Harris has been putting in a lot of time to acclimate the new person.

XVII. BOARD SHARING

XVIII. EXECUTIVE SESSION

The board did not go into Executive Session.

XIX. ADJOURN

Motion to adjourn Passed with a motion by Candace Becher and a second by Doug Molczyk.

Candace Becher: Yea, Michael Jeffries: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea,

Douglas Willoughby: Yea, Marv Zoucha: Yea

Yea: 6, Nay: 0

The meeting was adjourned at 7:34pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, August 10, 2026.

President

Secretary

Columbus Public Schools
Summary of Cash Balances
August 31, 2026

Attachment M2

1

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			\$ 4,676,937.20		
	Attachment M5 (prior Bd Mtg)			\$ 538,698.00		
	Transfer to GP ICS Savings					
	Transfer from GP ICS Savings		\$ 5,000,000.00			
	Receipts GP checking		\$ 1,195,560.21			
	GENERAL FUND - GPS Bank	\$ 3,092,275.33	\$ 6,195,560.21	\$ 5,215,635.20	\$ 4,072,200.34	\$ 6,690,371.51
	Transfer to GP Checking		\$ (5,000,000.00)			
	Transfer from GP Checking					
	Interest		\$ 23,523.41			
	GEN FUND - GP ICS SAVINGS	\$ 15,395,845.34	\$ (4,976,476.59)	\$ -	\$ 10,419,368.75	\$ 5,055,843.66
	General Fund - Cash Balance				\$ 14,491,569.09	
Depreciation						
	COMMERCIAL FLOORING SYSTEMS			\$ 33,579.00		
	WOODHOUSE FORD OF OMAHA			\$ 89,983.00		
	Receipts		\$ 1,185,000.00			
	Interest		\$ 7,726.98			
	DEPRECIATION - GPS BANK	\$ 2,895,462.71	\$ 1,192,726.98	\$ 123,562.00	\$ 3,964,627.69	\$ 3,534,583.44
Temporary Funds -GF						
	PAYROLL - PINNACLE BANK	\$ 333,745.06	\$ 3,397,024.51	\$ 3,494,537.08	\$ 236,232.49	\$ 216,790.30
	HSA/FSA - PINNACLE BANK (EBF)	\$ 82,420.30	\$ 12,368.75	\$ 17,864.97	\$ 76,924.08	\$ 68,894.24
Activities						
	Administration	\$ 683,136.01	\$ 35,757.14	\$ 15,652.65	\$ 703,240.50	\$ 696,560.80
	Middle School	\$ 191,496.17	\$ 44,612.78	\$ 7,534.51	\$ 228,574.44	\$ 179,265.41
	High School	\$ 694,676.28	\$ 106,985.65	\$ 67,278.42	\$ 734,383.51	\$ 641,213.36
	ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,569,308.46	\$ 187,355.57	\$ 90,465.58	\$ 1,666,198.45	\$ 1,517,039.57
Nutrition Fund						
	Attachment M6			\$ 1,014.86		
	Interest Income		\$ 740.86			
	State Reimbursement		\$ 31,785.60			
	Rct to Expenditures		\$ 12,997.86			
	Student/ Staff meals/ alacarte sales		\$ 104,194.33			
	NSF		\$ (75.00)			
	NUTR FUND - CORNERSTONE BANK	\$ 282,451.32	\$ 149,643.65	\$ 1,014.86	\$ 431,080.11	\$ 127,302.20
Bond Fund						
	BOK Financial			\$ -		
	Platte County Treasurer		\$ 69,255.61			
	Butler County Treasurer		\$ 11.48			
	Investment Gain		\$ 10,844.90			
	BOND FUND - FNB	\$ 4,012,273.31	\$ 80,111.99	\$ -	\$ 4,092,385.30	\$ 3,803,498.15
Building Fund						
	COMMERCIAL FLOORING SYSTEMS			\$ 66,872.41		
	Receipts		\$ 32,811.56			
	BLDG FUND - BANK OF THE VALLEY	\$ 1,153,461.44	\$ 32,811.56	\$ 66,872.41	\$ 1,119,400.59	\$ 704,849.17
12- Student Fees Fund						
	Imagine Learning, LLC			\$ 22,053.23		
	Voided checks never cashed			\$ (100.00)		
	Receipts		\$ 0.38			
	STUDENT FEES FUND - ONE UNITED FEDERAL CREDIT UNION	\$ 22,278.23	\$ 0.38	\$ 21,953.23	\$ 325.38	\$ 13,240.56

Columbus Public Schools
General Fund Revenue Details
August 31, 2026

Attachment M3

1

Account	Description	Budget	Month To Date	Year To Date	Balance	Percent
0110110000000	Property Taxes	(\$26,625,735.00)	(\$216,328.83)	(\$18,081,987.87)	(\$8,543,747.13)	67.91%
0110111500000	Carline Taxes	(\$8,000.00)	\$0.00	(\$11,070.92)	\$3,070.92	138.39%
0110112000000	Public Power District Sales Tax	(\$900,000.00)	\$0.00	\$0.00	(\$900,000.00)	0.00%
0110112500000	Motor Vehicle Taxes	(\$1,145,000.00)	(\$215,482.67)	(\$2,470,164.18)	\$1,325,164.18	215.73%
0110132300000	Tuition, SpEd School Age	(\$3,250.00)	\$0.00	\$0.00	(\$3,250.00)	0.00%
0110151000000	Interest on Investments	(\$105,638.00)	(\$32,240.77)	(\$281,384.91)	\$175,746.91	266.37%
0110191100000	Local License Fees	(\$25,000.00)	(\$5,605.00)	(\$23,377.50)	(\$1,622.50)	93.51%
0110199000000	Miscellaneous Local Receipts	(\$20,000.00)	\$0.00	\$0.00	(\$20,000.00)	0.00%
0110211000000	County Fines & License Fees	(\$161,000.00)	(\$20,240.16)	(\$259,485.90)	\$98,485.90	161.17%
0110311000000	State Aid	(\$18,156,353.00)	\$0.00	(\$18,156,653.00)	\$300.00	100.00%
0110312000000	SpEd Receipts from the State	(\$6,500,000.00)	\$0.00	(\$6,775,966.00)	\$275,966.00	104.25%
0110313000000	Homestead Exemption Allocation	\$0.00	(\$181,362.18)	(\$1,136,964.53)	\$1,136,964.53	#DIV/0!
0110313100000	Property Tax Credit	\$0.00	\$0.00	(\$8,502,014.81)	\$8,502,014.81	#DIV/0!
0110318000000	Pro-Rate Motor Vehicle	(\$32,000.00)	(\$13,505.39)	(\$70,895.92)	\$38,895.92	221.55%
0110340000000	State Apportionment	(\$1,000,000.00)	\$0.00	(\$1,109,548.74)	\$109,548.74	110.95%
0110353500000	High Ability Learners Allocation	(\$25,599.00)	\$0.00	(\$20,309.00)	(\$5,290.00)	79.34%
0110354000000	State Early Childhood Grant	(\$130,730.00)	\$0.00	(\$194,467.00)	\$63,737.00	148.75%
0110354100000	Early Childhood Endowment Grant	(\$174,500.00)	\$0.00	(\$106,898.00)	(\$67,602.00)	61.26%
0110355100000	CTE Grant	\$0.00	\$0.00	(\$17,056.00)	\$17,056.00	#DIV/0!
0110359000000	Extended Learning Opportunity/Education Quest	\$0.00	\$0.00	(\$1,423.04)	\$1,423.04	#DIV/0!
0110359900000	State Categorical Programs	\$0.00	\$0.00	(\$2,084.35)	\$2,084.35	#DIV/0!
0110450500000	ESSA Title I Part A: Improving basic programs	(\$700,176.00)	(\$310,496.00)	(\$700,115.00)	(\$61.00)	99.99%
0110450900000	ESSA Title II Part A Supporting	(\$113,178.00)	\$0.00	(\$168,399.00)	\$55,221.00	148.79%
0110451600000	IDEA Preschool Enrollment/Poverty Grant	(\$25,599.00)	\$0.00	(\$25,237.00)	(\$362.00)	98.59%
0110451800000	IDEA Part B (611) Base Enrollment/Poverty Grant	(\$1,350,000.00)	\$0.00	(\$1,346,396.00)	(\$3,604.00)	99.73%
0110452100000	IDEA Part-B Proportionate Share	(\$164,500.00)	\$0.00	(\$144,379.00)	(\$20,121.00)	87.77%
0110452500000	Carl Perkins Grants	(\$41,471.00)	\$0.00	(\$49,309.00)	\$7,838.00	118.90%
0110452700000	ESSA Title III Part A English Language Acquisition	(\$96,146.00)	(\$40,389.00)	(\$88,744.00)	(\$7,402.00)	92.30%
0110452800000	ESSA Title III Immigrant	(\$28,744.00)	(\$11,154.00)	(\$46,266.00)	\$17,522.00	160.96%
0110453100000	ESSA Title IV Part B 21st Century Community Learnir	(\$117,000.00)	(\$77,328.00)	(\$158,394.00)	\$41,394.00	135.38%
0110470800000	Medicaid in Public Schools	(\$164,500.00)	(\$13,641.44)	(\$193,670.90)	\$29,170.90	117.73%
0110470900000	Medicaid Administrative Activities (MAAPS)	\$0.00	(\$46,517.58)	(\$60,329.85)	\$60,329.85	#DIV/0!
0110496900000	ESSA Title IV-A Student Support and Academic	(\$48,269.00)	\$0.00	(\$41,853.00)	(\$6,416.00)	86.71%
0110530000000	Proceeds from Disposal of Real or Personal Property	\$0.00	(\$12,135.00)	(\$46,720.00)	\$46,720.00	#DIV/0!
0110569000000	Other Non-Revenue Receipts (RtE)	\$0.00	\$0.00	(\$23,027.00)	\$23,027.00	#DIV/0!
0110640000000	Extraordinary Items	\$0.00	\$0.00	(\$251.54)	\$251.54	#DIV/0!
0110900100000	Repayment of Interfund Loan from General Fund	\$0.00	\$0.00	(\$300,000.00)	\$300,000.00	#DIV/0!
		(\$57,862,388.00)	(\$1,196,426.02)	(\$60,614,842.96)	\$2,752,454.96	104.76%
	Transfers		(\$5,000,000.00)			
	Reimbursements/Refunds		(\$23,590.01)			
	Interest - other accounts		\$24,455.82			
	Total Revenue		(\$6,195,560.21)			

Check Number	Payee	Amount
23246	SCHOOL DISTRICT #1-PAYROLL	\$3,396,092.10
23247	NEBRASKA UC FUND	\$158.78
23248	AMAZON CAPITAL SERVICES	\$5,021.62
23249	ANIXTER, INC.	\$4,400.97
23250	ASSOCIATED STAFFING, INC	\$10,333.45
23251	COLUMN SOFTWARE PBC	\$158.86
23252	EAKES OFFICE SOLUTIONS	\$394.50
23253	HY-VEE FOOD STORES	\$309.47
23254	PARENTSQUARE, INC	\$15,708.80
23255	PITNEY BOWES - RESERVE ACCOUNT	\$1,000.00
23256	PLUNKETTS PEST CONTROL	\$919.80
23257	SECURLY, INC	\$4,680.00
23258	SUPER SAVER	\$17.92
23259	TREVIPAY-WALMART	\$48.45
23260	FIRST NATIONAL BANK OMAHA	\$389.66
23261	FIRST NATIONAL BANK OMAHA	\$30.36
23262	FIRST NATIONAL BANK OMAHA	\$247.00
23263	FIRST NATIONAL BANK OMAHA	\$277.40
23264	FIRST NATIONAL BANK OMAHA	\$2,820.78
23265	FIRST NATIONAL BANK OMAHA	\$254.80
23266	FIRST NATIONAL BANK OMAHA	\$234.31
23267	AMAZON CAPITAL SERVICES	\$1,102.17
23268	WOODHOUSE FORD OF OMAHA	\$21,794.00
23269	IMAGINE LEARNING, LLC	\$25,358.27
23270	AMAZON CAPITAL SERVICES	\$76.73
23271	U AND I SANITATION LLC	\$2,235.00
23272	TREVIPAY-WALMART	\$58.00
23273	SCHOOL DISTRICT #1 DEPRECIATION	\$1,185,000.00
		Total: \$4,679,123.20
Void check 23231 previously reported		-\$480.00
Voided check # 23099		-\$1,706.00
Total Expenditures		\$4,676,937.20

Check Number	Vendor		Amount
3511	CHOI, SEULKI	\$	7.20
3512	ESU #7	\$	30.61
3513	JACKSON SERVICES INC.	\$	110.80
3514	PEREZ, NORMA	\$	57.50
3515	SCHOOL DISTRICT #1 GEN FUND	\$	16.24
3516	VERIZON WIRELESS	\$	32.90
3517	ADVANCED FIRE & SAFETY	\$	677.11
3518	JACKSON SERVICES INC.	\$	68.51
3519	SCHOOL DISTRICT #1 GEN FUND	\$	29.60
	Total fund Expenditures	\$	1,030.47
	void ck# 3342 never cashed	\$	(15.61)
	Total fund Expenditures	\$	1,014.86

Columbus Public Schools
Summary of Cash Balances - QCPUF
August 31, 2026

Attachment M9

1

M9	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
	Amazon			\$125.39		
	Environmental Direct Inc			\$10,500.00		
	Kidwell			\$5,000.00		
	Noswett Fencing and Decks			\$900.00		
	Receipts					
	Transfers		\$ -			
	Interest		\$ 1,592.99			
	QCPUF OPERATING -- COLUMBUS BANK	\$ 525,739.75	\$ 1,592.99	\$ 16,525.39	\$ 510,807.35	\$ 3,421,964.93
	BOK Financial					
	Transfers					
	Receipts		\$ 13,507.24			
	Interest		\$ 1,174.47			
	QCPUF BOND-- COLUMBUS BANK	\$ 592,456.20	\$ 14,681.71	\$0.00	\$607,137.91	\$ 616,029.83
	*Totals are the Operating and ICS Savings combined for each account					

COLUMBUS PUBLIC SCHOOLS
ADMINISTRATION OFFICE

The Administration has hired the following Classified employees:

NAME	TITLE	LOCATION	HIRE DATE
Eric Belzer	Maint/Groundskeeper	Maintenance	8/17/2026 (ASI to CPS)
Erin Lundblom	Para Bilingual (EL Fluent)	West Park	8/31/2026
Christopher Miya	Communications Specialist	Admin	8/17/2026
Bryan Hefti	Para Sped High Needs	Lost Creek	8/24/2026
Gladys Palacios	Para Elem	Lost Creek	8/24/2026
Deisi Castillo	Para Preschool	Kramer Ctr	8/31/2026
Amaya Smith	Para Sped & ASP Lead	Lost Creek	8/31/2026
Janet Gabel	Para Speech	Admin	8/31/2026
Elizabeth Hart	Para Title 1	West Park	8/31/2026
Amy Jenkinson	Para Sped & ASP Lead	Middle School	9/21/2026
Thomas Wemhoff	Bus Driver Sub/Activity Driver	Transportation	9/8/2026
Ann Rayman	Para Sped & ASP Lead	Middle School	9/21/2026
Hanna Chohon	Para Sped	Centennial	9/14/2026 (ASI to CPS)
Morgan Suhr	Para Sped	Middle School	TBD
Nelly Parra	EL Family Liaison & Office Asst	Admin	9/28/2026
Kara Moser	Para Sped High Needs	Lost Creek	TBD

The Administration has accepted the following Classified resignations/retirements:

NAME	TITLE	LOCATION	TERM DATE
Karen Gonzalez Herrera	Para EL	North Park	8/4/2026
Valerie Jensen	Para Title 1	West Park	8/5/2026
Michelle VanDeWalle	Para Title 1	West Park	8/28/2026
Kadeesha Shorter	ASP Lead Staff	Middle School	8/24/2026
Riley Marking	ASP Lead Staff	Middle School	8/24/2026
Roxanne Medlar	Para Preschool	Kramer Ctr	9/1/2026
Estrella Urenda Rodriguez	Para Sped & ASP Lead	Middle School	9/11/2026
Marcie Spitz	Para Title 1	Emerson	9/18/2026

Last Update 9/10/2026

“Engaging All Learners to Achieve Success”

2410 16th Street, Suite A | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

ColumbusPublicSchools.org



Columbus Public Schools

Professional Leave / Out of Town Report

Board of Education Meeting – August 2026

Employee Name	Date(s)	Event	Location
Leonard Kwapnioski	August 19, 2026	NITC Meeting & NEFA Meeting Prep	Lincoln, NE / NCSA Office
Katie Rose	August 21, 2026	Leadership Columbus	Columbus, NE
Nicole Anderson	August 21, 2026	NebSPRA Monthly Meeting	Lincoln Public Schools District Office
Adia Brightman	August 24, 2026	Inclusive Leaders Fellowship - District Visit	N/A
Jason Schapmann	August 27, 2026	Meeting with DA Davidson	Omaha, NE
Leonard Kwapnioski	August 27, 2026	Engineered Controls Event	Omaha, NE
Chip Kay	August 27, 2026	Meeting with DA Davidson	Omaha, NE
Jason Harris	August 31, 2026	Region 3 NASES Meeting	Norfolk, NE



2410 16th Street, Suite A, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

September 9, 2026

Mike Jeffries
Board of Education
Columbus Public Schools

Dear President Jeffries and Members of the Board:

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

Foundation

\$4,375.00 - Scholarships

\$5,349.93 - Athletic Hall of Fame

\$3,576.67 - Columbus After School Program

Band Boosters

\$100.00 - Yard Signs/Decals

Centennial PAC

\$85.48 - Staff Meeting

Emerson PTO

\$204.34 - Back to School Snacks

North Park PTO

\$62.35 - Open House Supplies

\$81.98 - Teacher Planning Days Popcorn

Sports Boosters

\$227.94 - Printing/Supplies

West Park PTO

\$3,000.00 - Concrete Footings for Swingset

\$107.86 - Open House Supplies

The total contributions for the month of August was \$17,171.55

The total contributions for the FY 2026 total is **\$189,897.04**

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

Thank you for your consideration.

Sincerely,

Nicole Anderson

Communication & Foundation Director

Teaching & Learning Department Updates



September 2026



What We've Been Up To:

"Engaging All Learners to Achieve Success"



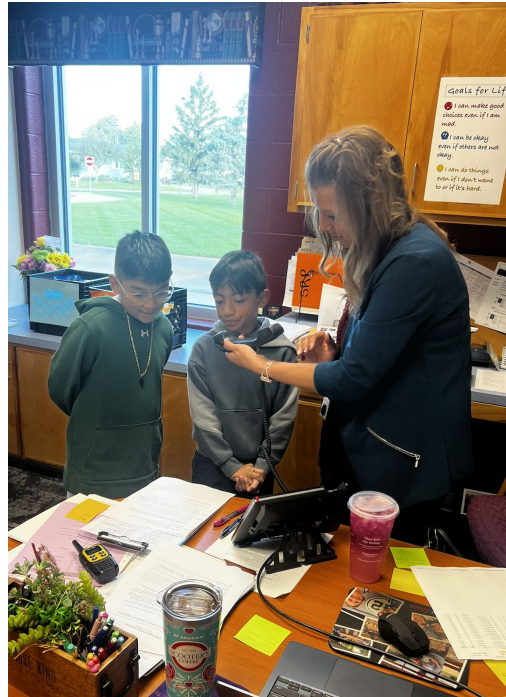
 **Kavan:** **by end of Q2.**

 Visit every CPS classroom ~~in Q1.~~

 Meet with each principal, one-on-one, before school begins.

