

Committee As A Whole
Monday, December 13, 2021 5:30 PM
ESU7/CPS Student Services Building
2563 44th Avenue
Columbus, NE 68601

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Presentations

I.E.1. West Park Presentation

I.F. Board Special Functions

I.F.1. First Reading of Policy 103.00 Title IX

I.F.2. Field Trip Approval Forms

I.F.3. Acceptance of Superintendent's Letter of Intent to Return

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

I.G.3. Certified Personnel

I.G.4. Classified Personnel

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

I.G.6. Professional Travel

I.H. Acceptance of Gifts/Donations

I.I. Business Operations and Human Relations

I.I.1. Administrative Functions

I.I.1.1. School Fundraising Applications

I.I.1.2. Items to Surplus

I.I.2. Updates

I.J. Buildings & Sites/Technology

I.J.1. Administrative Functions

I.J.2. Updates

I.K. Curriculum and Instruction

I.K.1. Administrative Functions

I.K.1.1. Approval of the K-4 Social Studies Curriculum and Purchase of Resources

I.K.2. Updates

I.L. Student Services

I.L.1. Administrative Functions

I.L.2. Updates

I.M. Superintendent's Report

I.N. Board Sharing

I.O. Adjourn

WEST PARK ELEMENTARY

Home of the MUSTANGS!



Carrie Jaixen
Special
Education



Macy Lenihan
Kindergarten



Sarah Papa
Social Worker
LMHP

New Faces at West Park

Levels 1, 2 & 3
are
foundational



High Reliability Schools



We begin each semester with Expectation Stations. Classes rotate from station to station and review the expectations for different areas of our school.

Expectation Stations



West Park Elementary

I saw you being:

- ___ Safe
- ___ Respectful
- ___ Responsible

THE DISCOVERER WAY

Student Name _____

Teacher _____

Date _____

Students earn tickets by demonstrating that they are safe, respectful and responsible.

Mrs. Petersen, West Park Counselor, does weekly drawings for prizes.

Golden Tickets



Student of the Month Assembly

Goals for Life

 I can make good choices even if I am mad.

 I can be okay even if others are not okay.

 I can do things even if I don't want to or if it's hard.

BIST



In May, West Park's PE teacher organizes a Field Day. Families look forward to attending and cheering kids on during a fun afternoon of games.

Field Day





Fourth Grade students
Campaign for Student
Council



Student Council sells
Smencils after school



Student Council
coordinates a Food
Drive in November for
the Columbus Food
Pantry



Student Council
compiles West
Park's weekly
L to J Chart

Student Council



The West Park PTO supports our students and teachers. They plan fundraisers such as restaurant nights and cookie dough sales. Our PTO hosts bowling, Christmas rotations, field trips and an End of the Year Picnic.

West Park PTO
Family Picnic, Fundraisers & School Events



Third and Fourth Grade teachers hosted a Family STEM Night in November. Students and parents enjoyed building structures using toothpicks, marshmallows, gum drops, Kinex & Legos.



STEM Night



During Read Across America Week West Park hold Book Bingo. Families enjoy supper together and playing Bingo. All children go home with a book

Book Bingo





- Series of guided movements for kids to follow
- Engages different parts of the body and brain
- Allows students to release stress and cope with different emotions
- Especially effective for students who experience frustration, anger, and other sensory overloads
- Helps students refocus and return to the classroom



Sensory Pathway

Levels 1, 2 & 3
are
foundational

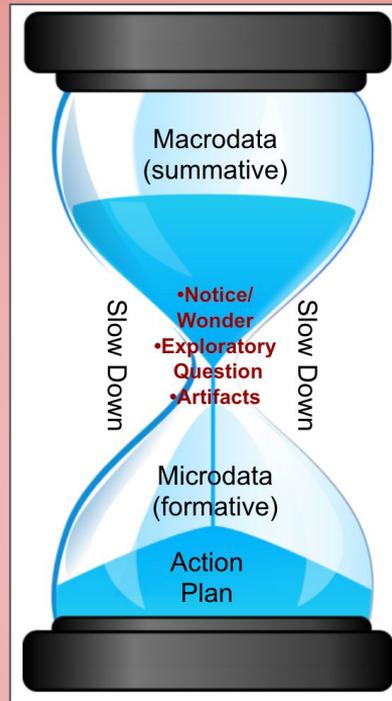
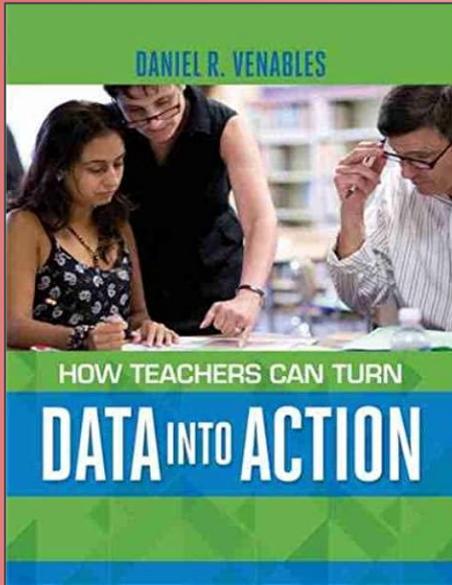


High Reliability Schools

What are the 4 Questions of PLC's?

1. What do we want students to learn?
2. How do we know students have learned it?
3. What do we do when students don't learn it?
4. What do we do when students learned it/already know it?

PLC Questions



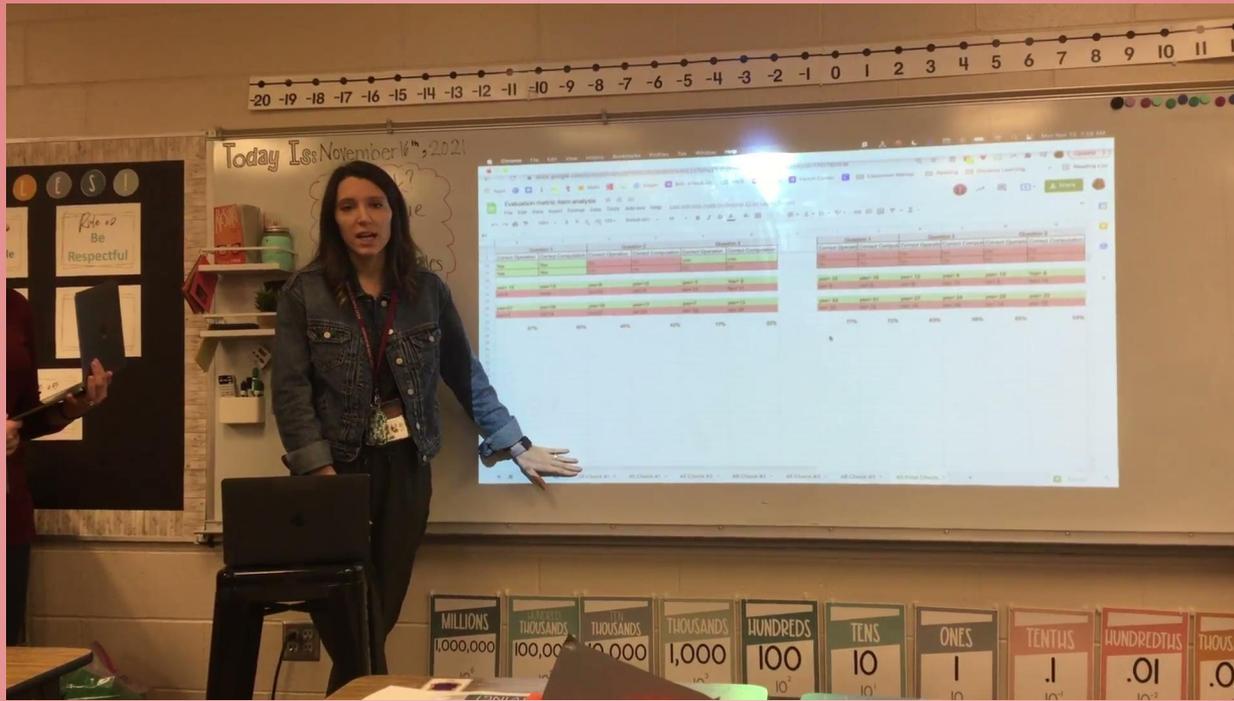
“The teacher teams that make the greatest strides in instructional improvements are those that are comfortable looking regularly at their practice and with sufficient scrutiny so as to make meaningful changes.”