 Visibility on each campus within the first seven days of school.

 T&L Team: Build Relationships. Gather Information. Investigate projects & priorities. Reflect on data. Clarify vision & build upon current momentum.



Literacy & Science of Reading Training

"Engaging All Learners to Achieve Success"



Required Science of Reading Training, 2026-27

The CPS Plan...



Required for K-4 core teachers

Option #1 for K-4 core teachers

LETRS Vol.1 (Language Essentials for Teachers of Reading & Spelling)

- 4 days (24 hrs), on-contract
 - Sept, Nov, Jan, April in-person
 - Remaining is asynchronous
- Significant off-contract time required
 - 40-60 hrs (approximate)
 - [LETRS Volume 1 pacing](#)

Option #2 for K-4 core teachers

SoR ESU 7 "Full" Course

- 4 days (24 hrs), on-contract
 - Sept, Nov, Jan, April
 - Partial in-person, partial asynchronous on those days
- No off-contract time required

Required for K-4 non-core teachers

SoR ESU 7 "Basic" Course

- 4 days (24 hrs), on-contract
 - Sept, Nov, Jan, April
 - Partial in-person, partial asynchronous on those days
 - Implementation support & collaboration included
- No off-contract time required

Core Teacher: K-4 grade level teacher, Reading/Title teacher, SPED, EL

Non-Core Teacher: Music, PE, Counselors, **CPS employed** School Psychs, SLPs, SPED Compliance/Case managers, student teachers

Not required to complete training: OT/PT, LMHPs, SPED Autism, SPED High Needs

79-2601. Act, how cited.

Sections 79-2601 to 79-2607 shall be known and may be cited as the Nebraska Reading Improvement Act.

Source: Laws 2018, LB1081, § 20.

79-2602. Legislative intent.

It is the intent of the Legislature that:

(1) School boards develop policies to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia;

(2) All teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement;

(3) Each student and his or her parents or guardians be informed of the student's reading progress; and

(4) Each student in a public school be able to read at or above grade level by third grade.

Source: Laws 2018, LB1081, § 21.

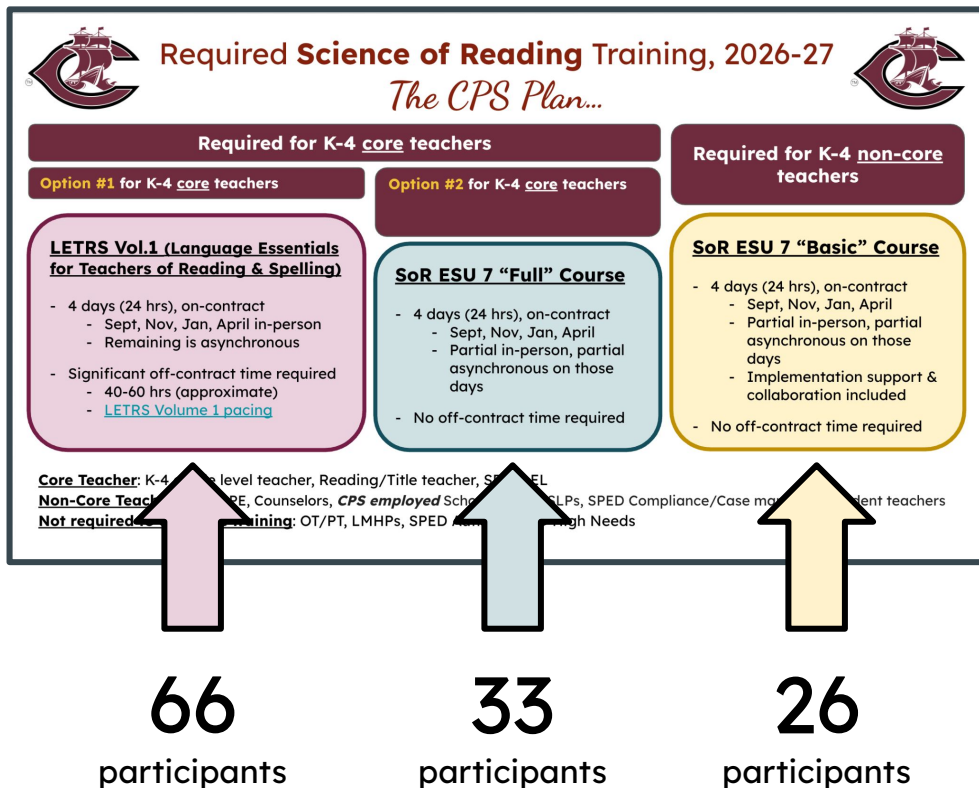
Literacy & Science of Reading Training



"Engaging All Learners to Achieve Success"

Sept 16
Nov 18
Jan 20
April 7

4



79-2601. Act, how cited.

Sections 79-2601 to 79-2607 shall be known and may be cited as the Nebraska Reading Improvement Act.

Source: Laws 2018, LB1081, § 20.

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Source: Laws 2018, LB1081, § 21.

Instructional Practice Guide (IPG) Observations



“Engaging All Learners to Achieve Success”

Nebraska Instructional Materials Collaborative ELA Instructional Practice Guide				
Purpose	This tool allows instructional leaders to provide content-specific, actionable feedback to classroom teachers throughout cycles of observation. The core actions within describe the standards alignment and grade-appropriateness of content, teacher actions, and the quality of explicit, sequenced instruction, modeling, and opportunities for student practice. For more information, please see the ELA & Foundational Skills IPG Frequently Asked Questions.			
Scale	The degree to which the look-fors are present in instruction			
Mostly	The practice is implemented throughout the lesson and is evident for most students (80% or more) .			
Present	The practice is implemented and present during much of the lesson and is evident for many students (60% or more) , with some inconsistencies.			
Somewhat	The practice is implemented inconsistently or is evident for some students (less than 60%) .			
Little or No Evidence	Little or no evidence of the practice is observed.			
Standard/Alignment	The lesson reflects the demands of the standard(s).			
Indicator	Instruction meets the demand of the standard or pairing of standard(s).			
	Mostly	Present	Somewhat	Little or no evidence
(Standard(s))				
Core Action 1	The text is appropriately complex for the grade level and the majority (80% or more) of instructional time is spent engaging (speaking, reading, writing, and listening) with the text.			
Indicator A8	Students engage with appropriately complex text (at or above the qualitative and/or quantitative complexity), and most of the lesson is spent reading, writing and speaking about the text.			
	The text is appropriately complex for the grade level and most of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students re-entering the text.	The text is appropriately complex for the grade level and some of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students re-entering the text.	The text is not appropriately complex for the grade level and little of the lesson is spent reading, writing, and/or speaking about the text as evidenced by students re-entering the text.	Students are speaking or writing about the text but do not have the actual text (or any required topic) or there is no text in the lesson.
Core Action 2	The lesson employs questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s).			
Indicator A	Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, language, structure(s), and/or knowledge demands.			
	Questions and tasks attend to the qualitative features of the text that matter most and how they are used in the text to build understanding.			
	Most questions and tasks (80% or more)	Many questions and tasks (60% or more)	Some or few questions and tasks (less than 60%)	Little or no evidence of practice observed
Indicator B	Intentionally sequenced questions build knowledge and lead to grade-level analysis to enable all students to make meaning of and think deeply about the text.			
	Text dependent questions and tasks are intentionally sequenced to build knowledge and lead to grade-level analysis.			
	Most questions and tasks (80% or more)	Many questions and tasks (60% or more)	Some or few questions and tasks (less than 60%)	Little or no evidence of practice observed
Indicator C	The teacher provides specific, supportive feedback to ALL students (students living in poverty, English learners, and children with disabilities) that helps students improve and builds their confidence as readers and writers.			

- Required for teachers who have received training through CLSD funding.
- IPG - A tool used to measure how “*literacy rich*” a classroom is.

79-2601. Act, how cited.

Sections 79-2601 to 79-2607 shall be known and may be cited as the Nebraska Reading Improvement Act.

Source: Laws 2018, LB1081, § 20.

79-2602. Legislative intent.

It is the intent of the Legislature that:

(1) School boards develop policies to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia;

(2) All teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement;

(3) Each student and his or her parents or guardians be informed of the student's reading progress; and

(4) Each student in a public school be able to read at or above grade level by third grade.

Source: Laws 2018, LB1081, § 21.



Instructional Practice Guide (IPG) Observations

"Engaging All Learners to Achieve Success"



Total IPG observations: **31**

Total mins 🗨️ or 🧠: **620**

Still to go: **48**

Date	Building	IPG Observer #1	IPG Observer #2	IPG Observer #3
9.01	West Park	Building Principal	Reynolds (ESU 7)	Kavan
9.02	Centennial	Building Principal	Reynolds (ESU 7)	Struebing
9.04	Centennial	Building Principal	Goering	Kavan
9.10	CHS	Building Principal	Goering	Struebing
9.15	North Park	Building Principal	Reynolds (ESU 7)	Kavan
9.18	Emerson	Building Principal	Reynolds (ESU 7)	Goering
9.21	CMS	Building Principal	Struebing	Kavan
9.21	Lost Creek	Building Principal	Reynolds (ESU 7)	Goering
9.23	Lost Creek	Building Principal	Struebing	Goering



Amplify Desmos Math Implementation (K-6)



“Engaging All Learners to Achieve Success”

We're rolling!

BIG change 🤔 → Problem-based learning.

Formal channels for feedback from Ts.

- Desmos Implementation & Questions
- Dist Collab time
- Coaching (Kreikemeier)
- Amplify Zooms every three weeks

“This resource has so much to offer...”

“Things are feeling wonky...”

“We are trusting the process...”

“Our data points are spot-on...”

Feedback entered by teachers on the correct grade level tab prior to District Collaboration dates of 8/26/26, 9/16/26, and 9/30/26. PLC Leader leads discussion during District Collaboration to gain clarity if needed and to review any follow up notes from the T&L Team.							
Date	Name (First & Last)	Building (CN, CM, G, CP, WP, CMS)	What is going well?	What is not going well?	Questions/Needs/Requests	T&L Follow Up	Amplify Desmos Follow Up (share with rep. possibly so they can add feedback as well?)
8/19/26	Anne Novicki	CMS		Wondering why our kids don't have number cubes.	Wondering why our kids don't have number cubes.	Anne, Julie is checking on your 5th grade packing slip for materials. We see "trap cube" but not "number cube". Looks like number cubes ARE listed on the 4th grade packing slip. What activity or lesson were you needing number cubes for? (Kreikemeier, 08.20.26) Capture Squares Thanks, Anne. We see Lesson 0.4 includes Capture Squares, Stage 1, and requires number cubes. We will reach out to Amplify! (Kreikemeier, 08.25.26) -	Anne, we touched base with Amplify. They are checking into it. (Kreikemeier, 09.04.26) Anne, update from Amplify: "Our product team confirmed that kids include all required materials, and List 0 is optional, so materials for those lessons are not in the kit. Please let me know if you have any other questions." (Kreikemeier, 09.06.26)
8/19/26	Liz Svatora	CMS	Enjoyed lessons 0.1 and 0.2 - especially 0.2		Pick 2-3 unit 0 lessons that are the most important to cover	Hey, Liz. Can you share a bit about why you feel you need to prioritize List 0 lessons? Are you short on time? Provide some context when you can. (Kreikemeier, 08.20.26) The first day we went through lesson 0.1 and 0.2. Both were very engaging and empowering for our students. The last 2 days of the unit we were short on time as we wanted to introduce our students to our online homework site and we needed an entire day to complete the mosaic benchmark. Truly we just ran short on time so 0.3, 0.4 and 0.5 got skipped over. All of the lessons were beneficial in their own way so we were considering if it would be possible to find the parts that were the most important so we still had time to introduce our kids to other important parts of our math block in the last 3 days of teaching. Brooke and I ran out of time with this discussion today. We will get back to this soon. (Kreikemeier, 08.20.26) - We are unsure about using List 0 lessons next year. Keep those notes in your pacing guide and we will revisit in the Spring as we make decisions for 2027-28. (Kreikemeier, 09.04.26)	
8/20/26	Anne Novicki	CMS	Students are showing enthusiasm in the daily discussions	The need for supplementations from 4th grade to align with our scales. Lessons 4.2, 4.12, 4.2.13, 4.2.14, 4.2.15, 4.3.3, 4.4.5, 4.4.6, 4.4.7 all need to be taught in order for 5th grade students to be prepared for PS 2 D.1.1.	This has resulted in doubling up and chunking in our content involving fractions and decimals. We will need to visit with 4th grade teachers to determine what was taught to mastery, so we don't have so many essential skills being pushed through.	Anne, what does 4.2.12 mean? And 4.2.13? Those aren't standards, and they aren't lessons. Help! (Kreikemeier, 08.20.26) Sorry, I see where this is confusing. They are the lessons that align with PS 1 D.1.2. They have long titles, so I informed them with grade + unit + lesson. Grade 4 + Unit 2 + Lesson 12. We had to go back and get more lessons because the 4 we have allocated for PS 1 D.1.2 is not fully covered what needs to be taught. Brooke and I ran out of time with this discussion today. We will get back to this soon. (Kreikemeier, 08.20.26) - We are unsure about using List 0 lessons next year. Keep those notes in your pacing guide and we will revisit in the Spring as we make decisions for 2027-28. (Kreikemeier, 09.04.26)	
As Julie and I weekly review the Amplify Desmos Math Implementation Feedback & Questions spreadsheet, we are seeing a few common questions from a few grade levels, and want to offer answers:							
Data Points (timing) Question: Data points are coming quickly, and sometimes content is taught the same day we are assessing. Not much "practice" happens for students in that lesson, but additional practice for that skill sometimes comes in the lesson or two after. Answer: Yes! (Julie) Can we move Data Points on our Pacing Guide? Like... can we formally move the Data Point for everyone? (Kreikemeier) Timing of Data Points can be adjusted as long as: 1) The entire grade level agrees. This must be decided in a District Collaboration meeting, not via email. 2) District Collab/Grade Level Admin must approve. 3) At minimum, T&L must be in the loop. T&L prefers to approve the decision as well. *We understand day-to-day changes may happen for individual classrooms; this question is directly addressing moving a data point for all teachers, formally, on the Pacing Guide.)							
Data Points (content) Question: Content on our data points doesn't seem aligned with the material. Can we alter question on Data Point? Answer: No. Data Points must be given as written. Our commitment is to teaching the standards. Data points are aligned to proficiency scales and, therefore, our standards.							
+ Kindergarten ▾ 1st Grade ▾ 2nd Grade ▾ 3rd Grade ▾ 4th Grade ▾ 5th Grade ▾ 6th Grade ▾ Template ▾							

Amplify Desmos Math

CPS BOE Update Special Education

September 14, 2026

Special Education Numbers-973

Building	Number
Centennial	88
Emerson	47
North Park	50
Lost Creek	96
West Park	53
Kramer	41
CMS	234
CHS	190
Early Childhood	56
Non-Public/HomeSchool	118

What is Happening

- Goalbook Training
- Indicator 11 Report
- State Reporting
- Final Financials
- Grant Claims

OUTSIDE BEHAVIORAL CONSULTANTS (ABA AND SIMILAR PROVIDERS)

Columbus Public Schools recognizes the growing demand for Applied Behavior Analysis (ABA) services and similar specialized behavior consulting support for students with autism and other intensive needs. While the district values external expertise, the district remains legally responsible for delivering a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), ensuring student safety, protecting privacy, maintaining equity, and supervising instructional staff.

Accordingly, parent-contracted or privately hired ABA therapists and non-contracted consultants are not permitted to provide direct 1:1 instructional or behavioral services inside district classrooms or during the instructional day. The presence of un-contracted third-party providers within the instructional setting raises significant concerns regarding staff oversight, general liability, student confidentiality under FERPA, union staffing agreements, and equitable access to educational environments.

Observations and IEP Collaboration: Columbus Public School is committed to strong collaboration with private providers. Private Providers may collaborate with school teams, attend IEP meetings at the parents requests, or do limited, but brief observations of the student when approved in advance by building administration and the special education director in alignment with district observation protocols.

Facility Use After Hours: The Superintendent, or designee, may consider requests to utilize district facility space for one-to-one therapy sessions outside of the regular school day. Such arrangements are evaluated on a case-by-case basis, must not interfere with school operations, and require an executed facility-use agreement, proof of adequate liability insurance, criminal background clearance, and Superintendent or designee approval.

District Responsibilities: Columbus Public Schools remains fully committed to meeting students' individual needs through its own special education staff, related service providers, and district-contracted professionals as determined through the Individualized Education Program (IEP) or 504 process. Ongoing professional development in evidence-based behavioral strategies will continue to be provided to district staff.

Legal Reference: Individuals with Disabilities Education Act (IDEA); Family Educational Rights and Privacy Act (FERPA); Neb. Rev. Stat. §79-201 et seq.