- Venables

Data Into Action

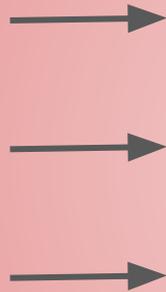
Gathering and Reviewing Data		Identifying Gaps		Planning for and Evaluating Action		
DM 1	★ DM 2	DM 3		DM 4	PLC Meetings 5 - 9	DM 5
Reviewing Existing Data and Asking Questions	Triangulating the Data	Determining Gaps and Goals	⇒	Planning for Action	Implementation Period	Evaluating Success and Determining Next Steps
<ol style="list-style-type: none"> 1. Review existing summative data 2. Ask exploratory questions 3. Decide who will bring what 	<ol style="list-style-type: none"> 1. Triangulate additional data 	<ol style="list-style-type: none"> 1. Identify learning gaps 2. Identify instructional gaps 3. Set a target learning goal 4. Decide on an evaluation metric 	STRATEGY SEARCH	<ol style="list-style-type: none"> 1. Review strategies and activities 2. Develop a data action plan 	<ol style="list-style-type: none"> 1. Continue to review student and teacher work 2. Troubleshoot obstacles 3. Continue to research and learn new ideas 	<ol style="list-style-type: none"> 1. Evaluate effectiveness of implementation 2. Determine the next course of action
Week 1	Week 2	Week 3		Week 4	Weeks 5 - 9	Week 9
Macro	Micro	Micro		Micro	Micro	Micro

Data Into Action



Data Into Action

Levels 1, 2 & 3
are
foundational



High Reliability Schools



100%

Unit 2 Cycle 4

Informational	Author's Purpose	Problem/Solution	Text Features
Author's Purpose			
4	I can... • write a passage for each of the 4 author's purposes.		
3	I can... • determine the author's purpose of a passage and provide supporting evidence. * *		
2	I can... • list and define the 4 author's purposes. *		
1	I can... • do the score 2 or 3 items with help.		
Organizational Pattern: Problem/Solution			
4	I can... • write a text using a chosen organizational pattern.		
3	I can... • choose which organizational pattern is being used in an informational text. *		
2	I can... • define the 5 organizational patterns.		
1	I can... • do the score 2 or 3 items with help.		

Reading Learning Goals Score Sheet

Score 4.0 = I can go above and beyond what was taught for this learning goal.
 Score 3.0 = I can meet the expectations for this learning goal on my own.
 Score 2.0 = I can do the simpler skills related to this learning goal on my own.
 Score 1.0 = With help, I can perform score 2.0 or 3.0 expectations.

Q1

Contractions: I can use contractions to figure out what a word means.

U2 C1 Test #7 (max score 2)	U2 C5 Test #8 (max score 2)	U3 C2 Test #8 (max score 3)	(max score ...)	Common Assessment (max score 4)
2				

Q1 Affixes: I can use prefixes, suffixes, roots, and base words to figure out what a word means.

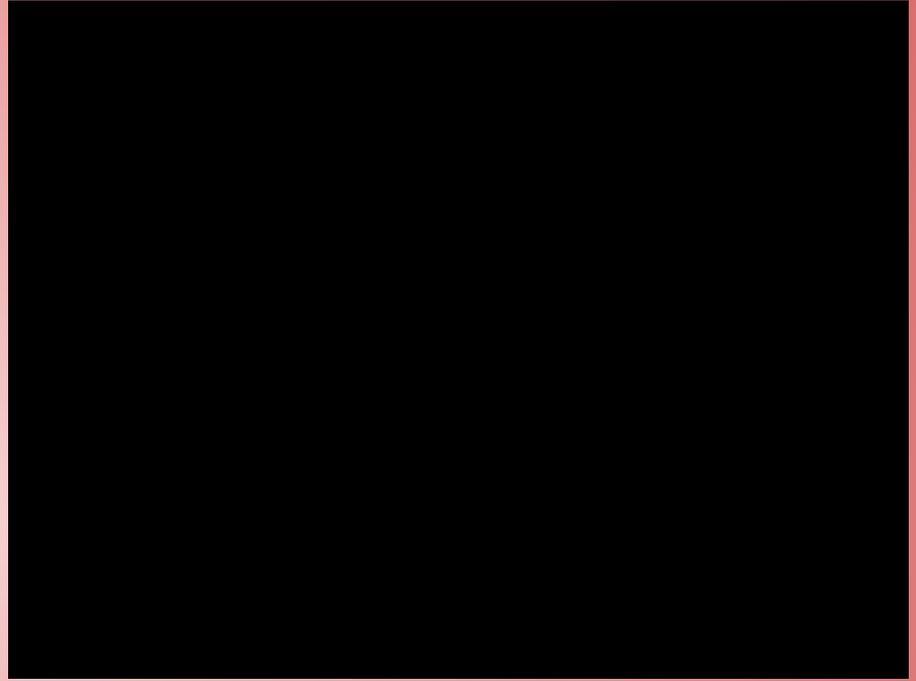
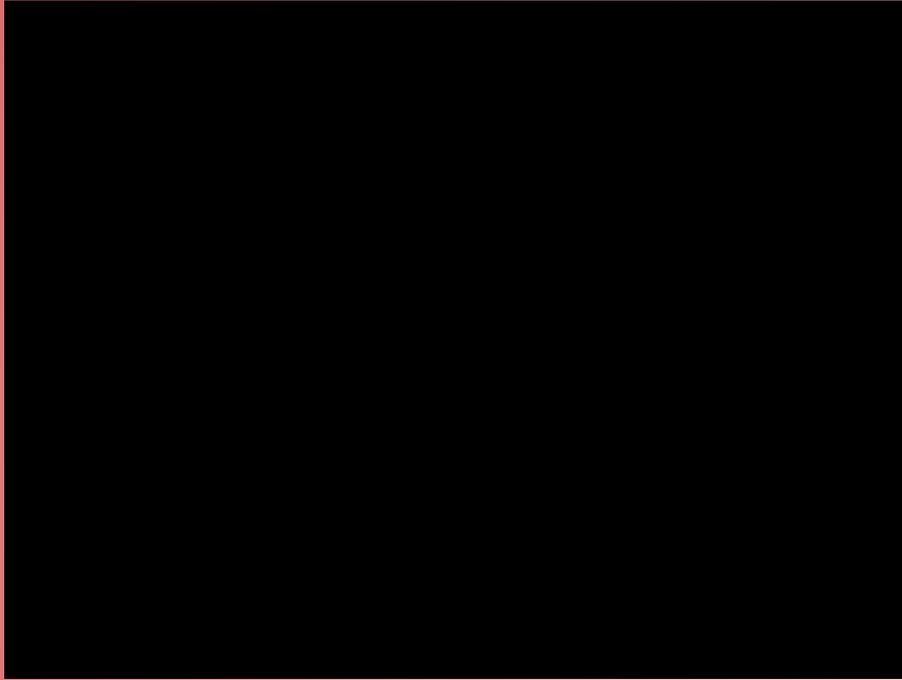
U5 C1 Test #9 (max score 2)	U2 C3 Test #7 (max score 3)	U4 C2 Test #8 (max score 4)	U5 C4 Test #8 (max score 4)	Common Assessment (max score 4)
				1

Q2

Author's Purpose: I can determine the author's purpose and provide the evidence to support it.