Student Services September 2026 School Board Report

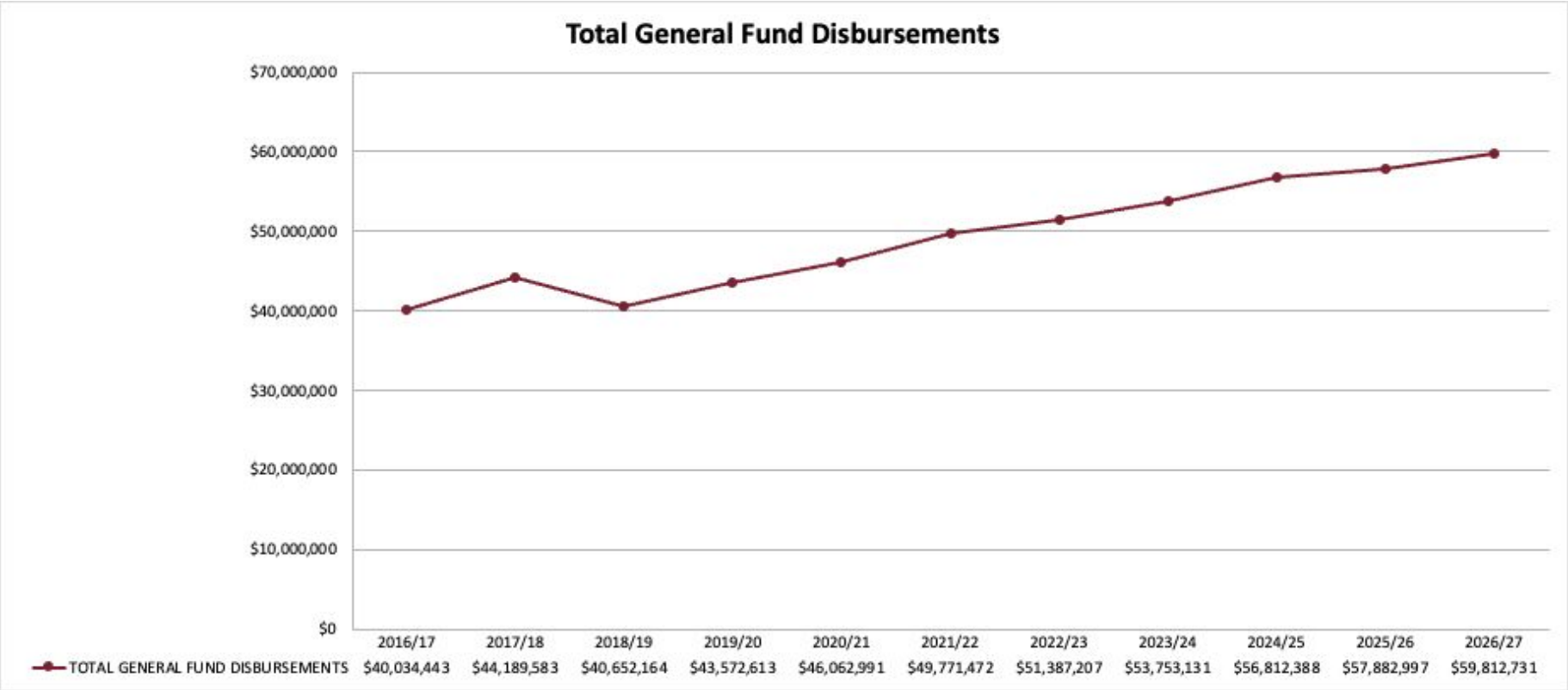
Non-Traditional Learning and Support Center Update

- 48 Students
 - 18 Super Seniors
 - 11 Seniors
 - 11 Juniors
 - 6 Sophomores
 - 3 Eighth Graders
- 24 courses have been completed
- 4 students have completed their HS graduation requirements
- 1st semester graduation ceremony will be December 4th @ KEC

2026-2027 Budget Proposal

September 14, 2026

Historical General Fund Expenditures

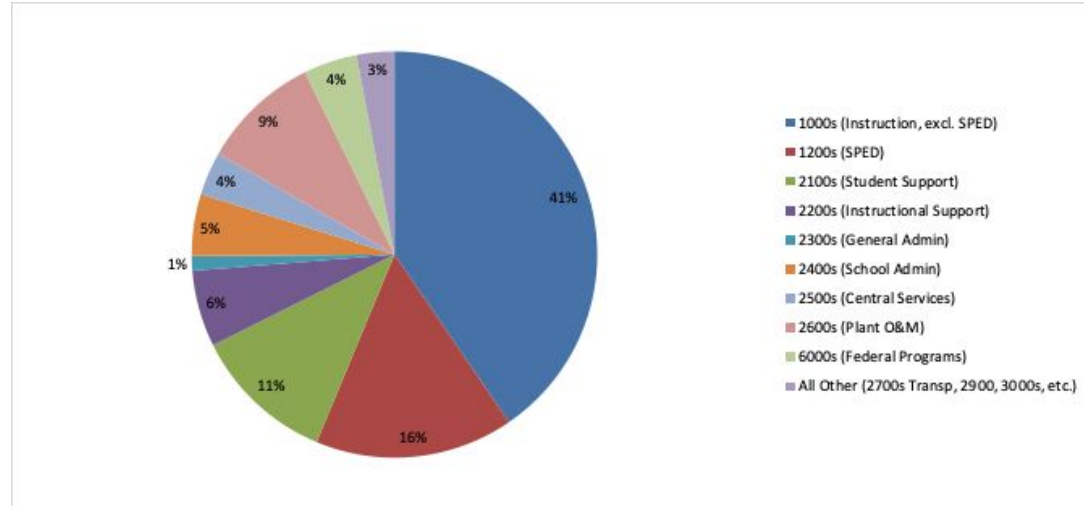


2026-27 Total General Fund Expenditures

- 1000s (Instruction, excl. SPED): \$24,191,005
- 1200s (SPED): \$9,465,031
- 2100s (Student Support): \$6,798,673
- 2200s (Instructional Support): \$3,638,758
- 2300s (General Admin): \$696,213
- 2400s (School Admin): \$2,948,979
- 2500s (Central Services): \$2,071,505
- 2600s (Oper/Cust):\$5,647,292
- 6000s (Federal Programs): \$2,550,965
- All Other (2700s Transp, 2900, 3000s, etc.): \$1,804,310

\$59,812,731 Total Expenditures

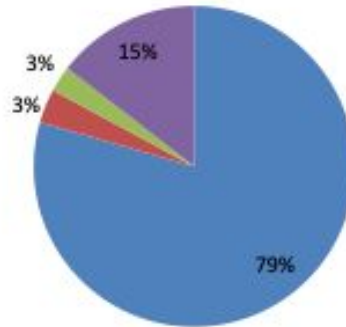
3.33% increase from 2025-26



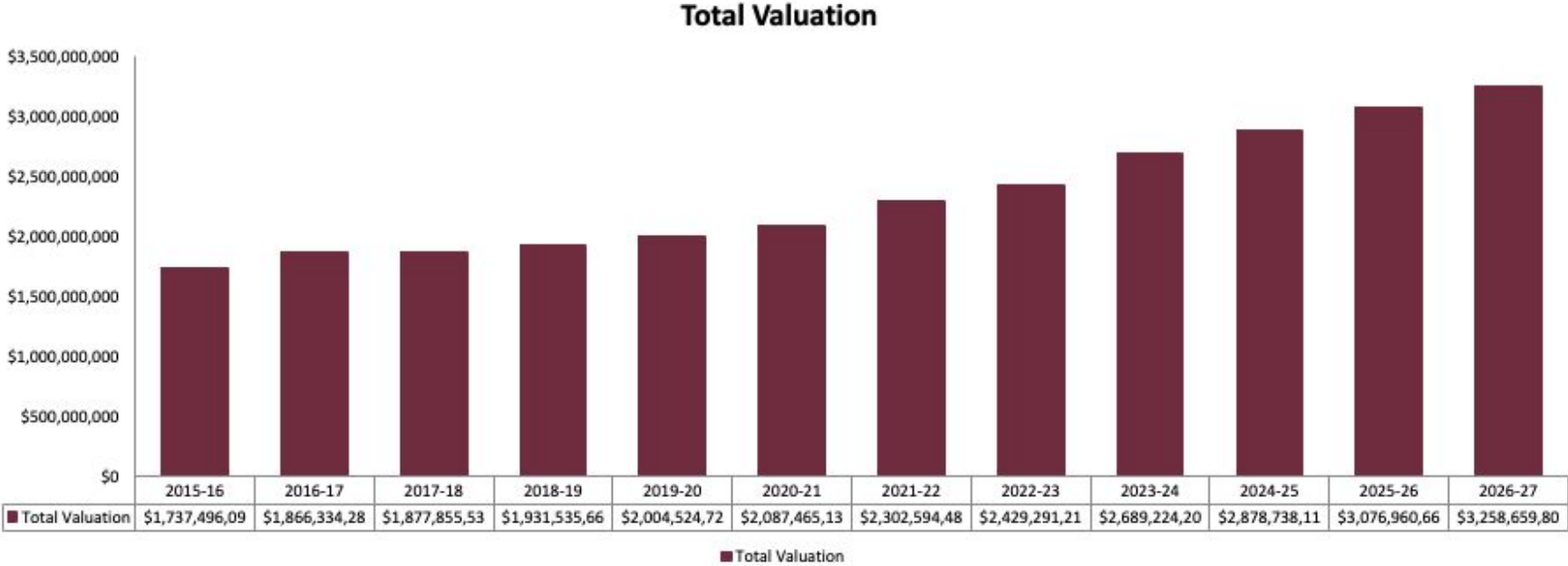
General Fund Staffing vs Operational Expenses

Staff + Object 320/340 vs. All Other Expenditures

■ Staff (salaries & benefits) ■ Object 320 — Prof. Educational Services
■ Object 340 — Other Professional Services ■ All Other Expenditures



Valuation Changes



Taxation and Levies

Valuation: \$3,258,281,899

General

- Asking: \$26,894,682 (\$0 increase)
- Levy: \$0.825425

Bond

- Asking: \$3,664,814 (\$3,327 decrease)
- Levy: \$0.114021

Building

- Asking: \$1,947,049 (\$0 increase)
- Levy: \$0.059757

QCPUF

- Asking: \$859,392 (\$300 decrease)
- Levy: \$0.026379

Total

- Asking: \$33,365,937
- Posted Levy: \$1.025579

Revenue Cap

Property Tax Authority (General and Building Funds)

- \$28,123,115

Additional Property Tax Authority Allowed (5%)

- \$2,904,881

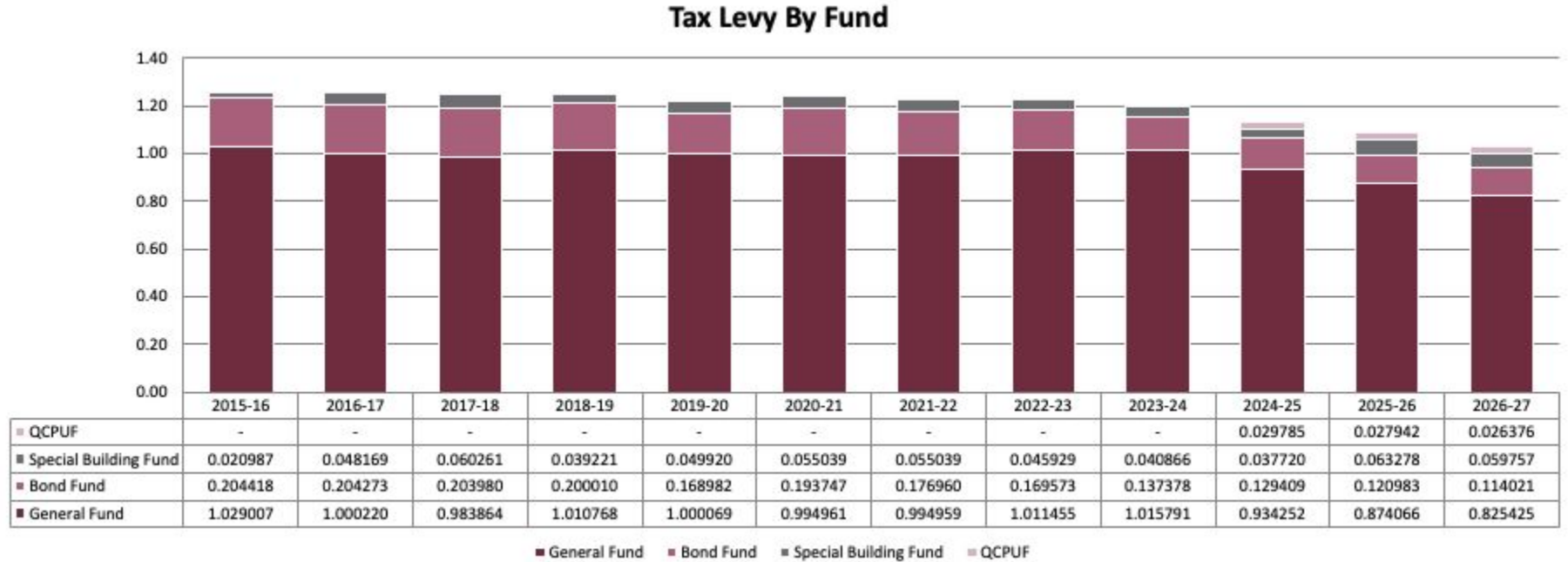
Proposed Building & General Fund Asking

- \$28,841,731

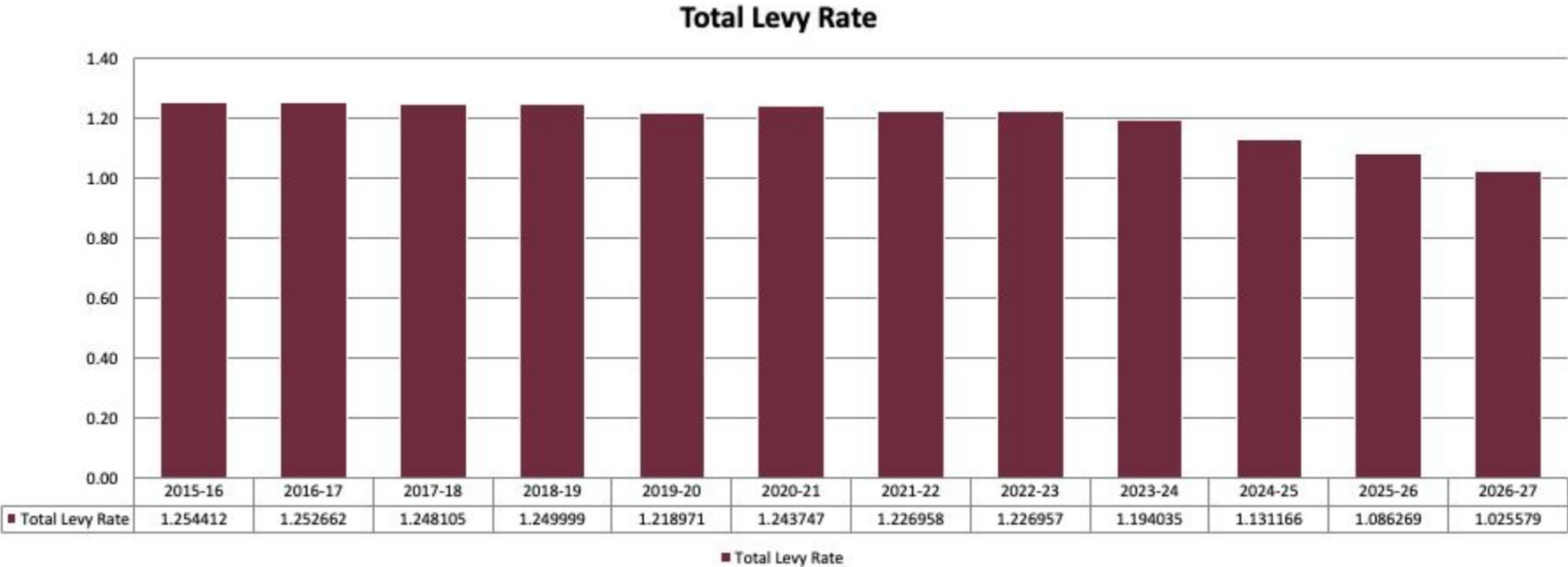
Additional Authority for Proposed Budget

- \$718,616

Tax Levy By Fund

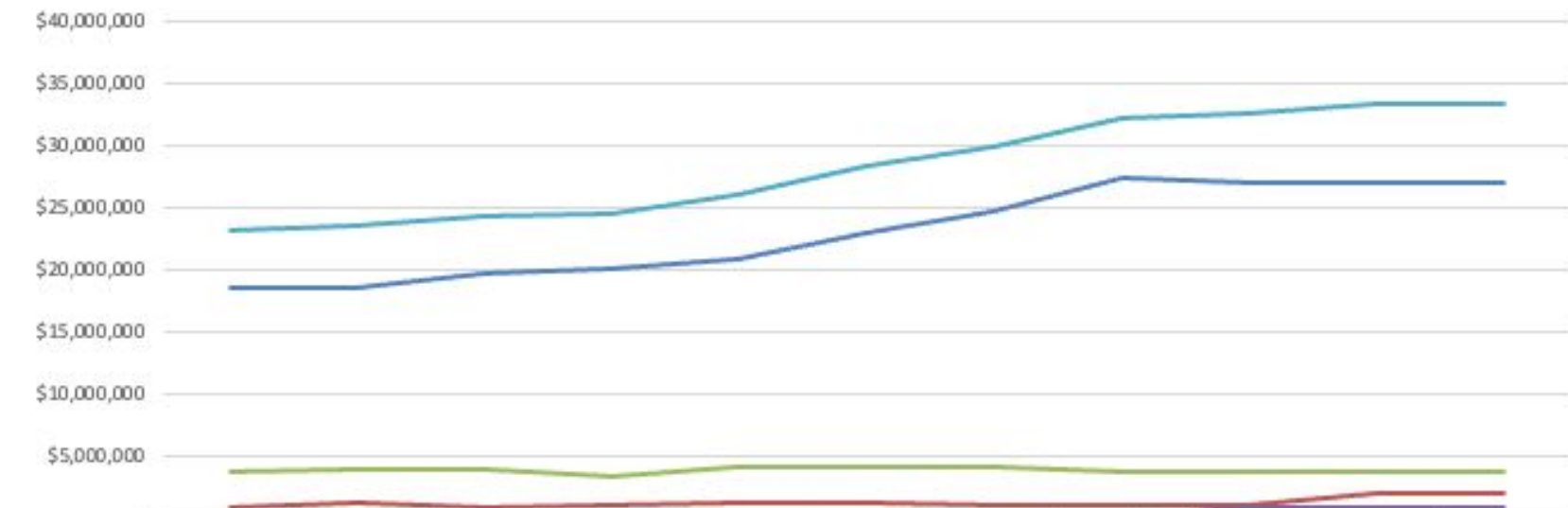


Total Levy Rate



Posted Total Tax Asking

Total Tax Asking



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
General Fund	\$18,509,401	\$18,494,137	\$19,580,607	\$20,046,630	\$20,769,464	\$22,944,727	\$24,571,187	\$27,316,897	\$26,894,682	\$26,894,682	\$26,894,682
Building Fund	\$891,383	\$1,132,753	\$759,790	\$1,000,659	\$1,148,920	\$1,269,253	\$1,115,749	\$1,098,978	\$1,085,859	\$1,947,049	\$1,947,049
Bond Fund	\$3,780,139	\$3,834,304	\$3,874,596	\$3,387,286	\$4,044,828	\$4,021,436	\$4,057,236	\$3,643,299	\$3,668,508	\$3,669,164	\$3,664,814
QCPUF	-	-	-	-	-	-	-	-	\$857,432	\$859,778	\$859,392
Total Asking	\$23,180,923	\$23,461,194	\$24,214,992	\$24,434,575	\$25,963,212	\$28,235,416	\$29,744,172	\$32,059,175	\$32,506,481	\$33,370,673	\$33,365,937

2025 Effective/Net Tax Rate for Non-Bond Taxes

Adopted Budget

- Total Valuation: \$3,077,229,414
- Levied Taxes: \$29,704,101
- Posted Levy: 0.965286

Property Tax Credits from the State

- Homestead Credit: \$1,279,190
- Real Property Tax Credit: \$2,074,218
- School Tax Credit: \$7,442,210

Effective Tax Outcome to Property Owner

- Net Tax: \$18,908,483
- Effective Levy: 0.614465

Projected 2026 Effective/Net Tax Rate for Non-Bond Taxes

Budget

- Valuation (5.6%): \$3,258,281,899
- Levied Taxes: \$29,701,123
- Posted Levy: 0.911558