List & Match 4 Author's Purp. (max score 2)	U1 C2 Test #3 (max score 3)	SeeSaw U1 C4 Test #3 (max score 3)	U2 C2 Test #3 (max score 3)	Common Assessment (max score 4)
	3	2	3	24

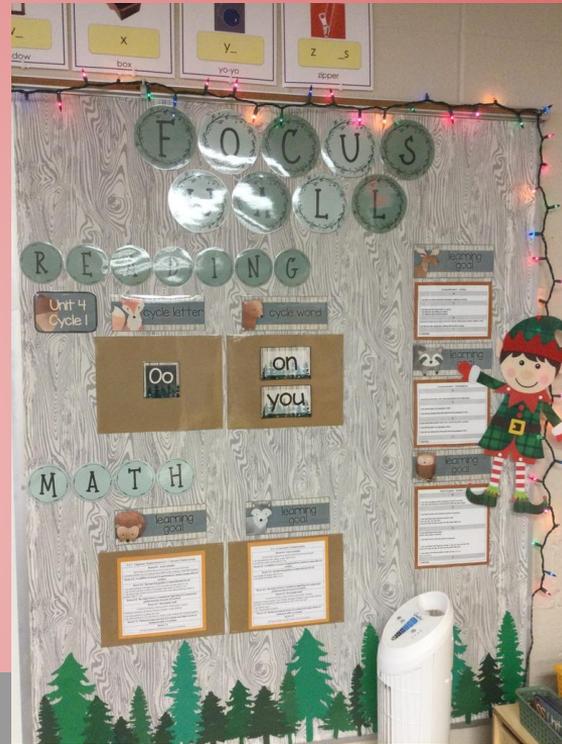
Proficiency Scales & Tracking Progress



Student Tracking



Learning Goal			
I can participate in conversations and discussions. Standard 2			
3rd-12th Grade Proficiency Scale			
4	I can have a conversation with others by speaking or writing.		
3	<p>I can participate in conversations and discussions by:</p> <table border="0"> <tr> <td> <p>Speaking in a complex sentence to</p> <ul style="list-style-type: none"> share my ideas share information answer others ask questions </td> <td> <p>Writing in a complex sentence to</p> <ul style="list-style-type: none"> share my ideas share information answer others ask questions </td> </tr> </table>	<p>Speaking in a complex sentence to</p> <ul style="list-style-type: none"> share my ideas share information answer others ask questions 	<p>Writing in a complex sentence to</p> <ul style="list-style-type: none"> share my ideas share information answer others ask questions
<p>Speaking in a complex sentence to</p> <ul style="list-style-type: none"> share my ideas share information answer others ask questions 	<p>Writing in a complex sentence to</p> <ul style="list-style-type: none"> share my ideas share information answer others ask questions 		
2	<p>Essential Vocabulary: questions, ask, answer, who, what, where, when, why, how, share</p> <p>I can:</p> <ul style="list-style-type: none"> write and speak using phrases or simple sentences to <ul style="list-style-type: none"> share my ideas share information answer others ask questions 		
1	With help, I can do Level 2 skills		



Proficiency Scales & Tracking Progress



Thank you!

Cross Reference

- 102 Educational Philosophy of the District
- 402.01 Equal Employment Opportunity
- 404.06 Harassment by Employees
- 501 Objectives for Equal Educational Opportunities for
Students
- 504.17 Harassment by Students

Policy

Adopted: 12-08-03

Revised: 12-12-11

Revised: 11/16/20

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

KAREN A. HAASE^{NE,IA,WY}
 STEVE WILLIAMS^{NE}
 BOBBY TRUHE^{NE,SD}



COADY H. PRUETT^{NE,CO}
 JORDAN JOHNSON^{NE}
 TYLER COVERDALE^{SD}
 SHARI RUSSELL, Paralegal

M E M O R A N D U M

To: Board of Education and Superintendent of Schools

FROM: KSB School Law

DATE: August 7, 2020

RE: Title IX Policy and Forms

As you know, the US Department of Education has made major changes in the regulations addressing how educational institutions must respond to allegations of sex harassment under Title IX. Schools must adopt revised Title IX policies no later than August 14, 2020. We have delayed in sending out this new policy in order to see if any of the several lawsuits challenging the new regulations would be successful in delaying the August 14 deadline. However, the time has come when your board must act in order to comply with the new regulations. Therefore, we have attached our suggested Title IX policy for your board's consideration.

Why is it so long? Trust us, we don't like sending you 22 page-long policies any more than you like receiving them. But the new regulations are extraordinarily detailed in what must be included in your Title IX policy. We have spent a lot of time making this policy as brief and understandable as possible. This is the end product of those efforts.

What do we have to do now? As you review this policy, there are four decisions the board will have to make for the school district:

1) Decide who will serve as Title IX Coordinator(s)

If you have been to one of our Title IX sessions, you know that the new regulations will require the district to have a Title Coordinator, a Title IX Investigator, Title IX Decision-maker, and a Title IX Appeal Officer. Of these roles, only the Title IX Coordinator is legally required to be an employee of

the district. The Title IX Coordinator may serve as the investigator as well (although that may be too much of a workload for one administrator), but neither the Title IX Coordinator nor the investigator may be the same person as the decision-maker who determines responsibility at the end of the grievance process. As you will see in the policy, you are required to publish the name or title, and contact information, of your Title IX Coordinator on your website and in your handbooks. You should make sure that this person knows that he/she has been designated as your Title IX Coordinator.

2) Decide if you want to change the burden of proof to "clear and convincing"

In section 5.7.2 on page 14 the draft policy adopts the "preponderance of the evidence" standard for Title IX investigations. The US Department of Education allows school districts the option of using a "clear and convincing" evidence standard. A preponderance of the evidence standard means that the evidence shows it is more likely than not that the accusations are true. A clear and convincing evidence standard is a higher bar of proof that requires a party to show that it is substantially more likely than not that the accusations are true. In other words, it is way harder for a school to impose consequences on a student or staff member if the district adopts the "clear and convincing" standard.

Schools are required to use the same standard for Title IX that you use for all other student discipline matters. You must also use the same standard of evidence for formal complaints against students as for formal complaints against employees, including those subject to your negotiated agreement. That means if you adopt the "clear and convincing" standard for Title IX, you'll also have to adopt it for your student code of conduct and for your negotiated agreement, which is subject to collective bargaining. We recommend against this, but if your board would like to adopt the "clear and convincing" standard, you should contact us and we will assist you in making the necessary policy revisions.

3) Decide how many days you will allow for an appeal

In section 5.8.1 on page 15 the policy provides that the parties to a Title IX investigation have 10 days in which to appeal the decision-maker's decision. That timeline is not set by regulation and your board can make it longer or shorter if you so desire. We recommend 10 days to remain consistent with the other timeframes in the Title IX regulations. If you change this timeline, make sure it is at least as long as any timelines for review or appeal in any general complaint procedure or grievance procedure your board has adopted elsewhere in your policies. Also note that if you change the 10

day appeal timeline, you will also need to change that information on the relevant forms which are included with the policy.

4) *Decide if you want to make it a violation of the code of conduct to knowingly make a false statement as part of a Title IX proceeding.*

The regulations allow you to have a policy that makes it a violation of the student code of conduct to knowingly make a false statement or knowingly submit false information during the Title IX grievance process or any other school investigation. If you would like to be able to impose consequences on individuals who intentionally make false allegations as part of a Title IX investigation, you will need to amend your student discipline policy to include that in the list of prohibited actions.

Please note that the mere fact that a respondent takes a position in the grievance process that ends up being inconsistent with the ultimate determination of responsibility will not, in and of itself, provide you a basis to impose disciplinary consequences on the respondent for intentionally making false statements as part of a Title IX proceeding. Similarly, you can't punish every complainant who makes a complaint that is ultimately found to be without merit.

What Do We Have to Do After We Adopt the Policy? After you have reviewed the policy, made the decisions above and adopted it, you cannot simply put it in your policy book and call it a day. The new regulations require you to continue to put forth a lot of effort on this policy.

1) *Notice and Publication*

Section 12 and 13 of the policy on page 22 sets out the notice and publication requirements that the regulations mandate. You must include this policy on your district's website, and in your staff and student handbooks. We know that many of you have already published handbooks for the 20-21 school year. We recommend that you distribute a copy of this policy to each student and staff member with a copy of the cover letter that we have included in our sample forms. Moving forward, you will have to publish this entire policy in both your student and employee handbooks each year. Additionally, you will provide notice of this policy to the following individuals:

- All families who file option enrollment applications with the district
- All individuals who apply for employment with the district
- All unions or professional organizations holding collective bargaining or professional agreements with the district (*we have included a sample cover letter for this purpose in our forms*)

2) Training

It will be obvious to anyone who looks at this policy that your administrative team will need a lot of training on how to implement it. The policy identifies the training that the district will provide beginning on page 8 in section 5.1.4. There are several sources for this training. KSB is developing modules of online training which staff can access on demand, and which will generate an appropriate "certification" at each level which your district can keep on file. To register for the training being offered by KSB, [click here](#). However, we are not the only source of training. [Several entities, including NCSA](#), have held or will be holding virtual workshops on specific dates this fall, and other opportunities for training will be provided.

The new regulations specifically require you to train three groups of people:

a. Title IX Coordinators

The employee or employees who will serve as your Title IX Coordinator have always needed frequent training. The new regulations add several things about which Title Coordinators must be trained.

b. Title IX Investigators

Anyone who will investigate Title IX complaints on the district's behalf must receive the same training that Title IX Coordinators receive. They also must specifically be trained on the legal standards of "relevance," "privilege," and "burden of proof/burden of production." Finally, Title IX Investigators must be trained on how to write compliant Title IX investigation reports.

c. Title IX Decision-Makers

Anyone who will decide the outcome of Title IX grievances must receive the same training that Title IX Coordinators. They must have additional specific training on the legal standards of "relevance," "privilege," and "burden of proof." Finally, Title IX Decision Makers must be trained on writing Title IX decisions.

Although the regulations don't **specifically** require it, it will be impossible for your district to comply with the new regulations unless it provides training to a fourth group from your school community:

d. All staff and board members

Under the new regulations, **any employee or agent of the school district** who is aware of possible sexual harassment can create liability for the district if that staff member does not immediately report that harassment. We do not see any way to ensure that this obligation is addressed unless you train every staff member (including classified staff and community coaches) and every board member on how to identify and report sexual harassment.

So did you put every possible item into the policy? Actually we didn't. The new regulations require colleges to allow in-person questioning of the victim and the respondent by the other party. The regulations say that this is also permitted but not required in a K-12 setting. We cannot fathom a kindergartner being cross examined by another student or parent, so we have omitted that from this policy.

Did you mention forms? Yes, we have attached a flowchart that illustrates the Title IX complaint process. At each stage of the process, we have linked to sample forms that the district can use in implementing this policy.

Any other policy changes this time around? Just a couple. This may affect other non-discrimination policies that you have in other board policies. We also recommend that you review your general grievance procedure and your policies addressing discrimination claims, as some or all of those policies may need to be amended.

Handbook Updates. As discussed above, we know that many of you already printed and/or distributed your handbooks and will use the form cover letter to send students and staff the new policy as an effective addendum to the handbooks you published.

CONCLUSION

We know that you did not run for the board or get into school administration to read legal gobbledygook. We have tried hard to take extremely complicated and detailed regulations and boil them down. However, you will almost certainly have questions arise about the new Title

IX requirements. As mentioned above, we also provide more details about the training that we are offering [here](#).

As always, please feel free to contact any of us if you have questions about any of these policy changes. Our group e-mail address is ksb@ksbschoollaw.com.

[Place on District Letterhead]

[Date]

[Complainant's Name and Address]

Re: ***Notice of Allegations and Grievance Process for Formal Complaints***

Dear [Name]:

I am writing to inform you that the district received and will be investigating the formal complaint of sexual harassment against [insert name of respondent] in which you were named as a complainant. Attached to this letter is a copy of the district's Title IX policy, which details the district's grievance procedures and the manner in which these allegations will be investigated and adjudicated.

The known parties involved in this incident include [Insert all parties, identifying whether each is a complainant or respondent. For example: *respondent John Doe*.] All parties are entitled to an advisor of their choice who may be, but is not required to be, an attorney, and who may be involved in the grievance process and inspect and review evidence as detailed by board policy.

The district will consider allegations that [insert the conduct allegedly constituting sexual harassment, including the date and location of the alleged incident(s), if known.] Respondents are presumed not responsible for alleged conduct, and a determination regarding responsibility is made only at the conclusion of the grievance process.

[NOTE TO BE DELETED: ONLY INCLUDE THIS PARAGRAPH IF IT IS CONSISTENT WITH BOARD POLICY.]

Pursuant to board policy, it is a violation of the student code of conduct to knowingly make a false statement or knowingly submit false information during the Title IX grievance process or any other school investigation. Pursuant to board policy, it is a violation of the student code of conduct to make a materially false statement in bad faith in the course of the Title IX grievance process or any other school investigation.

Sincerely,

[Signature]

[Place on District Letterhead]

[Date]

[Complainant's Name and Address]

Re: ***Dismissal of Formal Complaint of Sexual Harassment***

Dear [Name]:

I am writing to inform you that the formal complaint of sexual harassment you filed against [insert name of respondent] was dismissed. After investigating the allegations in your complaint, the district determined that [Insert one or more of the following reasons for dismissing the complaint here: (1) the conduct alleged in the formal complaint would not constitute sexual harassment as defined by federal law and board policy even if proved; (2) the conduct alleged did not occur in the district's education program or activity; (3) the conduct alleged did not occur against a person in the United States; (4) you, the complainant, notified the Title IX Coordinator in writing that you would like to withdraw the formal complaint or allegations therein; (5) the respondent is no longer enrolled or employed by the district; or (6) specific circumstances, including _____, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Please note, reasons 1 through 3 are mandatory grounds for dismissal. Reasons 4 through 6 are permissive grounds for dismissal.]

Pursuant to board policy, you have the right to appeal the dismissal of your complaint on any of the following grounds:

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination regarding dismissal was made that could affect the outcome of the matter.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of this matter.

Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within 10 [Note to be deleted: check to see this is consistent with your district's policy] calendar days of the date of this dismissal. The Notice of Appeal must include each of the following:

- The name of the party or parties making the appeal.

- The determination, dismissal, or portion thereof being appealed.
- A concise statement of the specific grounds upon which the appeal is based.

The failure to timely submit a Notice of Appeal will be deemed a waiver of your right to appeal under board policy, 34 C.F.R. part, 106, and Title IX. For your convenience, I've attached a copy of the school district's Title IX policy and grievance procedures.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Complainant's Name and Address]

Re: ***Dismissal of Formal Complaint of Sexual Harassment***

Dear [Name]:

I am writing to inform you that the formal complaint of sexual harassment you filed against [insert name of respondent] was dismissed. After investigating the allegations in your complaint, the district determined that [Insert one or more of the following reasons for dismissing the complaint here: (1) the conduct alleged in the formal complaint would not constitute sexual harassment as defined by federal law and board policy even if proved; (2) the conduct alleged did not occur in the district's education program or activity; (3) the conduct alleged did not occur against a person in the United States; (4) you, the complainant, notified the Title IX Coordinator in writing that you would like to withdraw the formal complaint or allegations therein; (5) the respondent is no longer enrolled or employed by the district; or (6) specific circumstances, including _____, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Please note, reasons 1 through 3 are mandatory grounds for dismissal. Reasons 4 through 6 are permissive grounds for dismissal.]