Property Tax Credits from the State

- Homestead Credit: \$1,279,061
- Real Property Tax Credit: \$2,074,010
- School Tax Credit: \$7,442,464

Effective Tax Outcome to Property Owner

- Net Tax: \$18,906,588
- Effective Levy for General, Building, and QCPUF: 0.582072

Effective/Net Taxation

General, Building, QCPUF Funds Tax Asking
\$29,701,123

-

Homestead Exemption, Property Tax Credit and School Tax Credit
\$10,794,535 (projected)

+

Bond Fund
\$3,664,814

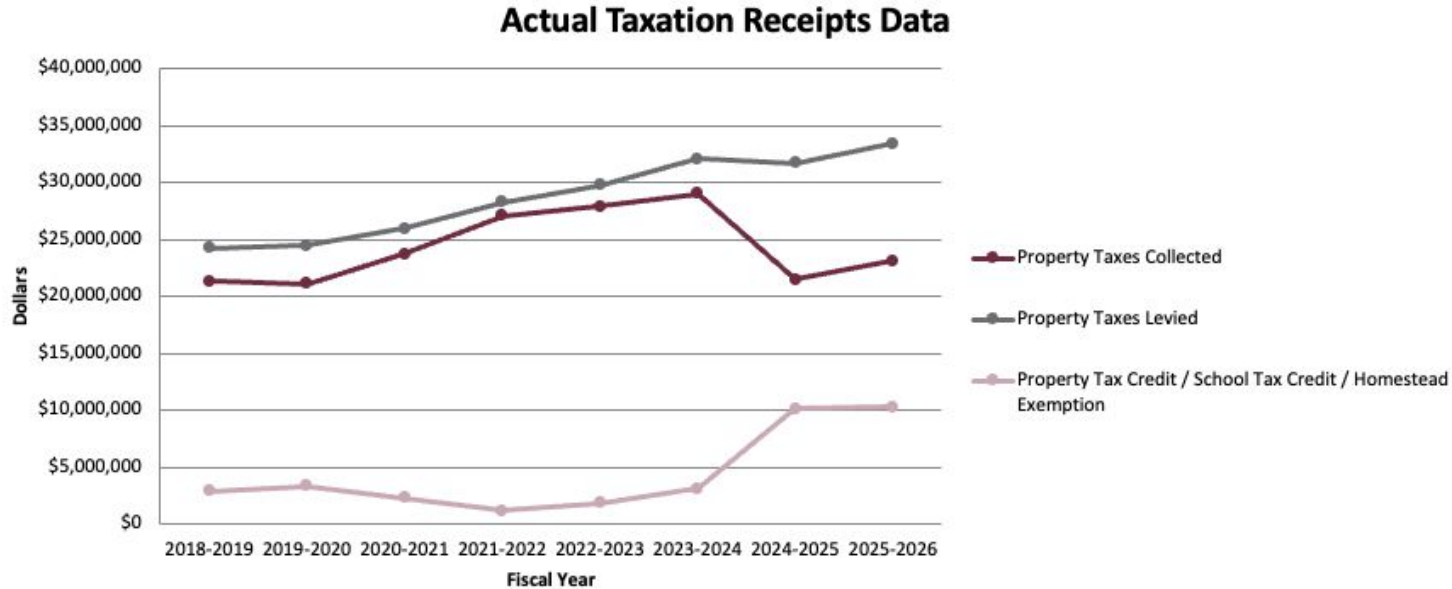
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Net Taxation
\$22,571,402

Taxes Levied vs Taxes Received

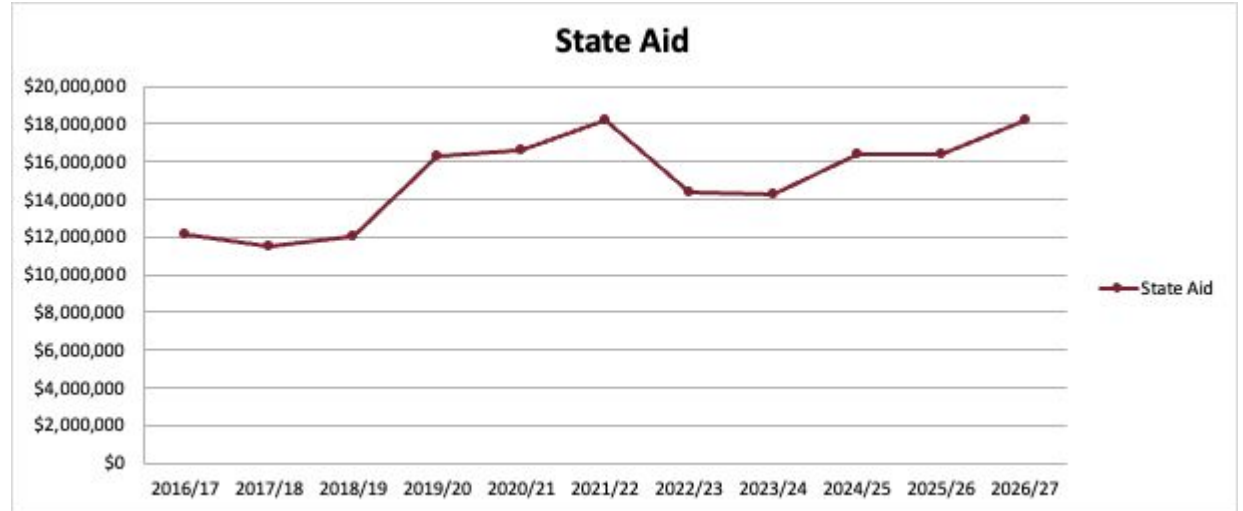
Fiscal Year	Property Taxes Collected	Property Taxes Levied	Property Tax Credit / School Tax Credit / Homestead Exemption
2018-2019	\$21,313,190	\$24,214,992	\$2,901,802
2019-2020	\$21,105,875	\$24,434,575	\$3,328,700
2020-2021	\$23,709,256	\$25,963,212	\$2,253,956
2021-2022	\$27,091,926	\$28,235,416	\$1,143,490
2022-2023	\$27,904,677	\$29,744,172	\$1,839,495
2023-2024	\$28,963,598	\$32,059,175	\$3,095,577
2024-2025	\$21,496,758	\$31,649,049	\$10,152,291
2025-2026	\$23,134,748	\$33,370,673	\$10,235,925

Taxes Levied vs Taxes Received



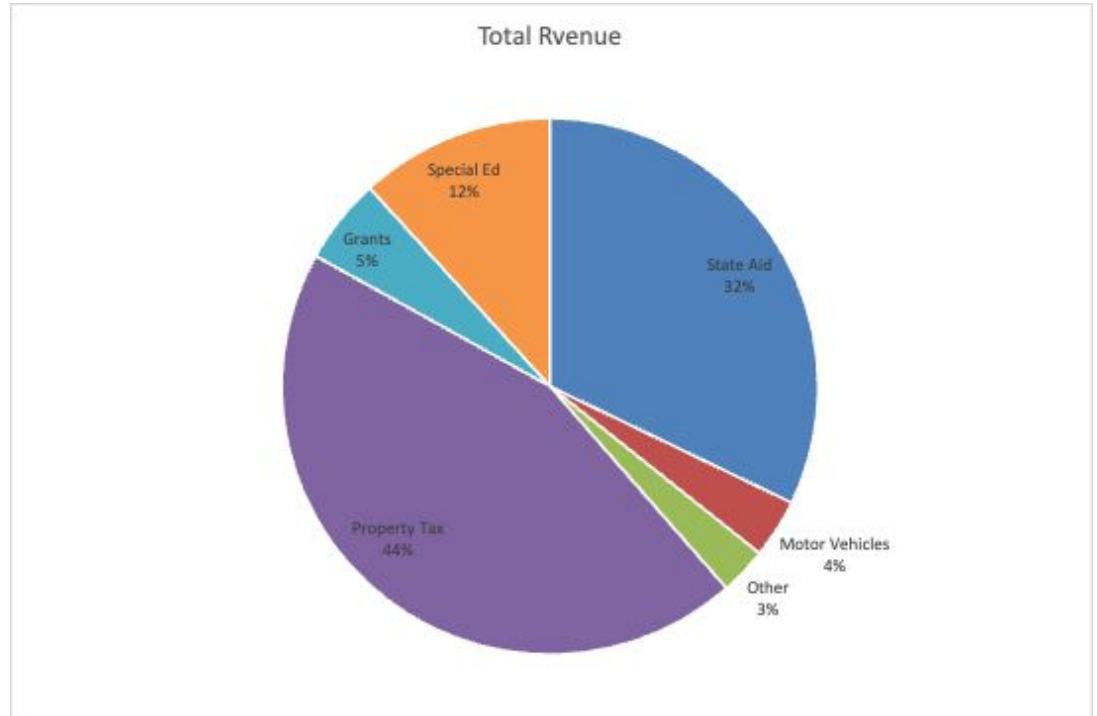
State Aid

- 2016/17: \$12,172,933
- 2017/18: \$11,523,048
- 2018/19: \$12,047,354
- 2019/20: \$16,269,523
- 2020/21: \$16,616,319
- 2021/22: \$18,184,815
- 2022/23: \$14,316,378
- 2023/24: \$14,245,963
- 2024/25: \$16,417,109
- 2025/26: \$16,417,109
- 2026/27: \$18,156,653



2026-27 General Fund Revenue Sources

- State Aid: \$19,226,146
- Motor Vehicles: \$2,128,190
- Other: \$1,711,250
- Property Tax & Other State Sources: \$26,625,735
- Grants: \$3,094,963
- Special Ed: \$7,026,447



Building Fund

Lease Payment: \$1,074,497

Repayment to Depreciation: \$250,000

Capital Projects: \$603,082

Net: \$1,927,579

Necessary Tax Asking: \$1,947,049 (\$0 increase)

Qualified Capital Purchasing Undertaking Fund (QCPUF)

QCPUF Payment Obligation: \$850,798

Necessary Tax Asking: \$859,392 (-\$300)

Bond Fund

Bond Payment Obligation: \$3,628,166

Necessary Tax Asking: \$3,664,814 (-\$3,327)

Total Budget Expenditures in Taxing Funds

General Fund: \$59,812,731

Building Fund: \$1,927,579

Bond Fund: \$3,628,166

QCPUF: \$850,798

Total: \$66,219,274

CPS Budget Hearing

September 14, 2026

Posting of Notice

Information on Columbus Public Schools prior financial data can be found at
www.columbuspublischools.org

Or

<https://nep.education.ne.gov>

Notice of Hearings was posted in the Columbus Telegram.

Copies of the Budget and Tax Asking are available by request from the office of the Superintendent.

Budget Hearing Requirements

Budget Hearing – All Subdivisions – State Statute Section 13-506 outlines what must be included in the Budget Hearing Notice.

- The budget information may be published in a summary format, but detail information must be available for public review.
- Notice can be given in one of the following methods:
- Published in a newspaper of general circulation within the governing body's jurisdiction. Publication must be at least four days prior to the date of the hearing. You can include the day of publication, but not the day of hearing. You must include a copy along with the affidavit of publication of the Budget Hearing Notice.

Budget Hearing Requirements

The following requirements apply to the Budget Hearing:

- Budget hearing must be held separately from regular scheduled meeting and cannot be limited by time.
- At least 3 copies of budget must be available to the public.
- Presentation must be given outlining key provisions of the proposed budget, including, but not limited to, a comparison with the prior year budget.
- Any member of public desiring to speak on the proposed budget shall be allowed to address the governing body and given a reasonable amount of time to do so.

Budget Document

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Columbus Public Schools (71-0001) in Platte County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 14th day of September, 2026 at 5:30 o'clock, P.M., at Administration Building 2410 16th St Ste A Columbus, NE 68601 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers 2024-2025 (1)	Actual/Estimated Disbursements & Transfers 2025-2026 (2)	Budgeted Disbursements & Transfers 2026-2027 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
General	\$ 56,812,329.00	\$ 57,862,598.00	\$ 67,388,607.00	\$ 12,066,340.00	\$ 52,829,212.00	\$ 26,894,682.00
Depreciation	\$ 483,050.00	\$ 1,110,782.00	\$ 4,214,627.00		\$ 4,214,627.00	
Employee Benefit	\$ -	\$ 118,845.00	\$ 259,026.00	\$ -	\$ 259,026.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 1,229,109.00	\$ 1,002,896.00	\$ 2,676,972.00	\$ -	\$ 2,676,972.00	
School Nutrition	\$ 3,111,468.00	\$ 3,075,375.00	\$ 3,116,136.00	\$ -	\$ 3,116,136.00	
Bond	\$ 3,610,874.00	\$ 3,632,222.00	\$ 3,628,165.00	\$ 5,077,429.00	\$ 5,077,428.00	\$ 3,664,814.00
Special Building	\$ 1,091,500.00	\$ 1,431,803.00	\$ 3,336,633.00		\$ 1,409,054.00	\$ 1,947,049.00
Qualified Capital Purpose Undertaking	\$ 3,628,273.00	\$ 3,878,227.00	\$ 2,145,079.00	\$ -	\$ 1,294,281.00	\$ 859,392.00
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 1,200.00	\$ 22,003.00	\$ 25,000.00	\$ -	\$ 25,000.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 69,967,803.00	\$ 72,134,751.00	\$ 86,790,245.00	\$ 17,143,769.00	\$ 70,901,736.00	\$ 33,365,937.00
Breakdown of Property Tax				Bond Purposes	Non-Bond Purposes	Total
				\$ 3,664,814.00	\$ 29,701,123.00	\$ 33,365,937.00

Joint Public Hearing Requirement

Columbus Public Schools			
2026-2027 ALLOWABLE GROWTH PERCENTAGE COMPUTATION FORM			
CALCULATION OF ALLOWABLE GROWTH PERCENTAGE			
Prior Year Non-Bond Property Tax Request <i>(Total Personal and Real Property Tax Required for All Other Purposes from prior year budget - Cover Page)</i>		(1)	\$ 26,841,731.00
Base Limitation Percentage Increase (2%)		2.00	% (2)
Real Growth Percentage Increase			
58,871,833.00	3,076,960,669.00	=	2.23 % (3)
2026 Real Growth Value per Assessor	Prior Year Total Property Valuation per Assessor		
Total Allowable Growth Percentage Increase (Line 2 + Line 3)		(4)	4.23 %
Allowable Dollar Amount of Increase to Property Tax Request (Line 1 x Line 4)		(5)	\$ 1,220,005.22
TOTAL PROPERTY TAX REQUEST (Line 1 + Line 5) <i>(Without needing to attend Joint Public Hearing, or be included on postcard notification)</i>		(6)	\$ 30,061,736.22
ACTUAL PROPERTY TAX REQUEST			
2026-2027 ACTUAL Non-Bond Property Tax Request <i>(Total Personal and Real Property Tax Required for All Other Purposes from Cover Page)</i>		(7)	\$ 29,701,123.00
Property Tax Request is within allowable growth percentage. Political subdivision is NOT required to complete postcard notification requirements, or participate in the joint public hearing.			
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 the required information to the County Assessor electronically by September 4th. 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.			

Cities, Counties, and School Districts are required to hold this hearing if their property tax request does not exceed the Property Tax Request Act's allowable growth percentage (2% plus real growth percentage). If a City, County, or School District has a property tax request that exceeds the allowable growth percentage, the Joint Public Hearing is held in-lieu of the Special Hearing to set Property Tax Request. See following information regarding Joint Public Hearing requirements.

We will not be attending the Joint Public Hearing.

Expenditure Limits

<u>EXPENDITURE LIMITS</u>			
TOTAL BUDGET	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
General Fund (incl. Cash Rsv.)	68,624,260	\$ 70,601,394	\$ 79,454,947
Depreciation Fund	1,103,477	\$ 2,976,965	\$ 4,236,343
Activities fund	2,505,641	\$ 2,528,251	\$ 2,676,972
School Lunch Fund	3,167,453	\$ 3,458,895	\$ 3,116,136
Bond Fund	8,166,112	\$ 9,214,793	\$ 8,705,594
Special Building Fund	1,683,279	\$ 2,630,787	\$ 3,436,783
QCPUF		\$ 4,857,876	\$ 2,192,041
Employee Benefit		\$ 118,845	\$ 259,026
Student Fees		\$ 22,003	\$ 25,000
Total	85,250,222	\$ 96,409,809	\$ 104,102,842

Planned General Fund Expenditures

GENERAL FUND EXPENDITURES	2024-2025	2025-2026	2026-2027
regular education	\$ 24,256,391	\$ 25,188,268	\$ 25,717,898
special education	\$ 9,390,575	\$ 10,253,360	\$ 11,232,674
student support services	\$ 3,181,599	\$ 3,342,027	\$ 3,588,647
staff support services	\$ 3,386,793	\$ 3,361,349	\$ 3,560,734
board of education	\$ 167,000	\$ 107,428	\$ 149,000
executive administration	\$ 467,240	\$ 484,004	\$ 506,213
legal services	\$ 55,000	\$ 53,715	\$ 55,000
building administration	\$ 2,916,824	\$ 2,858,373	\$ 2,948,979
business services	\$ 2,106,379	\$ 1,850,866	\$ 1,564,836
vehicle acquisition&maint.	\$ 11,000	\$ 19,533	\$ 20,000
building operation&maint.	\$ 5,108,350	\$ 5,395,038	\$ 5,427,292
regular student transportation	\$ 528,521	\$ 614,116	\$ 530,652
SpEd transportation	\$ 586,894	\$ 632,776	\$ 583,431
community services (SRO/ASP)	\$ 270,000	\$ 468,931	\$ 512,812
state categorical programs	\$ 190,099	\$ 204,369	\$ 211,654
facilities, sites, and land	-		
federal programs	\$ 2,615,865	\$ 2,434,068	\$ 2,550,965
esser/cares grant	-		
summer school	\$ 212,493	\$ 177,030	\$ 140,274
grant writer	-	\$ 5,000	\$ 5,000
communications & marketing	\$ 291,432	\$ 294,901	\$ 299,250
foundation	\$ 111,706	\$ 117,536	\$ 207,419
Total Expenditures	\$ 55,854,161	\$ 57,862,688	\$ 59,812,730
cash reserve	\$ 12,770,099	\$ 12,738,707	\$ 12,066,340
\$ change from prior year	\$ 1,962,728	\$ 2,008,527	\$ 1,950,042
% change from prior year	3.64%	3.60%	3.37%

CPS Tax Asking Hearing

September 14, 2026

Tax Hearing Requirements

- Notice must be published. Publication must be at least four days prior to the date of the hearing. You can include the day of publication, but not the day of hearing. You must include a copy along with the affidavit of publication of the Special Hearing to Set Property Tax Request Notice.
- Hearing may be held on the same day as the Budget Hearing, as long as notice has been given for both hearings.