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Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Union and Union Official Name and Address]

Re: **Notice of Title IX Policy**

Dear [Union Official] and all members of the [insert name of employee organization]:

The [Insert District Name] Board of Education has adopted policy [insert Title IX policy number] regarding Title IX, the prohibition against discrimination on the basis of sex, and grievance procedures for complaints. This policy may be found on our website at: [insert hyperlink.] This policy is also found published in our employee handbooks, distributed to all employees.

Pursuant to this policy, the district does not discriminate on the basis of sex in any education programs, which extends to admission and employment. Inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the assistant Secretary for Civil Rights of the United States Department of Education, or both.

The Title IX Coordinator is [insert designated coordinator], who may be contacted in person, by mail, by telephone, or by electronic mail at [insert address, telephone number, and email address.]

The assistant Secretary for Civil Rights of the United States Department of Education may be contacted at: U.S. Department of Education, Office for Civil Rights, Washington, D.C. 20202-1100.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Individual's Name and Address]

Re: **Notice of Title IX Policy**

Dear [individual student/employee]:

The [Insert District Name] Board of Education has adopted policy [insert Title IX policy number] regarding Title IX, the prohibition against discrimination on the basis of sex, and grievance procedures for complaints. This policy is attached to this letter. **OR** This policy may be found in our updated electronic handbooks, found here: [insert hyperlink.] By this letter, the school district is amending its previously distributed handbooks to include this policy, in full. If you received or printed a physical copy of the handbook, please attach this policy to your handbook. To the extent that any provision in the handbooks is in conflict with this policy, this policy will prevail.

Pursuant to this policy, the district does not discriminate on the basis of sex in any education programs, which extends to admission and employment. Inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the assistant Secretary for Civil Rights of the United States Department of Education, or both.

The Title IX Coordinator is [insert designated coordinator], who may be contacted in person, by mail, by telephone, or by electronic mail at [insert address, telephone number, and email address.]

The assistant Secretary for Civil Rights of the United States Department of Education may be contacted at: U.S. Department of Education, Office for Civil Rights, Washington, D.C. 20202-1100.

Sincerely,

[Signature Blo

Title IX Written Appeal Decision

This report summarizes the appellate decision-maker's decision regarding the below-referenced formal complaint of sexual harassment. This determination was reached based upon the preponderance of the evidence.

Date grievance procedures initiated: [Insert the date of the initiation of the investigation.]

Date written determination issued: [Insert the date of the issuance of this determination]

Date written appeal decision issued: [Insert the date of the issuance of this determination.]

Basis For Appeal

Procedural issue:

New evidence:

Bias/conflict of interest:

[These are the three mandatory grounds for allowing an appeal. Describe what the party appealing the determination has identified in the appropriate category.]

Other:

[Your district can add grounds, but must apply them equally to both parties. If your district has not added grounds, delete this heading.]

Procedural History

[You can use the procedural summary from the Decision-Maker's written determination. Then add the steps, if any, you have taken procedurally as the appellate decision-maker.]

Summary of Decision and Its Rationale

[You can quote from the initial decision or craft your own summary.]

Analysis Of Whether Outcome was Affected by Claimed Error

Factual Conclusions

[If the appeal alleges new facts, you should should carefully, and in detail, describe the factual conclusions that you are drawing about those limited facts without necessarily re-deciding all the factual issues resolved by the initial decision-maker.]

Effect of the Outcome of the Decision

[In this section, you must determine whether the outcome of the initial determination was affected by the claimed error. If not, the appeal can be dismissed.]

Appellate Decision

Grant or reject the appeal and state your rationale for doing so.

Appellate Decision-maker

Date

[Place on District Letterhead]

[Date]

[Individual's Name and Address]

Re: **Notice of Title IX Policy**

Dear [individual student/employee]:

The [Insert District Name] Board of Education has adopted policy [insert Title IX policy number] regarding Title IX, the prohibition against discrimination on the basis of sex, and grievance procedures for complaints. This policy is attached to this letter. By this letter, the school district is amending its previously distributed handbooks to include this policy, in full. If you received or printed a physical copy of the handbook, please attach this policy to your handbook. To the extent that any provision in the handbooks is in conflict with this policy, this policy will prevail.

Pursuant to this policy, the district does not discriminate on the basis of sex in any education programs, which extends to admission and employment. Inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the assistant Secretary for Civil Rights of the United States Department of Education, or both.

The Title IX Coordinator is [insert designated coordinator], who may be contacted in person, by mail, by telephone, or by electronic mail at [insert address, telephone number, and email address.]

The assistant Secretary for Civil Rights of the United States Department of Education may be contacted at: U.S. Department of Education, Office for Civil Rights, Washington, D.C. 20202-1100.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Respondent's Name and Address]

Re: ***Notice of Allegations and Grievance Process for Formal Complaints***

Dear [Name]:

I am writing to inform you that the district received and will be investigating a formal complaint of sexual harassment in which you were named as a Respondent. Attached to this letter is a copy of the district's Title IX policy, which details the district's grievance procedures and the manner in which these allegations will be processed, investigated and adjudicated.

The known parties involved in this incident include [Insert all parties, identifying whether each is a complainant or respondent. For example: *John Doe, respondent, Adam Jones, complainant.*] All parties are entitled to an advisor of their choice who may be, but is not required to be, an attorney, and who may be involved in the grievance process and inspect and review evidence as detailed by board policy.

The district will consider allegations that [insert the conduct allegedly constituting sexual harassment, including the date and location of the alleged incident(s), if known.] Respondents are presumed not responsible for alleged conduct, and a determination regarding responsibility is made at the conclusion of the grievance process.

[NOTE TO BE DELETED: ONLY INCLUDE THIS PARAGRAPH IF IT IS CONSISTENT WITH BOARD POLICY.]

Pursuant to board policy, it is a violation of the student code of conduct to knowingly make a false statement or knowingly submit false information during the Title IX grievance process or any other school investigation. Pursuant to board policy, it is a violation of the student code of conduct to make a materially false statement in bad faith in the course of the Title IX grievance process or any other school investigation.

Sincerely,

[Signature Block]



Title IX Grievance Process

Receipt of formal complaint

Prepare Initial Notice for both complainant and respondent, then analyze

Would the alleged conduct constitute sexual harassment even if proved?

Did the alleged conduct occur in a district education program or activity?

Did this conduct occur in the United States?

If you answer "no" to **ANY** of these

If you answer "yes" to **ALL** of these

The District **MUST** dismiss the complaint

Parties can appeal only if brought within **10 days** from decision and only for one of the following reasons

- New evidence not previously available that can affect outcome
- Conflict of Interest of Title IX Coordinator, Investigator, or decision-maker
- Procedural issue which affected outcome

Decision-maker must wait **10 days** from receipt of report before issuing decision

During this time, parties are given the opportunity to submit questions, provide answers, and ask limited follow-up questions

Investigator prepares and distributes the Investigative Report to each party and decision-maker

Parties must be given **10 days** to submit a written response to investigator's evidence

Investigator provides notice of the evidence to the parties

Initial investigation, must provide notice of interview to parties

Has the complainant notified the Title IX Coordinator in writing that he/she wishes to withdraw the complaint?

Is the respondent currently either enrolled or employed elsewhere?

Do specific circumstances prevent gathering of evidence sufficient to make a determination regarding the complaint?

If you answer "no" to **ALL** of these

If you answer "yes" to **ANY** of these

The District **MAY** (but is not obligated to) dismiss the complaint. This dismissal can happen at any point during the investigation or hearing.

If district chooses to dismiss

Upon dismissal for any reason, district must promptly send written notice of dismissal to both respondent and complainant.

If district chooses not to dismiss

[Place on District Letterhead]

[Date]

[Complainant's Name and Address]

Re: ***Notice of Allegations and Grievance Process for Formal Complaints***

Dear [Name]:

I am writing to inform you that the district received and will be investigating the formal complaint of sexual harassment against [insert name of respondent] in which you were named as a complainant. Attached to this letter is a copy of the district's Title IX policy, which details the district's grievance procedures and the manner in which these allegations will be investigated and adjudicated.

The known parties involved in this incident include [Insert all parties, identifying whether each is a complainant or respondent. For example: *respondent John Doe*.] All parties are entitled to an advisor of their choice who may be, but is not required to be, an attorney, and who may be involved in the grievance process and inspect and review evidence as detailed by board policy.

The district will consider allegations that [insert the conduct allegedly constituting sexual harassment, including the date and location of the alleged incident(s), if known.] Respondents are presumed not responsible for alleged conduct, and a determination regarding responsibility is made only at the conclusion of the grievance process.

[NOTE TO BE DELETED: ONLY INCLUDE THIS PARAGRAPH IF IT IS CONSISTENT WITH BOARD POLICY.]

Pursuant to board policy, it is a violation of the student code of conduct to knowingly make a false statement or knowingly submit false information during the Title IX grievance process or any other school investigation. Pursuant to board policy, it is a violation of the student code of conduct to make a materially false statement in bad faith in the course of the Title IX grievance process or any other school investigation.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Respondent's Name and Address]

Re: ***Notice of Allegations and Grievance Process for Formal Complaints***

Dear [Name]:

I am writing to inform you that the district received and will be investigating a formal complaint of sexual harassment in which you were named as a Respondent. Attached to this letter is a copy of the district's Title IX policy, which details the district's grievance procedures and the manner in which these allegations will be processed, investigated and adjudicated.

The known parties involved in this incident include [Insert all parties, identifying whether each is a complainant or respondent. For example: *John Doe, respondent, Adam Jones, complainant.*] All parties are entitled to an advisor of their choice who may be, but is not required to be, an attorney, and who may be involved in the grievance process and inspect and review evidence as detailed by board policy.

The district will consider allegations that [insert the conduct allegedly constituting sexual harassment, including the date and location of the alleged incident(s), if known.] Respondents are presumed not responsible for alleged conduct, and a determination regarding responsibility is made at the conclusion of the grievance process.

[NOTE TO BE DELETED: ONLY INCLUDE THIS PARAGRAPH IF IT IS CONSISTENT WITH BOARD POLICY.]

Pursuant to board policy, it is a violation of the student code of conduct to knowingly make a false statement or knowingly submit false information during the Title IX grievance process or any other school investigation. Pursuant to board policy, it is a violation of the student code of conduct to make a materially false statement in bad faith in the course of the Title IX grievance process or any other school investigation.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Complainant's Name and Address]

Re: ***Dismissal of Formal Complaint of Sexual Harassment***

Dear [Name]:

I am writing to inform you that the formal complaint of sexual harassment you filed against [insert name of respondent] was dismissed. After investigating the allegations in your complaint, the district determined that [Insert one or more of the following reasons for dismissing the complaint here: (1) the conduct alleged in the formal complaint would not constitute sexual harassment as defined by federal law and board policy even if proved; (2) the conduct alleged did not occur in the district's education program or activity; (3) the conduct alleged did not occur against a person in the United States; (4) you, the complainant, notified the Title IX Coordinator in writing that you would like to withdraw the formal complaint or allegations therein; (5) the respondent is no longer enrolled or employed by the district; or (6) specific circumstances, including _____, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Please note, reasons 1 through 3 are mandatory grounds for dismissal. Reasons 4 through 6 are permissive grounds for dismissal.]

Pursuant to board policy, you have the right to appeal the dismissal of your complaint on any of the following grounds:

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination regarding dismissal was made that could affect the outcome of the matter.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of this matter.

Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within 10 [Note to be deleted: check to see this is consistent with your district's policy] calendar days of the date of this dismissal. The Notice of Appeal must include each of the following:

- The name of the party or parties making the appeal.

- The determination, dismissal, or portion thereof being appealed.
- A concise statement of the specific grounds upon which the appeal is based.

The failure to timely submit a Notice of Appeal will be deemed a waiver of your right to appeal under board policy, 34 C.F.R. part, 106, and Title IX. For your convenience, I've attached a copy of the school district's Title IX policy and grievance procedures.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Respondent's Name and Address]

Re: ***Dismissal of Formal Complaint of Sexual Harassment***

Dear [Name]:

I am writing to inform you that the formal complaint of sexual harassment filed against you by [insert name of Complainant] was dismissed. After investigating the allegations, the district determined that [Insert one or more of the following reasons for dismissing the complaint here: (1) *the conduct alleged in the formal complaint would not constitute sexual harassment as defined by federal law and board policy even if proved*; (2) *the conduct alleged did not occur in the district's education program or activity*; (3) *the conduct alleged did not occur against a person in the United States*; (4) *the complainant notified the Title IX Coordinator in writing to withdraw the formal complaint or allegations therein*; (5) *you, the respondent, are no longer enrolled or employed by the district*; or (6) *specific circumstances, including _____, prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Please note, reasons 1 through 3 are mandatory grounds for dismissal. Reasons 4 through 6 are permissive grounds for dismissal.*]

Pursuant to board policy, the Complainant is afforded the right to appeal the dismissal of this complaint on any of the following grounds:

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination regarding dismissal was made that could affect the outcome of the matter.
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of this matter.

For your convenience, I've attached a copy of the school district's Title IX policy and grievance procedures.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Party's Name and Address]

Re: ***Notice of Interview***

Dear [Name]:

As you know, the district is investigating a formal complaint of sexual harassment in which you were named as a party. As part of this investigation, the district intends to interview you at [enter the date, time and location of the interview, recognizing that this notice must provide the party sufficient time to prepare for the interview, which we would normally say is at least 24 hours.]

If you have an advisor, you are entitled to have him or her attend the interview. You should notify your advisor of this communication and the planned interview immediately. If you are unable to participate in the interview as scheduled, you must notify me immediately of your concerns.

Sincerely,

[Signature Block]

[Place on District Letterhead]

[Date]

[Party's Name and Address]

[Party's Advisor's Name and Address (if any)]

Re: ***Evidence Subject to Inspection and Review***

Dear [Party and Advisor (if any)]:

As you know, the district is investigating a formal complaint of sexual harassment in which you were named as a party. Attached is the evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint. Please note, this may include evidence upon which the district does not intend to rely in reaching a determination regarding responsibility.

Pursuant to board policy, you have ten days from the date of this communication to submit a written response to this evidence, which will be considered prior to completion of the investigative report. Any such written response should be submitted to [insert contact information for investigator.]

Sincerely,

[Signature Block]

Title IX Investigative Report

This report summarizes the [Insert the name of your district]'s investigation into a formal complaint of sexual harassment.

Date grievance procedures initiated: [Insert the date of the initiation of the investigation.]

Date investigation concluded: [Insert the date of the conclusion of the investigation.]

Date of report: [Insert the date of the submission of the investigation report.]

Investigator: [Insert name of investigator.]

Decision Maker: [Insert name of decision maker.]

Procedural History

[**NOTE TO BE DELETED:** This section of the investigation report is **OPTIONAL**. However, we believe that including this information in the investigation report may make it easier for your decision-maker to issue a written determination which must include this section.]

[Here, describe the procedural steps taken from the receipt of the formal complaint through the issuance of this investigation report. This would include a description of notifications to parties, including the date such notification was provided, a description of the date, time, and place of interviews with parties and witnesses and site visits, and a description of the methods used or actions taken to gather other evidence.]