Assessed Valuations

<u>ASSESSED VALUATION</u>	2024-2025	2025-2026	2026-2027
Butler County	\$ 13,411,067	\$ 15,061,259	\$ 15,917,014
Platte County	\$ 2,863,814,711	\$ 3,060,198,450	\$ 3,241,026,150
Polk County	\$ <u>1,512,335</u>	\$ <u>1,700,960</u>	\$ <u>1,716,640</u>
Total	\$ 2,878,738,113	\$ 3,076,960,669	\$ 3,258,659,804
\$ change from prior year	\$ 189,513,904	\$ 198,222,556	\$ 181,699,135
% change from prior year	7.05%	6.89%	5.91%
student enrollment	4145	4047	4032
valuation per student	\$ 694,509	\$ 760,307	\$ 808,199

General Fund Revenues

GEN. FUND REVENUES	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Property Taxes	\$ 26,625,735	\$ 26,625,735	\$ 26,625,735
Other local sources	\$ 3,301,250	\$ 3,406,888	\$ 3,285,530
County sources	\$ 150,000	\$ 161,000	\$ 205,615
State Aid	\$ 16,417,109	\$ 18,156,653	\$ 19,226,146
Other state sources	\$ 6,482,625	\$ 7,862,829	\$ 8,030,354
Federal sources	\$ 2,503,357	\$ 1,649,583	\$ 2,439,350
ESSER/Cares Funds	-		
Other miscellaneous sources	-		
Total	\$ 55,480,076	\$ 57,862,688	\$ 59,812,730
	\$ 1,588,790	\$ 2,382,612	\$ 1,950,042
	2.95%	4.29%	3.37%

Posted Tax Levies

<u>TAX LEVY</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
General Fund	0.934252	0.874066	0.825425
Bond Fund	0.129409	0.120983	0.114021
Special Building Fund	0.03772	0.063278	0.059757
QCPUF	0.029785	0.027942	0.026376
Total	1.131166	1.086269	1.025579
change from previous year	-0.062869	-0.044897	-0.06069

Posted Tax Levy

Notice of Special Hearing To Set Final Tax Request

Columbus Public Schools (71-0001) in Platte County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 14th day of, September 2026 at 5:45 o'clock P.M., at Administration Building 2410 16th St Ste A Columbus, NE 68601 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2025-2026	2026-2027	Change						
Property Valuations	3,076,960,669	3,258,281,899	6%						
Bond Valuation	3,032,786,714	3,214,163,542	6%						
	2025-2026 Budget Information				2026-2027 Budget Information				
Fund	2025-2026 Operating Budget	2025-2026 Property Tax Request	2025 Tax Rate	Property Tax Rate (2025-2026 Request Divided By 2026 Valuation)	2026-2027 Operating Budget	2026-2027 Proposed Property Tax Request	Proposed 2026 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	62,862,687.00	26,894,682.00	0.874066	0.825425	67,388,607.00	26,894,682.00	0.825425	-6%	7%
Bond Fund(s) K - 12	3,632,472.00	3,669,164.00	0.119246	0.112610	3,628,165.00	3,664,814.00	0.114021	-4%	0%
Special Building Fund	2,630,787.00	1,947,049.00	0.063278	0.059757	3,436,783.00	1,947,049.00	0.059757	-6%	31%
Qualified Capital Purpose Undertaking Fund K - 12	4,857,876.00	859,778.00	0.027942	0.026387	2,192,041.00	859,392.00	0.026376	-6%	-55%
Total	73,983,822.00	33,370,673.00	1.086269	1.024179	76,645,596.00	33,365,937.00	1.025579	-6%	4%

Total Budget Expenditures & Tax Asking

Expenditures in Taxable Funds:

- General Fund: \$59,812,731
- Building Fund: \$1,927,579
- Bond Fund: \$3,628,166
- QCPUF: \$850,798

Total: \$66,219,274

Tax Asking:

- General Fund: \$26,894,682
- Building Fund: \$1,947,049
- Bond Fund: \$3,664,814
- QCPUF: \$859,392

Total: \$33,365,937

Effective/Net Taxation

General, Building, QCPUF Funds Tax Asking

\$29,701,123

-

Homestead Exemption, Property Tax Credit and School Tax Credit

\$10,794,535 (projected)

+

Bond Fund

\$3,664,814

=

Effective/Net Taxation

\$22,571,402

Projected Total Effective Levy: \$0.696093

Board Update: Sept 2026

- HS Expanded Sidewalk from student parking lots
- MS Storm sewer update
- Network Update
- Future network wiring project at HS - erate
- Technology Surplus(action item)

COLUMBUS PUBLIC SCHOOLS

Policy Code: 509.05	Section: Students	Adopted: September 21, 2026
Revised:	Reviewed: September 14, 2026	

Video and Audio Recording of Students by Staff for Academic or Evaluation Purposes

I. Purpose

Columbus Public Schools ("the District") recognizes that video and audio recording of students by staff can serve legitimate instructional, professional development, and evaluation purposes, including but not limited to student self-assessment, skill demonstration, instructional coaching and staff evaluation, speech-language and related-service documentation, and/or progress monitoring under an Individualized Education Program (IEP) or Section 504 Plan. This policy establishes guidelines for the appropriate creation, use, storage, access, and disposal of such recordings in order to protect student privacy, comply with applicable federal and state law, and support sound instructional and evaluative practice.

II. Scope

This policy applies to all District staff, including teachers, paraeducators, administrators, coaches, related-service providers, and student teachers, who create video or audio recordings of students during District-sponsored instruction, activities, or evaluations using District-owned or District-approved devices, platforms, or applications. This policy does not govern:

- Recordings made by District security or building surveillance systems (see Policy 402.22 Video Surveillance);
- Video or photography of public performances, athletic events, concerts, or ceremonies open to the public covered in policy 1004.01;
- Photography or recording by parents/guardians attending school-sponsored public events.

III. Definitions

Recording: Any video, audio, or combined audio-video capture of one or more identifiable students, whether stored temporarily or permanently, made on a District-owned device, District-managed cloud service, or District-approved application.

Academic Purpose: Use of a recording directly tied to instruction, such as student self-reflection, skills practice, presentations, formative assessment, or portfolio documentation.

Evaluation Purpose: Use of a recording to (a) document staff performance for instructional coaching or personnel evaluation, or (b) document student performance where required by an IEP, Section 504 Plan, Behavior Intervention Plan, or related-service documentation (e.g., speech-language therapy, occupational therapy, physical therapy).

Education Record: Has the meaning given in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. Part 99. A recording that is directly related to a student and is maintained by the District is generally an education record.

IV. General Guidelines

1. Recordings of students for academic or evaluation purposes shall be made only using District-owned or District-approved devices, applications, and storage platforms. Staff shall not use personal cell phones, personal cloud accounts, or personal social media accounts to record or store student images, video, or audio for these purposes.
2. Recordings shall be limited to the content reasonably necessary to accomplish the stated academic or evaluation purpose, and shall avoid capturing students who are not part of the intended activity whenever practicable.
3. Staff shall inform students, and provide reasonable advance notice to parents/guardians as described in Section V, of the purpose of a recording, how it will be used, who will have access to it, and how long it will be retained.
4. Recordings shall not be made in locations where students have a heightened expectation of privacy, including locker rooms, restrooms, and health office examination areas.
5. Staff shall not record students during disciplinary interactions, mental health crises, or other sensitive personal circumstances, except as specifically required by an IEP, Section 504 Plan, Behavior Intervention Plan, or applicable law.
6. Recordings made for instructional coaching or personnel evaluation that incidentally capture students shall be used solely for the stated professional development or evaluation purpose and shall not be shared, posted, or distributed outside the personnel evaluation process without separate written authorization.
7. Recordings shall not be posted to public or personal social media accounts. Use of student recordings in District-sponsored public communications (newsletters, District social media, District website) is governed separately by Policy 507.02, Student Photograph and Directory Information Release, and requires the applicable consent described in that policy.

V. Notice and Consent

Because recordings that are maintained and directly related to a student generally constitute education records under FERPA, the following notice and consent procedures apply:

1. **Annual Notice.** The District will provide annual notice to parents/guardians, consistent with the District's FERPA annual notification, that recordings may be made of students for the academic and evaluation purposes described in this policy.
2. **Routine Instructional Recordings.** Recordings made as part of ordinary classroom instruction (for example, a student recording a class presentation, or being incidentally captured during a lesson demonstration) do not require separate written parental consent beyond the annual notice, provided the recording is used only within the instructional context, is accessible only to the student, the student's teacher(s), and, where applicable, the student's parent/guardian, and is not shared outside that context.
3. **Special Education and Related Services.** Recordings made to document progress toward IEP or Section 504 goals, or to support related-service delivery, shall follow the notice and consent procedures required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the student's individual education plan. Where an IEP team or Section 504 team determines that recording will support the student's evaluation or service delivery, that determination and any associated parental consent shall be documented in the student's file.

4. Staff Evaluation Recordings. Recordings made for the primary purpose of evaluating or coaching a staff member (e.g., an administrator recording a lesson for a post-observation conference) that incidentally include students do not require individual parental consent, provided the recording is retained and accessed only within the personnel evaluation process in accordance with Policy 406.09, Personnel Evaluation, and applicable personnel records law.
5. Opt-Out. A parent/guardian who does not wish their student to be individually featured in non-routine recordings (e.g., a video used for a public presentation, a recording shared with other classes) may notify the building principal in writing. The District will make reasonable accommodations to honor such requests, consistent with the student's ability to participate in instruction.

VI. Storage, Retention, and Access

1. Recordings shall be stored only on District-approved, access-controlled platforms (e.g., the District's student information system, a District-managed cloud storage account, or a District-approved instructional application). Recordings shall not be stored on personal devices, personal drives, or personal cloud accounts.
2. Access to recordings shall be limited to staff with a legitimate educational interest in the recording, consistent with FERPA, and to the student's parent/guardian upon request, consistent with the parent's right to inspect and review education records.
3. Recordings made for routine instructional purposes shall be retained no longer than necessary to fulfill the academic purpose, and in no case longer than the end of the school year in which they were created, unless retained as part of a student's IEP, Section 504, or other official education record, in which case the District's standard student records retention schedule applies.
4. Recordings made for staff evaluation purposes shall be retained in accordance with the District's personnel records retention schedule and applicable law.
5. Staff shall delete recordings from District devices and applications promptly once the recording's purpose has been fulfilled and any applicable retention period has been satisfied.
6. Video and audio recordings covered under this policy should be permanently deleted upon completion of the class/school year, termination of enrollment, or graduation.

VII. Students with Disabilities

For students receiving special education or related services, recordings used for evaluation, progress monitoring, or service documentation shall be treated as part of the student's education record and shall be maintained, accessed, and disclosed in accordance with IDEA, Section 504, FERPA, and the District's special education records procedures. Nothing in this policy limits a parent's right to request an independent educational evaluation or to review recordings that are part of their student's education record.

VIII. Staff Responsibilities and Training

1. Building administrators shall ensure staff who regularly make academic or evaluation recordings of students receive guidance on this policy at the start of each school year.
2. Staff shall immediately report any unauthorized recording, loss, or improper disclosure of student recordings to their building principal and the District's Data Privacy/FERPA point of contact.
3. Violation of this policy may result in disciplinary action, up to and including termination, consistent with District personnel policy and applicable due process requirements.

IX. Legal Reference

- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq.; 34 C.F.R. Part 300
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Nebraska Student Data Privacy Act, Neb. Rev. Stat. §§ 79-2,146 to 79-2,154
- Neb. Rev. Stat. § 79-2,104 et seq. (student records)
- District Policy 507.01, FERPA / Student Records
- District Policy 402.22, Video Surveillance
- District Policy 507.02 and 507.03, Student Photograph and Directory Information Release
- District Policy 406.09, Personnel Evaluation

Note: This is a sample policy template for review and adaptation by district legal counsel and the Board of Education prior to adoption. Bracketed items require district-specific completion (policy numbering, cross-references, adoption dates).

Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Special Education Procedures

The following procedures describe the steps that the school district will generally follow in implementing certain portions of the Individuals with Disabilities in Education Act and Rules 51 and 52 of the Nebraska Department of Education (NDE). If any procedure described herein conflicts with or is inconsistent with state or federal laws or regulations, the law or regulation will control. Nothing in the following procedures creates any enforceable right, educational entitlement or procedural protection that is separate from or in addition to the rights provided by state and federal law and regulation.

Free Appropriate Public Education (FAPE) (Rule 51 § 004.01; 34 § CFR 300.101)

Except as otherwise provided by law, the school district will ensure that all children with verified disabilities, from birth through the school year in which the child reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a FAPE, which includes special education and related services to meet their unique needs and the availability of FAPE for resident children in detention facilities, correctional facilities, jails, and prisons.

The school district will ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

Full Education Opportunity Goal and Program Options (Rule 51 § 004.11A; 34 CFR § 300.109)

The school district provides full educational opportunities to all children with disabilities aged birth to 21. The school district does this, in part, by:

- Offering and providing a free appropriate public education (FAPE), including special education and related services, and complying with all state and federal special education laws and regulations;
- Making available to children with disabilities a variety of educational programs and services that are available to nondisabled children including, but not necessarily limited to, art, music, industrial arts, consumer and homemaking education, and vocational education
- Working collaboratively with parents, teachers, guidance counselors, other school staff members, community agencies, educational service units, and other school districts to review

and/or offer appropriate course offerings and other educational opportunities;

- Providing supplementary aids, services, and other effective supports determined appropriate and necessary by the child's IEP Team, to ensure that students have an equal opportunity to participate in academic, nonacademic, and extracurricular services and activities;
- Collecting and examining data; and
- Staff development activities

The timetable for accomplishing this goal is immediate and ongoing. The school district accomplishes this goal by taking the above steps on a regular, scheduled, and ongoing basis as well as on an unplanned basis when the need arises for each individual student.

Child Find Process (Rule 51 § 006.01A and Rule 52 § 006.01; 34 CFR § 300.111)

To identify, locate and evaluate children residing within the geographic boundaries of the school district who may qualify for special education (including homeless children and wards of the State), the school district will take the following practical steps:

- a) announce in mailings sent to families with school-aged children at least annually that the school district will identify and verify children at no charge for possible disabilities;
- b) include information about the identification and verification of children for possible disabilities at no charge in mailings sent to patrons, homeless shelters, and Health and Human Service offices located in the school district at least annually; and
- c) accept referrals for evaluation directly from parents, school personnel, and other state and regional agencies.

Student Assistance Teams (Rule 51 § 006.01B). The school district will use student assistance teams to develop individualized programs of support for students who may be experiencing difficulties in school. The school district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51 of the Nebraska Department of Education.

The SAT will be an ad hoc group created around a student, and will generally include building staff with expertise in the specific content area(s) identified as problematic for the student. The SAT may also

involve other interested or relevant staff and may, but is not required to, include the student's parent.

The team will review the strengths and interests that are unique to the student and determine the academic or social challenges the student is facing at school. The team will then develop ideas and strategies that may help the student be more successful in school.

If the SAT determines that appropriate general education interventions have been attempted without success, it will consider evaluating the student for eligibility under Section 504 of the Rehabilitation Act or referring the student to the multidisciplinary team for evaluation pursuant to Rule 51.

Multidisciplinary Evaluation Team (Rule 51, § 006.03 and Rule 52 § 006.09). The school district will appoint a Multidisciplinary Evaluation Team (MDT) which will be responsible for making all verification decisions pursuant to the qualification criteria in Rule 51 of the Nebraska Department of Education. The MDT will analyze, assess, and document the needs of each student, and the MDT's compiled information will be used on the Individual Family Service Plan (IFSP) or Individualized Education Plan (IEP) if the MDT determines that the student qualifies for special education.

The MDT will not base a student's verification upon 1) lack of appropriate instruction in reading as contemplated in Section 614(a)(5)(A) of the Individuals with Disabilities Education Act of 2004, 2) lack of instruction in math, or 3) limited English proficiency.

If a nonpublic school student qualifies for the school district's special education program, an administrator or other designated representative of the student's nonpublic school shall be appointed as a member of the student's MDT.

Referral Procedures for Infants and Toddlers (Rule 52 § 006.01-006.03). The school district will make a referral for a child under the age of three to the agency responsible for providing services coordination in the Planning Region as soon as possible but in no case later than seven (7) days after becoming aware of the infant's or toddler's potential eligibility for early intervention services. A child under the age of three who is the subject of a substantiated case of child abuse or neglect; or is identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure must be referred to the Early

Intervention Program (the agency responsible for providing services coordination in the Planning Region).

Except as otherwise allowed by law or regulation (see Rule 52 § 006.02B), the school district must complete the screening; complete the initial evaluation and assessments; and participate in the initial individualized family service plan (IFSP) within 45 calendar days from the date of referral.

IEP Meetings (Rule 51 § 007.09A–C, G–H)

Each student's IEP team will meet initially to develop the student's IEP within 30 calendar days of the determination that the student qualifies for special education. Thereafter, each IEP team will meet at least once annually to determine whether the annual goals of the student's IEP are being achieved. The student's IEP team will also ensure that the student's IEP is in effect at the beginning of each school year. The school district will encourage the consolidation of reevaluation meetings with other IEP Team meetings to the extent possible. The school district and parents may agree to meeting participation by video conference, conference call, or other electronic or alternative means.

Pre-Meeting Procedures. Staff members may engage in activities such as researching placements and service options, preparing draft IEP documents, writing reports, creating charts, and comparing student makeup of various program settings prior to and in preparation for IEP team meetings. Actual IEP and placement decisions, however, will not be made until concerns and input of parents and other members of the IEP team are received and considered at an IEP meeting. Although staff members may consider possible service and placement options and form opinions about them outside of an IEP meeting, no final decision will be made before full consideration of all data and input from all team members at an IEP team meeting. The school district has no policy of refusing to consider or use any particular service, program, or placement option.

Individualized Education Program (Rule 51 § 007; 34 CFR § 324)

At the beginning of each school year, the school district will have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in 34 CFR § 300.320 that meets the requirements of 34 CFR § 300.323. The IEP shall be developed, reviewed, and revised for each child with a disability as follows.

Development of the IEP

General. In developing each child's IEP, the IEP Team will consider:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child.

Consideration of special factors. The IEP Team will:

- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- (v) Consider whether the child needs assistive technology devices and services.

Requirement with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of:

- (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and

- (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with law.

Agreement.

- (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the school may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
- (ii) If such changes are made to the child's IEP, the school must ensure that the child's IEP Team is informed of those changes.

Consolidation of IEP Team meetings. To the extent possible, the school must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or by *Agreement* as provided above, by amending the IEP rather than by redrafting the entire IEP. Review and revision of IEPs

General. The school will ensure that the IEP Team:

- (i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
- (ii) Revises the IEP, as appropriate, to address -
 - (A) Any lack of expected progress toward the annual goals described in 34 CFR § 300.320(a)(2), and in the general education curriculum, if appropriate;
 - (B) The results of any reevaluation conducted under 34 CFR § 300.303;
 - (C) Information about the child provided to, or by, the parents, as described under 34 CFR § 300.305(a)(2);
 - (D) The child's anticipated needs; or
 - (E) Other matters.

Consideration of special factors. In conducting a review of the child's IEP, the IEP Team must consider the special factors described above.

Requirement with respect to regular education teacher. A regular education teacher of the child, as a member of the IEP Team, must, consistent with the requirement above, participate in the review and revision of the IEP of the child.

Failure to meet transition objectives

Participating agency failure. If a participating agency, other than the school, fails to provide the transition services described in the IEP in accordance with 34 § 300.320(b), the school will reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Children with disabilities in adult prisons

Requirements that do not apply. The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612(a)(16) of the Act and 34 CFR § 300.320(a)(6) (relating to participation of children with disabilities in general assessments).

(ii) The requirements in 34 CFR § 300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

Modifications of IEP or placement.

(i) Subject to law, the IEP Team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(ii) The requirements of 34 CFR §§ 300.320 (relating to IEPs), and 300.114 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section.

Contracted Programs (Rule 51 § 013.02).

The school district shall be responsible for the development and maintenance of the IEP and the participation in all IEP meetings and shall assure that IEP meetings are arranged with the contracted program and the parents. Such arrangements may include meetings with the contracted program, the school district, and the parent. Meetings may occur within the district, at the contracted program site, or another site if more appropriate.

IEP Distribution to Parents (Rule 51 § 007.09D, F).

A copy of the IEP will be provided to the parent at no cost. If the IEP is amended, the parent will be provided with a revised copy of the IEP with the amendments incorporated upon request.

Distribution of IEP information to staff (Rule 51 § 007.02C, § 007.02D, and § 007.09E1).

The case manager for each student with an IEP will provide the staff assigned to work with that student with information about the student's disabling conditions, the modifications and accommodations called for in the student's IEP. The case manager will also inform relevant staff of any subsequent changes made to the student's IEP. This information may be provided by: giving staff members a copy of the student's IEP; giving staff members a copy of the accommodations page of the student's IEP; or using any other method reasonably calculated to communicate relevant information to the responsible staff member(s).

Least Restrictive Environment (Rule 51 § 008.01A; 34 CFR 314)

The school district will assure that, whenever possible, all students with disabilities are educated in the same manner and in the same environment as students without disabilities by using supplementary aids and services. A student with a disability or disabilities will be removed from the regular educational environment and given special services and classes *only* when the nature of the disability does not allow for the satisfactory education of the student in regular classes.

Procedural Safeguard Notice (Rule 51 § 009.06A-D; 34 CFR 504)

A copy of the procedural safeguards will be given by the school district one time per school year. A copy shall also be given to the parent upon: a) initial referral or parental request for evaluation, b) upon request by a parent, c) upon receipt by the school district of the first occurrence of the filing of a complaint under section 009.11 of Rule 51, d) the first occurrence of filing a special education due process case under Rule 55, and e) in accordance with the discipline procedures in section 016 of Rule 51. The notice shall include a full explanation of all procedural safeguards in compliance with section 009.06B of Rule 51. The notice shall be written in English and provided in the native language of the parent as required by sections 009.05C-D of Rule 51.

Evaluation Procedures (Rule 51 § 006.02; 34 CFR.304)

Notice. The school will provide notice to the parents of a child with a disability that describes any evaluation procedures the school proposes to conduct.

Conduct of evaluation. In conducting the evaluation, the school will:

- (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - (i) Whether the child is a child with a disability; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- (2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Other evaluation procedures. The school will ensure that:

- (1) Assessments and other evaluation materials used to assess a child:
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Assessments of children with disabilities who transfer from one public school to another public school in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with law, to ensure prompt completion of full evaluations.

(6) In evaluating each child with a disability under 34 CFR §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

(7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(8) Evaluations shall also comply with any additional requirements found in Rule 51, including but not limited to those found in section 006.02.

Review of Existing Evaluation Data (Rule 51, § 006.06). For initial evaluations and reevaluations, the IEP team and other qualified professionals will review all existing educational assessments as well as parental, classroom and other relevant observations in determining whether:

- a) the student is a student with a disability or continues to be a student with a disability qualifying for special education;
- b) a student with a disability needs or continues to need special education services; and
- c) a student with a disability needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum.

Independent Education Evaluation (Rule 51 § 006.07). When a student's parent requests an independent education evaluation, the student's case manager or the district's special education director will respond in writing without unnecessary delay that (1) the school district will initiate a hearing under 92 NAC 55 to show that its evaluation is appropriate OR (2) an independent educational evaluation will be provided at public expense. The written response will (1) include a copy of the board's policy on IEEs and (2) if appropriate, identify at least one qualified individual who meets the policy's criteria within the geographic area.

Confidentiality of Personally Identifiable Information (Rule 51 § 009.03; 34 CFR § 300.123, 34 CFR § 300.610-.626)

Notice to parents. The school must give notice that is adequate to fully inform parents about the requirements of protecting the confidentiality of any personally identifiable information collected, used, or maintained under Part B of the Act, including:

- (1) A description of the extent that the notice is given in the native languages of the various population groups in the district;
- (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the district intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- (3) A summary of the policies and procedures that the school will follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- (4) A description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 CFR part 99.

Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the district of the activity.

Access rights. The school will permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the school. The school will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to law, or resolution session pursuant

to law, and in no case more than 45 days after the request has been made.

The right to inspect and review education records under this section includes:

- (1) The right to a response from the school to reasonable requests for explanations and interpretations of the records;
- (2) The right to request that the school provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- (3) The right to have a representative of the parent inspect and review the records.

The school may presume that the parent has authority to inspect and review records relating to his or her child unless the school has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Record of access. The school must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on more than one child. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of types and locations of information. Each participating school must provide parents on request a list of the types and locations of education records collected, maintained, or used by the school.

Fees. The school may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The school may not charge a fee to search for or to retrieve records.

Amendment of records at parent's request. A parent who believes that information in the education records collected, maintained, or used under

this part is inaccurate or misleading or violates the privacy or other rights of the child may request the school to amend the information.

The school must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

If the school decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing as provided below.

Opportunity for a hearing. The school must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

Result of hearing. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing.

If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the records the school maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.

Any explanation placed in the records of the child under this section must:

- (1) Be maintained by the school as part of the records of the child as long as the record or contested portion is maintained by the school; and
- (2) If the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

Hearing procedures. A hearing held under this section must be conducted according to the procedures in 34 CFR § 99.22.

Consent. Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies described below, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99.

(1) Except as provided in paragraphs (2) and (3) of this section, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this part.

(2) Parental consent, or the consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with § 300.321(b)(3).

(3) If a child is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

Safeguards. The school will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the school district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the school's policies and procedures under 34 § 300.123 and 34 CFR part 99. Each school must maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.

Destruction of information. The school must inform parents when personally identifiable information collected, maintained, or used under this policy is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone

number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Children's rights. The school has policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B of the Act are transferred to a student who reaches the age of majority, consistent with § 300.520, the rights regarding educational records in §§ 300.613 through 300.624 must also be transferred to the student. However, the public school must provide any notice required under section 615 of the Act to the student and the parents.

Enforcement. The school district will follow any policies and procedures the State has in effect, including sanctions that the State uses, to ensure that its policies and procedures consistent with §§ 300.611 through 300.625 are followed and that the requirements of the Act and the stated procedures are met.

Early Intervention Transition (Rule 51 § 005.03, Rule 52 § 008; 34 CFR § 300.124)

The school district shall ensure that students participating in early intervention services experience a smooth and effective transition to preschool programs and/or services provided under Part B of IDEA by following the procedures described in 92 NAC 52-008.

Children Placed In or Referred To a Nonpublic School or Facility by the School District or Approved Cooperative As a Means of Providing Special Education and Related Services (Rule 51 § 015.01; 34 CFR § 300.129)

A special education student may be placed in a nonpublic school or facility, if the student's IEP team develops an IEP for the child in accordance with Section 007 that places the student in the nonpublic school or facility. If a student's IEP team determines that the student will be placed in a nonpublic school or facility, the school district will ensure

that the student is provided special education and related services in conformance with the provisions of Rule 51 at no cost to the student or parents. The school district will be responsible for initiating and conducting IEP meetings after the student has been placed in the nonpublic school or facility and will insure that both the parents and representatives from the nonpublic school or facility are involved in any decision about the child's IEP and agree to any proposed changes in the IEP before those changes are implemented.

Children Placed In a Nonpublic School by Parents As a Means of Obtaining Special Education and Related Services; FAPE is At Issue
(Rule 51 § 015.02; 34 CFR § 300.129)

The school district will not pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if the school made FAPE available to the child and the parents elected to place the child in a nonpublic school or facility as a means of obtaining special education and related services. However, the school district will include that child in the population whose needs are addressed consistent with Rule 51. Disagreements between a parent and the school district regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures of Rule 55 of the Nebraska Department of Education.

Working with Nonpublic Schools within the Boundaries of the District
(Rule 51 § 015.03B and § 015.03D1a; 34 CFR § 300.129)

The school district will provide written information to each non-public school within its geographic boundaries that the public school will identify and verify children for possible disabilities at no charge. This communication will also inform the non-public school officials, staff and parents about the availability of equitable services for students with disabilities who attend non-public schools that are not within the geographic boundaries of the district.

A student who attends a nonpublic school may participate in the school district's special education program to receive FAPE provided that (1) the student has been verified pursuant to Rule 51 and (2) the student is a resident of the school district as defined by NEB REV. STAT. § 79-215. The student's IEP team will determine the physical location where the student will receive services and will consider whether it is necessary for the student to be transported to the service location. A non-resident student who attends a nonpublic school within the geographic boundaries of the

district may receive equitable services if the student has been verified pursuant to Rule 51.

Disagreement between parents and the school district over whether or not the school district has a program available to serve the needs of a special education student, including claims for tuition reimbursement by parents, are subject to the appeal procedures established in Rule 55.

Personnel Standards (Rule 51 § 010; 34 CFR § 300.156)

The school district shall ensure that all personnel are appropriately and adequately trained and prepared to provide special education and related services to children with disabilities as required by law including but not limited to Section 2122 of the Elementary and Secondary Education Act of 1965, Rule 51, and IDEA. The school district shall ensure that its recruits, hires, trains, and retains such personnel by doing the following:

- 1) Advertising for only qualified candidates.
- 2) Verifying that all personnel hold the required certificate, license, registration, or other credentials and training during the interview process or prior to employment.
- 3) Verifying that all personnel maintain the required certificate, license, registration, or other credentials and training during employment.
- 4) Providing continuing education opportunities and training programs.
- 5) Evaluating personnel performance for compliance with federal and state law and regulations and school district standards and policies.

District-Wide Assessments (Rule 51 § 004.05B, § 004.05C, and § 004.05D; 34 CFR § 300.160)

Each student who has been verified under Rule 51 will participate in district-wide assessments in a manner that is appropriate for the student. Each student's IEP team will determine how the student will participate in district-wide assessments. The method of assessment will be recorded on the student's IEP. Alternate assessments will be administered at the same time that state and district-wide assessments are administered to the student's grade level peers. The school district shall report assessment results to parents, the public, and the Department with the same frequency and in the same detail as they report on the assessment of nondisabled children and/or as required by Rule 51.

Suspension and Expulsion Reporting (Rule 51 § 004.06E; 34 CFR § 300.170)

The school district shall report the incidences, duration, and count of removals, suspensions, and expulsions, and other disciplinary information of children receiving special education services required by 92 NAC 004.06E to the State electronically through the NDE website by June 30th of each year. The report will be disaggregated by race/ethnicity, gender, LEP status, and disability category. If disciplinary discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities, the school district shall review its policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that they comply with IDEA.

Access to Instructional Materials (Rule 51 § 004.15; 34 CFR § 300.172)

The school district may contract with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials and/or assures the Nebraska Department of Education that it will provide such materials to children with blindness or other children with print disabilities at the same time as other children.

Overidentification and Disproportionality (34 CFR § 300.173)

The school district shall take affirmative steps to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 C.F.R. §300.8. These steps shall include, but not necessarily be limited to:

- Providing staff with technical assistance, professional development, and other educational opportunities;
- Collecting, examining, and reporting data;
- Monitoring, assessing, and providing continuous improvement activities;
- Reviewing school district policies, procedures, and practices.

The school district shall collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring with respect to:

- The identification of children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in 34 C.F.R. §300.8;
- The placement in particular educational settings of these children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

The school district will review and analyze the data and any other applicable indicators or information that is needed to adequately measure overidentification and disproportionate representation. In the event that the available information demonstrates inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, the school district shall correct the matter as soon as practicable, but in no case later than any time period required by law.

Prohibition on Mandatory Medication (34 CFR § 300.174)

State and school district personnel shall not require parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation under sections 300.300 through 300.311, or receiving services authorized under IDEA.

Transportation (Rule 51 § 014; 34 CFR § 300.34(c)(16))

The school district shall provide transportation or transportation services to special education students who qualify for it under law as provided in NEB. REV. STAT. 79-1129, Rule 51, and IDEA. This may include paying mileage reimbursement to parents, transporting children with school district vehicles, contracting with a transportation company, or using any other method that is proper and necessary to transport students. Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP if required by law.

Written Notice of Change (Rule 51 § 009.05A-D)

The school district will provide the parents of a student with a disability with prior written notice within a reasonable time before the school district either proposes or refuses to make a change to the student's identification, evaluation, or educational placement, or the provision of a

free appropriate public education. The written notice will comply with sections 009.05B-D of Rule 51 of the Nebraska Department of Education.

Informed Parental Consent (Rule 51 § 009.08)

The school district will obtain informed parental consent before: a) conducting an initial evaluation to determine if a child qualifies as a child with a disability, b) conducting a reevaluation, c) initial placement of a child with disabilities in a program providing special education and related services or early intervention services, d) accessing a child's or parent's public benefits or insurance for the first time (and after providing notification to the child's parents consistent with 92 NAC 51-009.90A2); and e) accessing a child's or parent's private insurance proceeds (each time).

Parent Refusal to Consent Under Rule 52 (Rule 52 § 009.02K3)

If a parent refuses to provide consent under Rule 52, the school district may:

- Hold a meeting with the parent(s) to explain how the parent's failure to consent affects the ability of their child to receive early intervention services;
- Provide the parents with written information regarding early intervention services;
- Provide referrals to other agencies, if appropriate; and
- Take other actions or make such other efforts as the school district deems appropriate.

Nothing in these procedures shall override a parent's right to refuse to consent under section 009.03A of Rule 52.

Appointment of Surrogate For Student (Rule 51 § 009.10B)

The school district shall ensure that the rights of students with disabilities are protected by informing the members of the student's IEP team whenever (1) a parent cannot be identified, (2) a parent(s), legal guardian or individual acting *in loco parentis* for the student cannot be located, (3) the child is an unaccompanied homeless youth, or (4) the child is a ward of the State or court. The team will then hold a meeting to discuss and consider whether the school district must appoint a surrogate to participate on the IEP team and fulfill the role of the student's parent. Surrogate parents shall only be appointed when required or allowed by Rule 51 or IDEA. If the district identifies students who may be in need of a surrogate parent, the district will:

1. Attempt to identify and locate the parent;
2. Investigate the legal status of those student(s); and
3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing a surrogate.
4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed.
5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student.
6. Surrogates will be monitored on a regular basis to ensure effective performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new surrogate will be appointed by the director.
7. The surrogate parent shall continue to represent the student until one of the following occurs:
 - a. The student is determined to no longer be eligible for, or in need of, special education or related services except when termination from such programs is being contested;
 - b. The parent, who was previously unknown, or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes known; and/or,
 - c. It is determined that the appointed surrogate parent no longer adequately represents the student.
 - d. The surrogate parent's term has expired.

Adopted 2023



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: Kramer PreschoolName: Darla Orender**Fund Raising Company (if applicable):**

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

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

Kramer Preschool would like to request permission to have a restaurant fund raiser at Runza
Approximately how much does your school/group expect to earn from this project?

\$200-250

How will this money be used?

Purchasing materials and equipment for our preschool student.

What are the proposed dates? October 20th- Runza.

Is this a recurring activity?☐ Yes ☒ No

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

Are you selling tickets or a product? ☐ Tickets ☐ Product ☒ Neither

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

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

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

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

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

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

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

Principal's Signature E. May **Date** 9-1-26

(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: CentennialName: Luebbe

Fund Raising Company (if applicable):

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

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

Candy cane sales by Student Council

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

\$500 per year

How will this money be used?

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

What are the proposed dates? December

Is this a recurring activity?

☐ Yes ☒ No

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

Are you selling tickets or a product? ☐ Tickets ☒ Product ☐ Neither

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

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

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

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

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

Has your school/group devised a budget plan to expend earnings?

☒ Yes ☐ No

Does the building principal give full approval for this plan?

☒ Yes ☐ No

Principal's Signature

Date 8/21/26

(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: CentennialName: Luebbe

Fund Raising Company (if applicable):

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

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

Snack sales on Friday by Student Council

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

\$500 per year

How will this money be used?

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

What are the proposed dates? Fridays

Is this a recurring activity?

☒ Yes ☐ No

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

Are you selling tickets or a product? ☐ Tickets ☒ Product ☐ Neither

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

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

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

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

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

Has your school/group devised a budget plan to expend earnings?

☒ Yes ☐ No

Does the building principal give full approval for this plan?

☒ Yes ☐ No

Principal's Signature

Date

8/21/26

(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: CentennialName: Luebbe**Fund Raising Company (if applicable):**

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

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

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

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

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

How will this money be used?

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

What are the proposed dates? Spread out throughout the year**Is this a recurring activity?**

☒ Yes ☐ No

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

Are you selling tickets or a product? ☐ Tickets ☐ Product ☒ Neither

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

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

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

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

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

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

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

Principal's Signature

Date

8/21/26

(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: CentennialName: Luebbe**Fund Raising Company (if applicable):**

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

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

Cookie Dough Fundraiser for CN PAC

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

\$10,000-\$12,000

How will this money be used?

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

What are the proposed dates? February-March**Is this a recurring activity?**☐ Yes ☒ No

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

Are you selling tickets or a product? ☐ Tickets ☒ Product ☐ Neither

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

Will members be identified by t-shirts, etc. while carrying out this project? ☐ Yes ☒ No**Have you checked with other schools to avoid any overlapping while working?** ☒ Yes ☐ No**Is your product/service in direct conflict with that offered by local merchants?** ☐ Yes ☒ No**Are any contracts to be signed?** ☒ Yes ☐ No **If yes, by whom?** Building Principal**Has your school/group devised a budget plan to expend earnings?**☒ Yes ☐ No**Does the building principal give full approval for this plan?**☒ Yes ☐ No

Principal's Signature

Date 8/21/26

(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: North ParkName: Trina GentileSchool Group: Student Council

Fund Raising Company (if applicable):

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

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

Snack Sales

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

\$800

How will this money be used?

giving back to our school based on idea from Student Council to improve our school

What are the proposed dates? about once a week starting October 8th

Is this a recurring activity?