Summary of Evidence Collected

[Here, fairly summarize *all* relevant evidence, which should include all evidence that was provided to the parties and any evidence subsequently submitted by the parties in their written responses. However, relevant evidence never includes evidence regarding an individual's sexual predisposition and evidence about prior sexual behavior will only be relevant in very limited circumstances provided by the regulations. No further placeholders are provided below, because the evidence collected in each investigation will be unique and therefore an investigation report does not lend itself to a template format throughout.]

Title IX Written Determination

This report summarizes the decision-maker's determination regarding the below-referenced formal complaint of sexual harassment. This determination was reached based upon the preponderance of the evidence.

Date grievance procedures initiated: [Insert the date of the initiation of the investigation.]

Date written determination issued: [Insert the date of the issuance of this determination]

Allegations Investigated

[Describe in detail the allegations that served as a basis for opening the investigation. Conclude with a determination that these allegations, if true, would constitute sexual harassment as defined by federal law and board policy.]

Procedural History

[You must include here a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence. Include the dates, times, and locations, as appropriate, in describing procedural steps.]

Findings of Fact

Based upon the evidence described above, the decision-maker makes the following findings based upon a preponderance of the evidence.

Credibility Determinations.

[For each individual identified as providing an interview, statement or report, the decision-maker should assess whether the individual was credible and whether the information they provided was reliable. In doing so, specifically describe the factual basis for reaching these conclusions. However, remember that credibility determinations cannot be based upon a parties' status as a complainant or respondent. Additionally, for all other evidence, assess its credibility and reliability based upon a specific discussion of its nature and source.]

Factual Conclusions.

[This section should carefully, and in detail, describe the factual conclusions of the decision-maker based upon the evidence. Wherever possible, describe the evidence, circumstances, or facts underlying the factual conclusion. This section should also discuss any evidence considered that is contrary to the decision-maker's conclusions, and provide an explanation for why that evidence was not found to be dispositive.]

In writing this section, the decision-maker should first lay out a narrative of how he/she believes the incident(s) unfolded. The decision-maker should then provide a conclusion as to whether the respondent subjected the complainant to sexual harassment as defined by federal law and board policy. In doing so, specifically provide why the conduct at issue meets the definition of sexual harassment.]

Summary of Findings by Allegation

[In this section, you should summarize your findings by summarize the conclusion for each allegation, including a clear determination of responsibility, and provide a summary of the rationale for that conclusion.]

Application of Code of Conduct

[In this section, you must determine whether the district's code of conduct applies to the facts you found and described above.]

Responsive Actions

Disciplinary Sanctions

[This section must provide a statement of, and rationale for, any disciplinary sanctions the district intends to impose upon the respondent.]

Remedies

[Describe here whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant.]

Right to Appeal

Each party has the opportunity to appeal the above determinations regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the following grounds:

- Procedural irregularity that affected the outcome of the matter;

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of this matter; or
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of this written determination of responsibility. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under board policy, 34 C.F.R. part, 106, and Title IX.

Decision-maker

Date

Title IX Written Determination

This report summarizes the decision-maker's determination regarding the below-referenced formal complaint of sexual harassment. This determination was reached based upon the preponderance of the evidence.

Date grievance procedures initiated: [Insert the date of the initiation of the investigation.]

Date written determination issued: [Insert the date of the issuance of this determination]

Allegations Investigated

[Describe in detail the allegations that served as a basis for opening the investigation. Conclude with a determination that these allegations, if true, would constitute sexual harassment as defined by federal law and board policy.]

Procedural History

[You must include here a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence. Include the dates, times, and locations, as appropriate, in describing procedural steps.]

Findings of Fact

Based upon the evidence described above, the decision-maker makes the following findings based upon a preponderance of the evidence.

Credibility Determinations.

[For each individual identified as providing an interview, statement or report, the decision-maker should assess whether the individual was credible and whether the information they provided was reliable. In doing so, specifically describe the factual basis for reaching these conclusions. However, remember that credibility determinations cannot be based upon a parties' status as a complainant or respondent. Additionally, for all other evidence, assess its

credibility and reliability based upon a specific discussion of its nature and source.]

Factual Conclusions.

[This section should carefully, and in detail, describe the factual conclusions of the decision-maker based upon the evidence. Wherever possible, describe the evidence, circumstances, or facts underlying the factual conclusion. This section should also discuss any evidence considered that is contrary to the decision-maker's conclusions, and provide an explanation for why that evidence was not found to be dispositive.]

In writing this section, the decision-maker should first lay out a narrative of how he/she believes the incident(s) unfolded. The decision-maker should then provide a conclusion as to whether the respondent subjected the complainant to sexual harassment as defined by federal law and board policy. In doing so, specifically provide why the conduct at issue meets the definition of sexual harassment.]

Summary of Findings by Allegation

[In this section, you should summarize your findings by summarize the conclusion for each allegation, including a clear determination of responsibility, and provide a summary of the rationale for that conclusion.]

Application of Code of Conduct

[In this section, you must determine whether the district's code of conduct applies to the facts you found and described above.]

Responsive Actions

Disciplinary Sanctions

[This section must provide a statement of, and rationale for, any disciplinary sanctions the district intends to impose upon the respondent.]

Remedies

[Describe here whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant.]

Right to Appeal

Each party has the opportunity to appeal the above determinations regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of this matter; or
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of this written determination of responsibility. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under board policy, 34 C.F.R. part, 106, and Title IX.

Decision-maker

Date

[Place on District Letterhead]

[Date]

[Party's Name and Address]

Re: ***Notice of Interview***

Dear [Name]:

As you know, the district is investigating a formal complaint of sexual harassment in which you were named as a party. As part of this investigation, the district intends to interview you at [enter the date, time and location of the interview, recognizing that this notice must provide the party sufficient time to prepare for the interview, which we would normally say is at least 24 hours.]

If you have an advisor, you are entitled to have him or her attend the interview. You should notify your advisor of this communication and the planned interview immediately. If you are unable to participate in the interview as scheduled, you must notify me immediately of your concerns.

Sincerely,

[Signature Block]

Title IX Investigative Report

This report summarizes the [Insert the name of your district]'s investigation into a formal complaint of sexual harassment.

Date grievance procedures initiated: [Insert the date of the initiation of the investigation.]

Date investigation concluded: [Insert the date of the conclusion of the investigation.]

Date of report: [Insert the date of the submission of the investigation report.]

Investigator: [Insert name of investigator.]

Decision Maker: [Insert name of decision maker.]

Procedural History

[**NOTE TO BE DELETED:** This section of the investigation report is **OPTIONAL**. However, we believe that including this information in the investigation report may make it easier for your decision-maker to issue a written determination which must include this section.]

[Here, describe the procedural steps taken from the receipt of the formal complaint through the issuance of this investigation report. This would include a description of notifications to parties, including the date such notification was provided, a description of the date, time, and place of interviews with parties and witnesses and site visits, and a description of the methods used or actions taken to gather other evidence.]

Summary of Evidence Collected

[Here, fairly summarize *all* relevant evidence, which should include all evidence that was provided to the parties and any evidence subsequently submitted by the parties in their written responses. However, relevant evidence never includes evidence regarding an individual's sexual predisposition and evidence about prior sexual behavior will only be relevant in very limited circumstances provided by the regulations. No further placeholders are provided below, because the evidence collected in each investigation will be unique and therefore an investigation report does not lend itself to a template format throughout.]

[Place on District Letterhead]

[Date]

[Party's Name and Address]

[Party's Advisor's Name and Address (if any)]

Re: ***Evidence Subject to Inspection and Review***

Dear [Party and Advisor (if any)]:

As you know, the district is investigating a formal complaint of sexual harassment in which you were named as a party. Attached is the evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint. Please note, this may include evidence upon which the district does not intend to rely in reaching a determination regarding responsibility.

Pursuant to board policy, you have ten days from the date of this communication to submit a written response to this evidence, which will be considered prior to completion of the investigative report. Any such written response should be submitted to [insert contact information for investigator.]