☒ Yes ☐ No

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

Are you selling tickets or a product? ☐ Tickets ☒ Product ☐ Neither

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

Will members be identified by t-shirts, etc. while carrying out this project? ☒ Yes ☐ NoHave you checked with other schools to avoid any overlapping while working? ☒ Yes ☐ NoIs your product/service in direct conflict with that offered by local merchants? ☐ Yes ☒ NoAre any contracts to be signed? ☐ Yes ☒ No If yes, by whom?Has your school/group devised a budget plan to expend earnings? ☐ Yes ☒ NoDoes the building principal give full approval for this plan? ☐ Yes ☐ No

Principal's Signature

Date

(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: North Park Name: Jane Dodon

Fund Raising Company (if applicable): North Park

- What is your school/group's money-earning plan? Students are asked to have parents send out 10 invitations through the Books Are Fun Company asking if they would be willing to donate money to their Books Are Fun Account which would help them earn a book and grow their at home library.
- Approximately how much does your school/group expect to earn from this project? \$0
- How will this money be used? na
- What are the proposed dates? November 3-17th, 2026
- 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.) If the staff agrees this is worth doing we will do it again next November or a month deemed better by the staff.
- Are you selling tickets or a product? ☐ Tickets ☐ Product ☒ Neither
- (If you selected a product, please specify the product that you are selling.) na
- 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? I do agree through emails that we are participating in the program. By doing so each child is automatically guaranteed to earn one free book whether anyone donates to their account or not.
- 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

Sarah L. B...

(for district use only)

9/8/26

Approved by Date

GUIDES TO SCHOOL/GROUP FUND RAISING PROJECTS

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

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

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

3. Will your fund raiser prevent promoters from trading on the name and goodwill of Columbus Public Schools?
Because of the district's good reputation, customers rarely question the quality or price of products we sell.

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

5. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Columbus Public Schools?
All commercial products must sell on their own merits, not the benefit received by the school/group. The principle of value received is critical in choosing what to sell.

6. If a commercial product is to be sold, will the fund raising activity comply with the intentions communicated by the fundraiser?
Students must identify themselves by which group or school they represent and for what cause they are raising the money.

7. Will the fund raising project avoid soliciting money or gifts?
Columbus Public Schools students shall not be permitted to serve as solicitors of money for the Board of Education or district. No adults and students shall be permitted to serve as solicitors of money in support of personal gain.

8. Does the fund raising activity avoid competition with other schools and other organizations such as the United Way?
Check to make sure you are not in direct conflict with fund raising efforts of other schools or local agencies.

Cross Reference: 506.07 Fund Raising Activities

506.50 School-Supporting Organizations



School Fundraising Application

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

School: CMS STUCO

Name: Christina Nilson & Ana Harms, STUCO sponsors

Fund Raising Company (if applicable):

Columbus Middle School Student Council, submits the following plans for its money-earning project, and requests permission to carry them out.

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

Our Student Council will have different money raising events throughout the school year. See Proposed dates below for more details.

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

Throughout the year, we hope to raise at least \$3,000.00.

How will this money be used?

Possible ways money will be spent this year:

1. Donations to local charities
2. Donation to the CPS foundation
3. To fund Grade Level Activity Nights
4. To purchase Prizes for North Star Award (Staff member of the quarter)
5. To purchase a water bottle filling station
6. To purchase items for the Discoverer Den (School Store)
7. To purchase classroom sets of headphones
8. To purchase classroom supplies as needed

What are the proposed dates?

- Candy Grams (February) – Sell Candy (ex: suckers) to Students
- Bake Sale/Snack Sale (December/May) – Sell baked goods/pre-packaged snacks to Students
- Food Drive (November)—Collect food and donate it to the local food pantry.
- Tattoo A Teacher (April/May) – Students purchase a temporary tattoo to place on a staff member who has volunteered.
- Vending Machine (all year) – Proceeds used to fund activity nights and North Star awards.
- Activity Nights (throughout the year): – Parents will be asked to donate money to purchase pizzas, snacks for snack walk, and bottled water. Students pay an admission fee or donate food/hygiene items for admission.
- Tshirt Sales (January-April)
- Discoverer Den/School Store (Throughout the year)
 - *Parents will be asked to donate items or money to purchase items for the Discoverer Den.
 - *Local businesses will be asked to donate items for the Discoverer Den.
 - *Cash Sale dates up to two times a year: Proceeds will be used to restock the store

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.)

Specific dates will be decided. Months are listed above with the specific items.

Are you selling tickets or a product? Tickets ☒ Product ☐ Neither ☐

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

Products being sold include baked goods from the bake sales, Candy for Candy Grams, snacks in the vending machine, toys and school supplies in the Discoverer Den.

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

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

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

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

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

All monies will be donated or spent on the above items.

Does the building principal give full approval for this plan?

☒ Yes ☐ No

Principal's Signature



Date

8/12/26

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions



Columbus Public Schools

Date: 9/2/2026

School Fund Raising Application

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

School: CHS

Fund Raising Company (if applicable): The Waffleman on Dec 14, 2026

CHS Music and Art department submits the following plans for its money-earning project, and requests permission to carry them out.

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

Sell Waffles, and cookies

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

\$900

How will this money be used?

Money will be shared between art and music activity accounts. Music will save the funds for future light expansion in the concert hall, art will use funds to fund art club field trips.

What are the proposed dates? December 14

Is this a recurring activity?

☐ Yes ☒ No

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

Are you selling tickets or a product? ☒ Tickets ☒ Product ☐ Neither

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

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

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

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

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

[Handwritten Signature]

Date

9/10/20

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____



Columbus Public Schools

Date: September 2, 2026

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 SchoolName: Alexander BrandenburgSchool Group: CHS Vocal MusicFund Raising Company (if applicable): 4 Seasons Fundraising

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

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

Selling frozen goods and gifts from catalog

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

between \$6000-\$8000

How will this money be used?

This will purchase uniforms, and raise money for 2028 travel

What are the proposed dates? October 1-October 15, 2026**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.)

4 Seasons Fundraising Catalog**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?** Alexander Brandenburg**Has your school/group devised a budget plan to expend earnings?**☒ Yes ☐ No**Does the building principal give full approval for this plan?**☒ Yes ☐ No

Principal's Signature

Date

9/10/26*(for district use only)*

Approved by _____ Date _____

Approved subject to the following conditions _____



School Fundraising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed

date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: CMS **Name:** Stephanie Bourek-Hoyt **Fund Raising Company (if applicable):**

CMS Music Dept. submits the following plans for its money-earning project, and requests permission to carry them out.

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

We are asking students to provide cookies for Friends of Music Concerts at CMS and Bake Sale items for the Talent Show, 5/6 Fall Play & 6-8 Spring Musical. We are asking for free will donation at the Friends of Music Events and selling bake sale items for 50 cents & \$1 each (cookies, brownies) during intermission and before/after the show.

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

We've done these the last few years and earned approximately \$100-150 per Friends of Music Events and about \$400 per bake sale. We're hoping to ensure at least that amount again.

How will this money be used?

We would like to be able to purchase items that are "above & beyond" the school day but extras that some students may not be able to afford. We would be able to purchase CMS Choir T-shirts, Play and Musical T-shirts and/or registrations that would need funding for students to participate in, Sing Around Columbus Honor Choir Registrations and/or music & scripts. We've even helped the Vocal Tech group was able to utilize some to help with traveling expenses for a jazz festival as well.

What are the proposed dates?

Friends of Music: Sept. 26, 2026, Feb. 1, 2027, April 27, 2027 Talent Show: October 15, 2026
Fall Play (5/6 grades): December 4 & 5, 2026 Spring Musical (6-8 grades): April 2-3, 2027

Is this a recurring activity? x Yes ☐ No (If you selected yes, please specify the dates on which the activity will occur during the next twelve months.) 9/26, 10/15, 12/4, 12/5, 2/1, 4/2, 4/3, 4/27

Are you selling tickets or a product? ☐ Tickets ☐ Product ☒ Neither (Baked Goods & Water)
(If you selected product, please specify the product that you are selling.)

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

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

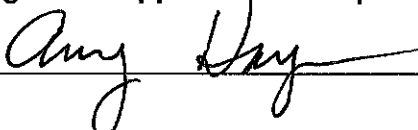
Is your product/service in direct conflict with that offered by local merchants? ☐ Yes ☒ No

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

Has your school/group devised a budget plan to expend earnings? Yes

*We're basing this year's projection off last year's fundraising with this same set up.

Does the building principal give full approval for this plan? Principal's Signature Yes

Principal's Signature  Date 9/14/26

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

To: Board of Education
From: Leonard Kwapnioski
CC: Dr. Kay
Date: September 10, 2026
Re: Surplus - Technology

Recommendation

I recommend that the Board of Education formally declare the technology equipment listed below as surplus.

Disposition Process

1. **Request for Proposal (RFP):** Consistent with past practice, our primary objective is to issue an RFP to sell all usable equipment to maximize return for the district.
2. **Recycling/Scrap:** Any equipment deemed unsellable or beyond end-of-life will be responsibly scrapped and recycled.

Surplus Equipment List

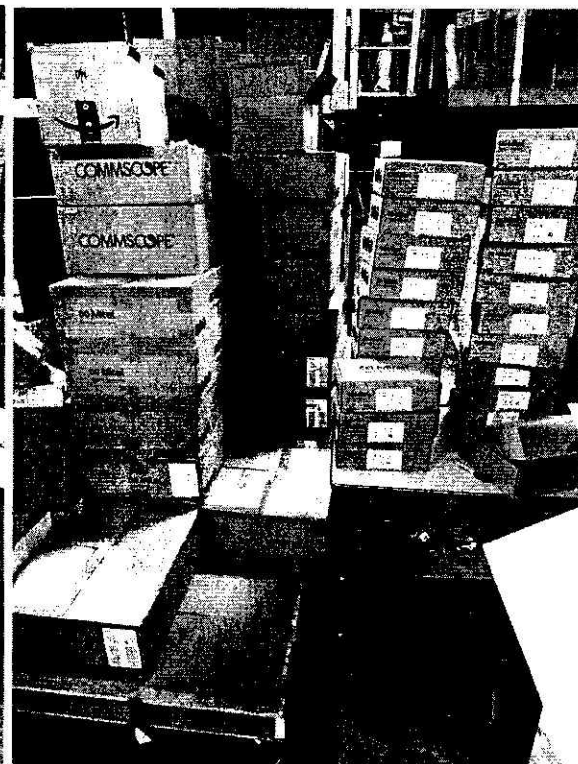
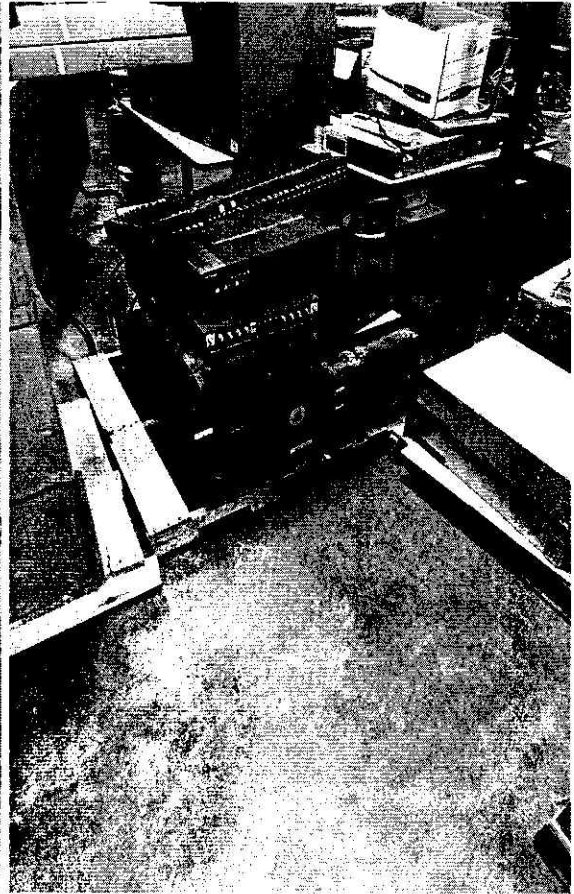
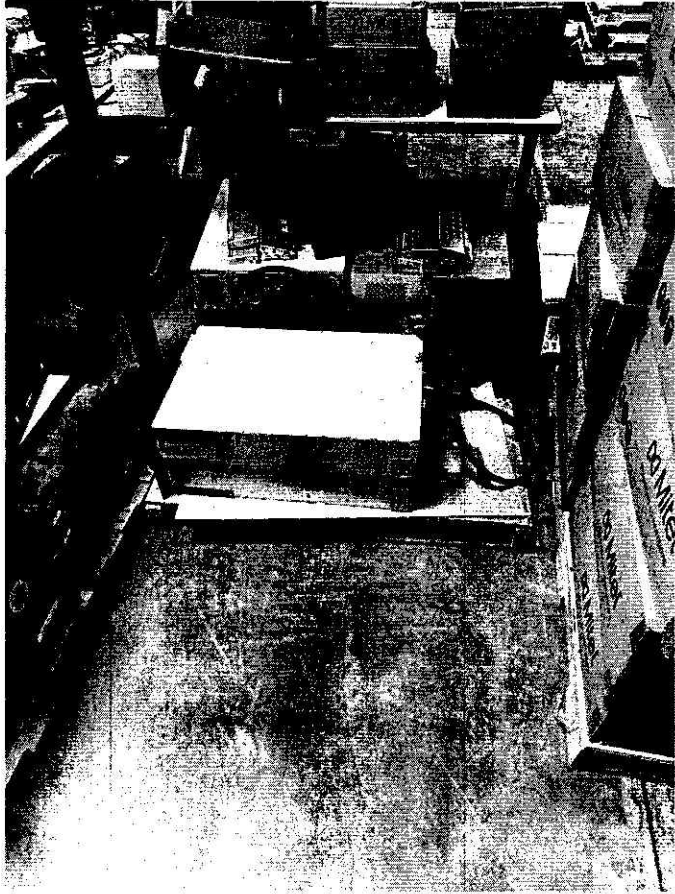
- [See attached list]

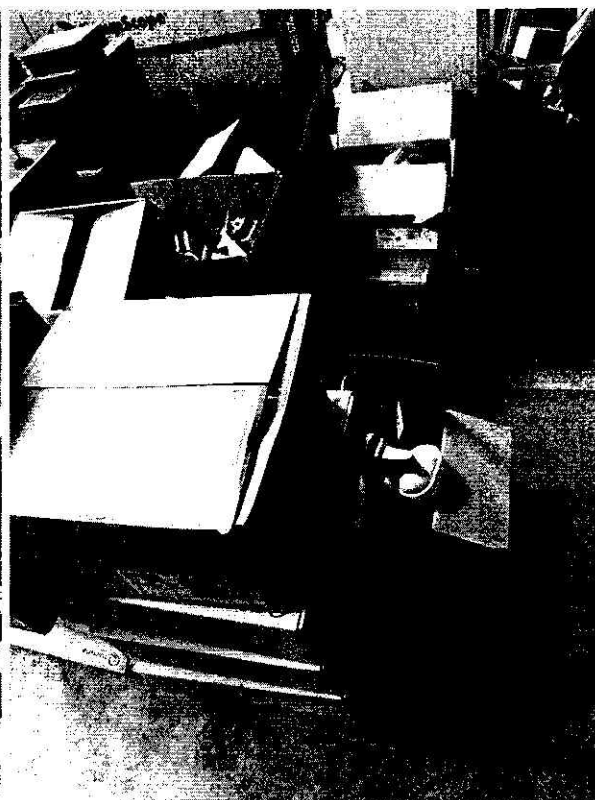
Thanks

Leonard

Item	Count
Mitel Phone type 20	484
Mitel Phone type 30	104
Mitel Phone type 40	3
Wall bracket	22
Aruba 5406 Switches	19
Aruba 5412 Switches	11
Aruba 24 port cards (J9986A)	125
Aruba 20 port cards w/4 fiber slots	4
Aruba 8 port fiber cards	27
Aruba 2650 power supply	51
C20 to C21 3ft power cords	94
Camera single	160
Camera dual	141
Camera four way	11
ipads Gen 6 & 7	294
ipads Gen 8	25
iPad block	251
iPad cord	250
Rack mount Batt Back up	
Model SUA48MXLBP3U APC brand	6
Model SUA300RMXL3 APC brand	2
Model SU700RM2U APC brand	1
Sound system	
Shure wiresee mic pickup model SLX4	12
Shure UHF antenna pwr dist model UA844	4
Peavy CS 800 X amp	3

Item	Count
Peavy dual 31 band equilzer w/FLS Q231F	1
Crown XLS 402	1
Peavy PV 2600 stereo pwr amp	1
Connect DS328T digital shake module input	1
Connect DS328R digital shake module output	1
Peavy 32FX 32 channel 4 bus console	1
355 dual31band equilizer	1
dbx DriveRack PA loudspeaker control system	1
Shure model WCE6LTD wireless mic w/case	17
Box of misc soundsytem items(mic,cord,headset,annt)	3
Timeclock	
InfoTronics model 7327713	22
Access points	
Aruba APIN0325	443
Aruba APIN0324 w/antenna	57
Aruba APEX0377 smaller external w/mount	12
Aruba APEX 0375 larger external	5
Aruba wall mount	72
Aruba APEZ	
Clear plastic AP 324 covers	52
Chromebook	
HP Chromebook 11 G4	12
HP Chromebook 11 G6	3
Misc items (which consists of computer parts, projectors, monitors, keybaords, mice	





DATE	3/12/26
BUILDING	Lost Creek
PROGRAM	Library
PRINCIPAL/DIRECTOR SIGNATURE	
Description of materials to surplus: Library books	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
260 Library Books	- At the end of the 2025-2026 school year, I focused on inventory and reshelving of my Fiction chapter book/ novel section. I removed books with 1 or 2 checkouts over 10 years or books that have not been checked out since 2020 or earlier. I did this to make room on the shelves, make it easier to find other books, and to make sure I could display a book on each shelf. - At the beginning of the 2026-2027 school year, I reorganized my Everybody nonfiction section to make sure it was easier to look through the book and to make sure a book could be displayed on each shelf. To help make a little room, I removed all the duplicates of books that were not frequently checked out. Throughout the year, I might weed books for various reasons: *infrequent circulation *outdated copyright and have other more current books in that topic *damaged/ overused	- Items put on island in workroom for teachers to take and keep in their classroom - Items will be put in the hallway for kids to take for free. - Anything that remains will be thrown away

[illegible]

To: Board of Education

From: Leonard Kwapnioski

CC: Dr. Kay

Date August 18, 2026

Re: Snow Fence

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

If you have any questions, please let me know.

Thanks.

Leonard

COLUMBUS PUBLIC SCHOOLS**Application for Use of School Facilities/Sites**

Name of Organization Requesting Use: ____City of Columbus Street

Dept. _____

Name of Representative: ____Cletus Borchers_____

Address: ____4528 19st_____

Telephone Number: ____402-910-2724_____

Email Address: ____cletus.borchers@columbusne.us_____

School Facility/Site Requested

Building/Site: ____Columbus high school field_____

Dates the Facility/Site is going to be used: _____

Purpose for the request: ____install temporary snow
fence_____

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

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

Cletus Borchers

Signature of Representative

____08/17/2026_____
Date of Signature

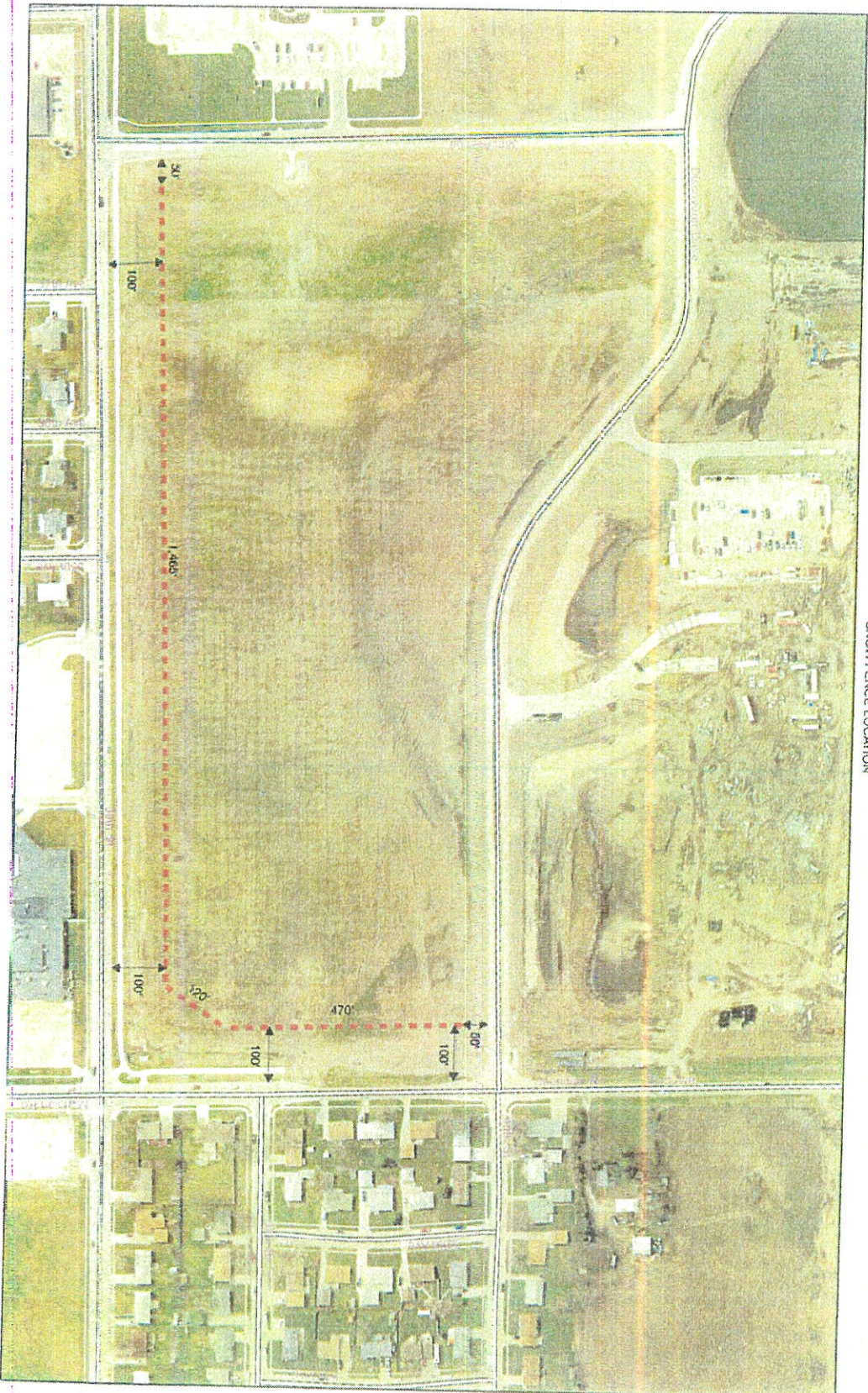
For School Official Use Only*Board Approval Date:**FEES TO BE CHARGED BY DISTRICT*

Rental: _____

Personnel: _____

Other: _____

Signature, Board President/Designee_____
Signature, Director of HR /Fiscal SupportExhibit Approved: 7/20/15COLUMBUS PUBLIC SCHOOLS
Columbus, NE



USE OF DISTRICT TRADEMARKS, LOGOS, AND BRAND ASSETS

Policy Code 1010.00	Policy Series 1000 – Community/Educational Agency Relations	Adopted September 21, 2026	Reviewed/Revised New
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Legal Reference: Neb. Rev. Stat. § 79-524 (general powers of the board); Neb. Rev. Stat. §§ 87-301 et seq. (Nebraska trademark law); 15 U.S.C. § 1051 et seq. (Lanham Act, to the extent District marks are federally registered or registration is sought).

1. Purpose

The Board of Education recognizes that the official name, seal, mascots, nicknames, wordmarks, and logos of Columbus Public Schools (“District Marks”) are valuable assets that represent the identity, reputation, and traditions of the District. This policy establishes the Board's expectations for the use, protection, and consistent presentation of District Marks and directs the Superintendent to establish and administer the procedures necessary to carry out this policy.

2. Definitions

- “District Marks” means all trademarks, service marks, trade names, seals, crests, mascots, nicknames, wordmarks, taglines, color schemes, and logos owned by or associated with Columbus Public Schools or any of its schools, programs, or activities, whether or not formally registered.
- “Branding Guide” means the official style and usage guide maintained by the Superintendent or designee that sets forth approved colors, typography, logo files, spacing, and permissible variations of District Marks.
- “Authorized User” means a District employee, school, student organization, or external party that has received approval under this policy and any accompanying administrative regulation to use a District Mark.
- “Alteration” means any change to the proportion, color, typography, wording, orientation, or composition of a District Mark from the version published in the Branding Guide.

3. Ownership

All District Marks are the property of Columbus Public Schools. Use of a District Mark by any individual, group, or organization does not transfer any ownership interest, license, or right in the mark beyond the limited, revocable permission described in this policy. The District reserves the right to protect its marks against infringing, diluting, or unauthorized use to the extent permitted by law.

4. Approved Branding Guide

The Superintendent or designee shall maintain an official Branding Guide containing the approved versions, color specifications, typography, and usage rules for all District Marks. The Branding Guide shall be the controlling reference for any reproduction of a District Mark. All Authorized Users must obtain current logo files and specifications from the Superintendent's office or designated District communications staff rather than reproducing a mark from a prior document, website capture, or unofficial source.

5. Authorized Use

District Marks may be used, without separate written approval, by District staff and schools for official District business conducted in a manner consistent with the Branding Guide, including but not limited to:

- Official correspondence, forms, signage, and publications produced by the District or its schools;
- Classroom, school, and District websites, and official District social media accounts;
- Athletic and activity uniforms, equipment, and facilities procured through District-approved processes;
- Materials produced by District-sponsored student organizations, booster clubs, and parent-teacher organizations, provided the materials comply with the Branding Guide.

Any use of a District Mark by a party outside the categories above — including community organizations, vendors, businesses, media, or individuals — requires prior written approval under the process described in Section 7.

6. Prohibited Alterations and Unapproved Use

No person or organization may alter a District Mark or use a District Mark in a manner not addressed by the Branding Guide without prior written approval from the Superintendent or designee. Prohibited uses include, but are not limited to:

- Altering the shape, color, proportions, wording, or composition of a District Mark;
- Combining a District Mark with other images, logos, or text in a way not authorized by the Branding Guide;
- Using a District Mark to suggest District sponsorship, endorsement, or affiliation with a commercial product, political campaign or candidate, ballot issue, religious organization, or outside cause;
- Using a District Mark for personal financial gain or in connection with the sale of merchandise without a licensing agreement approved under Section 8;
- Using a District Mark in any manner that is discriminatory, defamatory, or otherwise inconsistent with the mission and values of the District;
- Reproducing a District Mark from an unofficial or outdated source rather than the current Branding Guide.

7. Approval Process — Administered by the Superintendent

The Superintendent is directed to establish and maintain an administrative process for reviewing and approving requests to use or reproduce a District Mark. At a minimum, the process shall include the following steps:

1. **Request.** A party seeking to use a District Mark outside the uses automatically authorized under Section 5 shall submit a written request to the Superintendent's office identifying the requesting party, the intended use, the proposed placement or reproduction, and the duration of use.
2. **Review.** The Superintendent or designee shall review the request for consistency with the Branding Guide, this policy, and the best interests of the District, and may request a proof or sample prior to approval.
3. **Decision.** The Superintendent or designee shall approve, conditionally approve, or deny the request, and shall provide the current, approved logo files and usage specifications to any party whose request is approved.
4. **Duration and Revocation.** Approval is limited to the specific use, timeframe, and format described in the request. The Superintendent or designee may revoke approval at any time if the use violates this policy, misrepresents the District, or is no longer consistent with the approved purpose.
5. **Appeal.** A party whose request is denied may request reconsideration by the Superintendent and, if unresolved, may petition the Board of Education in accordance with Board policy on addressing the Board.

The Superintendent may develop administrative regulations, request forms, and licensing procedures necessary to implement this section, consistent with this policy.

8. Commercial Use and Licensing

Any commercial reproduction of a District Mark on merchandise for sale — including apparel, promotional items, or other products — requires a licensing arrangement approved in advance by the Superintendent or designee. Vendors and printers engaged by District schools, booster clubs, or student organizations must use only current, approved artwork obtained through the process in Section 7 and shall not modify the artwork without approval.

9. Enforcement

Unauthorized or altered use of a District Mark, once identified, shall be addressed through direct notice to the responsible party requesting correction, removal, or destruction of noncompliant materials. The Superintendent or designee is authorized to take further action, including pursuing available legal remedies, where unauthorized use misrepresents the District, causes reputational harm, or continues after notice.

10. Administrative Regulations

The Superintendent shall be responsible for developing and periodically updating administrative regulations, the Branding Guide, and request forms necessary to implement this policy, and shall report material changes to the Board of Education.

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 who qualify for free or reduced-price lunch may have their fees waived by completing a waiver request form at the start of the course/activity.

Math Counts	\$0 - \$20	Optional
Destination Imagination	\$0 - \$20	Optional
Sing Around Nebraska Festival Choir	\$0 - \$20	Waiver
UNO Middle School Honor Choir	\$0 - \$20	Waiver
Wayne State Honor Festival Choir	\$0 - \$10	Waiver
History Day	\$0 - \$10	Optional
Quiz Bowl	\$0 - \$10	Optional
Duke Talent Identification Program	\$0 - \$10	Optional
Nebraska Scholars Academy	\$0 - \$10	Optional
Platte County Spelling Bee	\$0 - \$10	Optional
Geography Bee	\$0 - \$10	Optional
Nebraska Scholastic Art Comp./Display	\$0 - \$20	Optional
Intramural Activities	\$0 - \$20	Optional
Interscholastic Activities	\$40	Wavier
Leadership / Yearbook	\$0 - \$20	Optional
Band Fee	\$0 - \$20	Wavier
Band	\$0 - \$20	Optional
Band Instrument Rental	\$0 - \$100	Wavier
Vocal Music	\$0 - \$20	Optional
Cheerleading	\$0 - \$600 Varies with uniform pieces	Optional
Drumline	\$30 - \$50	Optional
Robotics	\$0 - \$30	Optional
Musical	\$0 - \$50	Optional
Play	\$0 - \$30	Optional

5th Grade	\$5	Wavier
6th Grade	\$5	Wavier
7th Grade	\$5	Wavier
8th Grade	\$5	Wavier

Athletic Physicals

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

Activity Stamp

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

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Columbus Public Schools (71-0001) in Platte County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 14th day of September, 2026 at 5:30 o'clock, P.M., at Administration Building 2410 16th St Ste A Columbus, NE 68601 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Total Personal and Real Property Tax Requirement
FUNDS	2024-2025 (1)	2025-2026 (2)	2026-2027 (3)	(4)	(5)	(7)
General	\$ 56,812,329.00	\$ 57,862,598.00	\$ 67,388,607.00	\$ 12,066,340.00	\$ 52,829,212.00	\$ 26,894,682.00
Depreciation	\$ 483,050.00	\$ 1,110,782.00	\$ 4,214,627.00		\$ 4,214,627.00	
Employee Benefit	\$ -	\$ 118,845.00	\$ 259,026.00	\$ -	\$ 259,026.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 1,229,109.00	\$ 1,002,896.00	\$ 2,676,972.00	\$ -	\$ 2,676,972.00	
School Nutrition	\$ 3,111,468.00	\$ 3,075,375.00	\$ 3,116,136.00	\$ -	\$ 3,116,136.00	
Bond	\$ 3,610,874.00	\$ 3,632,222.00	\$ 3,628,165.00	\$ 5,077,429.00	\$ 5,077,428.00	\$ 3,664,814.00
Special Building	\$ 1,091,500.00	\$ 1,431,803.00	\$ 3,336,633.00		\$ 1,409,054.00	\$ 1,947,049.00
Qualified Capital Purpose Undertaking	\$ 3,628,273.00	\$ 3,878,227.00	\$ 2,145,079.00	\$ -	\$ 1,294,281.00	\$ 859,392.00
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 1,200.00	\$ 22,003.00	\$ 25,000.00	\$ -	\$ 25,000.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 69,967,803.00	\$ 72,134,751.00	\$ 86,790,245.00	\$ 17,143,769.00	\$ 70,901,736.00	\$ 33,365,937.00
				Bond Purposes	Non-Bond Purposes	Total
			Breakdown of Property Tax	\$ 3,664,814.00	\$ 29,701,123.00	\$ 33,365,937.00

Notice of Special Hearing To Set Final Tax Request

Columbus Public Schools (71-0001) in Platte County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 14th day of, September 2026 at 5:45 o'clock P.M., at Administration Building 2410 16th St Ste A Columbus, NE 68601 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2025-2026	2026-2027	Change						
Property Valuations	3,076,960,669	3,258,281,899	6%						
Bond Valuation	3,032,786,714	3,214,163,542	6%						
2025-2026 Budget Information					2026-2027 Budget Information				
Fund	2025-2026 Operating Budget	2025-2026 Property Tax Request	2025 Tax Rate	Property Tax Rate (2025-2026 Request Divided By 2026 Valuation)	2026-2027 Operating Budget	2026-2027 Proposed Property Tax Request	Proposed 2026 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	62,862,687.00	26,894,682.00	0.874066	0.825425	67,388,607.00	26,894,682.00	0.825425	-6%	7%
Bond Fund(s) K - 12	3,632,472.00	3,669,164.00	0.119246	0.112610	3,628,165.00	3,664,814.00	0.114021	-4%	0%
Special Building Fund	2,630,787.00	1,947,049.00	0.063278	0.059757	3,436,783.00	1,947,049.00	0.059757	-6%	31%
Qualified Capital Purpose Undertaking Fund K - 12	4,857,876.00	859,778.00	0.027942	0.026387	2,192,041.00	859,392.00	0.026376	-6%	-55%
Total	73,983,822.00	33,370,673.00	1.086269	1.024179	76,645,596.00	33,365,937.00	1.025579	-6%	4%

RESOLUTION SETTING THE PROPERTY TAX REQUEST

RESOLUTION NO. _____

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Columbus Public Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Columbus Public Schools resolves that:

1. The 2026-2027 property tax request be set at:

General Fund:	\$ 26,894,682.00
Bond Fund:	\$ 3,664,814.00
Special Building Fund:	\$ 1,947,049.00
Qualified Capital Purpose	\$ 859,392.00
Undertaking Fund:	

2. The total assessed value of property differs from last year's total assessed value by 5.89 percent.
3. 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 1.024179 per \$100 of assessed value.
4. Columbus Public Schools proposes to adopt a property tax request that will cause its tax rate to be 1.025579 per \$100 of assessed value.
5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Columbus Public Schools will increase (decrease) last year's budget by 5.28 percent.
6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2026.

Motion by _____, seconded by _____ to adopt Resolution # _____.

Voting yes were:

Voting no were:

Dated this _____ day of _____, 2026



COLUMBUS PUBLIC SCHOOLS
ADMINISTRATION OFFICE

TO: Columbus Public Schools Board of Education

FROM: Jason Schapmann, Director of Human Resources and Fiscal Support

DATE: September 14, 2026

SUBJECT: Expense to Depreciation

To end the Fiscal Year 2025-26, we will expense \$1,185,000 from the General Fund to the Depreciation Fund for the purposes listed below. Here is a brief summary of the Depreciation Fund per the NDE Budget Text and NDE Rule 2:

The Depreciation Fund allows a Nebraska school district to use General Fund money over time for the eventual purchase of costly capital outlay items. Its primary purpose is to spread replacement costs across multiple budget years, thereby avoiding a disproportionate tax effort in any single year.

The only source of money for the Depreciation Fund is a transfer from the General Fund. The district records this as an expenditure from the General Fund and a corresponding receipt in the Depreciation Fund. It has no independent taxing authority and no separate levy.

A district may subdivide the Depreciation Fund into separate accounts earmarked for different valid capital purposes (e.g., one account for bus replacement, another for technology equipment refresh).

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COLUMBUS PUBLIC SCHOOLS
ADMINISTRATION OFFICE

Account	Transfer Amount	Balance
Building Accounts	\$144,143	\$600,755
Curriculum	\$159,993	\$159,993
Technology	\$304,742	\$904,742
Student Devices	\$250,000	*Included in Technology
Non-Student Transportation	\$100,000	\$148,887
Bus Acquisition	\$150,000	\$155,546
SPED Bus Acquisition	-	\$155,000
Nantkes	\$76,122	\$134,364
Construction Services	-	\$1,335,283
Dedicated Accounts	-	\$370,057
Total	\$1,185,000	\$3,964,627

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COLUMBUS PUBLIC SCHOOLS
ADMINISTRATION OFFICE

TO: Columbus Public Schools Board of Education

FROM: Jason Schapmann, Director of Human Resources and Fiscal Support

DATE: September 14, 2026

SUBJECT: Financial Institutions

This memo is to notify and inform the Board of Education of the District's financial institutions and to update the access for each of the accounts.

Financial Institution	Account	Person	Access
Bank of the Valley	Building Fund	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only
Columbus Bank & Trust	Administration Activity	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only
Columbus Bank & Trust	CHS Activity	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik Ashley Thomson	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only Deposits/Check Writing/View Only

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ADMINISTRATION OFFICE

Columbus Bank & Trust	CMS Activity	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik Angela Andreasen	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only Deposits/Check Writing/View Only
Columbus Bank & Trust	QCPUF Bond and Checking	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only
Cornerstone Bank	Nutrition	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only
First National Bank	High School Bond	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only
Great Plains State Bank	General Fund	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only

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COLUMBUS PUBLIC SCHOOLS
ADMINISTRATION OFFICE

Great Plains State Bank	Depreciation Fund	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only
Pinnacle Bank	Payroll/Payroll	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik Tania Stahl	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only Deposits/View Only
OneNebraska Federal Credit Union	Student Fees	Michael Jeffryes Dr. Chip Kay Jason Schapmann Julie Reiff Linda Staroscik	View Only Administrator Administrator Deposits/Check Writing/View Only Deposits/Check Writing/View Only

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