Sincerely,

[Signature Block

Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. Title IX Coordinator

1.1. Designation. The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. Definitions. As used in this policy, the following terms are defined as follows:

2.1. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

- 2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;
- 2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:
 - 2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
 - 2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - 2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - 2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - 2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her

age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. Complaint Procedure. All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006 [**NOTE TO BE DELETED:** Update this policy number if your general complaint procedure is numbered differently from 2006].

4. **Response to Sexual Harassment**

4.1. Reporting Sexual Harassment. Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. General Response to Sexual Harassment. When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. Emergency Removal. Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. Administrative Leave. Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. **Grievance Process for Formal Complaints of Sexual Harassment.**

5.1. **General Requirements.**

- 5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- 5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- 5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

- 5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.
- 5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:
 - 5.1.4.2.1. The definition of sexual harassment in subsection 2.6;
 - 5.1.4.2.2. The scope of the district's education program or activity;
 - 5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
 - 5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- 5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.
- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- 5.2. **Notice of Allegations.**
- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:
- 5.2.1.1. A copy of this policy.
- 5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at

the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

- 5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

- 5.3.1. The district will investigate the allegations in a formal complaint.
- 5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:
- 5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;
- 5.3.2.2. Did not occur in the district's education program or activity; or
- 5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding

responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district

does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. Exchange of Written Questions. After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.7. Determination Regarding Responsibility

- 5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the

preponderance of the evidence standard. The written determination will include:

- 5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;
- 5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- 5.7.2.3. Findings of fact supporting the determination;
- 5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;
- 5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
- 5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the

district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

- 5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days [NOTE TO BE DELETED: We recommend 10 calendar days to remain consistent with the other timeframes in the Title IX regulations. However, make sure this timeline is at least as long as any timelines for review or appeal in any general complaint procedure or grievance procedure] of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.
- 5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:
 - 5.8.2.1. Procedural irregularity that affected the outcome of the matter;
 - 5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- 5.8.3. As to all appeals, the district will:

- 5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.
- 5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and
- 5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

- 5.9.1. Provides to the parties a written notice disclosing:
 - 5.9.1.1. The allegations;
 - 5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

- 5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
- 5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.10. **Recordkeeping.**

- 5.10.1. The district will maintain for a period of seven years records of:
 - 5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
 - 5.10.1.2. Any appeal and the result therefrom;
 - 5.10.1.3. Any informal resolution and the result therefrom; and
 - 5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

- 5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a

report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances.**

- 10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.
- 10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

Legal Reference: Neb. Statute 79-2,114-2,124
 20 U.S.C. §§ 1221 et seq.
 20 U.S.C. §§ 1681 et seq.
 20 U.S.C. §§ 1701 -1721
 29 U.S. C. § 794
 42 U.S.C. §§ 12101 et seq.
 28 C.F.R. Pt. 35.1
 34 C.F.R. Pt. 100
 34 C.F.R. Pt. 104
 34 C.F.R. Pt. 106

Cross Reference	102	Educational Philosophy of the District
	402.01	Equal Employment Opportunity
	404.06	Harassment by Employees
	501	Objectives for Equal Educational Opportunities for Students
	504.17	Harassment by Students

Policy
 Adopted:

COLUMBUS PUBLIC SCHOOLS
 Columbus, Nebraska

FIELD TRIP OR EXCURSION APPROVAL FORM
Activities That Result In Loss Of Student Days
Out of State Activities

Date: 5/10/2021

Proposed Excursion date: ~~February/March 2022~~ **March 11-13, 2022**

Requesting Individual: Jeff Peabody

Student group for which request is made: CHS Winter Percussion Ensemble

Purpose of trip:

The winter percussion ensemble continues to excel in regional and national level competition, however over the past two years, we have been unable to travel in order to compete. This request is to allow us to return to the ~~Minnesota~~ WGI Regional to compete.

Due to calendar conflicts, now attending the Denver Regional

Educational Benefit:

This allows the ensemble to compete with a higher level of competition than is locally available.

Nature of Request (Check One) 1 time only Annual

Is The Event Sanctioned? (NSAA Activity) Yes No

Cost of trip: approximately \$350 per traveler

Cost to district: none, funds are raised through a participation fee.

How will funds be raised: Annual Discount Card Sales, Fireworks tent fundraiser, direct payments.

Timelines of event: The exact trip dates are not yet determined as events are not entirely scheduled.

Number of student school days forfeited: 1-2

Other pertinent information:

While the exact trip has not yet been determined the itinerary from the previous trip has been included for informational purposes.

Approval Signatures:

Principal: _____ Date: _____

Superintendent: _____ Date: _____

School Board President: _____

Date of Formal Board Approval: _____

Attach the following information along with this request.

- 1. A Detailed Budget Including Expenses and Revenue.*
- 2. Travel Information.*
- 3. Parental Permission Form.*
- 4. NSAA Waiver for Competitions In Excess of 600-miles Round Trip.*

FIELD TRIP OR EXCURSION APPROVAL FORM
Activities That Result In Loss Of Student Days
Out of State Activities

Date: 5/10/2021

Proposed Excursion date: ~~December 2022~~ ***Moved to December 2023***

Requesting Individual: Jeff Peabody

Student group for which request is made: Discoverer Marching Band

Purpose of trip:

Typically the marching band travels on a rotating 4 year basis to a significant band event (be it parade or bowl game) however the trip for 2020/2021 was cancelled due to the world wide pandemic. In light of that, I am requesting to take this trip during the 2022/2023 school year.

Educational Benefit:

This trip is designed to allow students to experience a capstone level activity in instrumental music. It involves both an exciting and engaging musical performance, and an experience in an educationally relevant area.

Nature of Request (Check One) 1 time only Annual

Is The Event Sanctioned? (NSAA Activity) Yes No

Cost of trip: approximately \$2000 per traveler

Cost to district: none, all funds are either raised by students/parents or paid directly to the travel co.

How will funds be raised: Annual Discount Card Sales, Fireworks tent fundraiser, direct payments to the co.

Timelines of event: The exact trip dates are not yet determined as events are not entirely scheduled.

Number of student school days forfeited: Typically this occurs during the winter break.

Other pertinent information:

While the exact trip has not yet been determined the itinerary from the previous trip has been included for informational purposes. This request is being made in order to begin fundraising activities for the event.

Monies raised towards the previous trip will be applied to this trip.

Approval Signatures:

Principal: _____ Date: _____

Superintendent: _____ Date: _____

School Board President: _____

Date of Formal Board Approval: _____

Attach the following information along with this request.

- 1. A Detailed Budget Including Expenses and Revenue.*
- 2. Travel Information.*
- 3. Parental Permission Form.*
- 4. NSAA Waiver for Competitions In Excess of 600-miles Round Trip.*

December 7, 2020

Mr. Doug Molczyk, President
Columbus Public Schools Board of Education
2508 27th Street
Columbus, NE 68601

Dear President Molczyk and Board of Education Members:

Please accept this letter as my "Notice of Intent to Return and Extend" my contract that is called for by my employment contract. With this notice, I am indicating to the Board that I wish to serve the District as Superintendent for one (1) contract year more than my potential term of service scheduled to end on June 30, 2024. The extension of this contract would extend the term of service to June 30, 2025.

The Board has a number of options in response to this Notice. If the Board decides that an extension *is* in the best interest of the District, the Board can, first, take the "direct approach." Such an approach would require the Board to pass a motion at the December 20th board meeting to extend my contract by one (1) contract year at the end of the present school calendar year of June 30, 2022. The second option, as outlined in my present contract with the District, would be an "indirect approach." This option would be that the board would pass a motion at the January 17th or February 21st board meeting to extend my contract for one (1) contract year at the end of the present contract year of June 30, 2022.

If the Board decides that an extension is *not* in the best interest of the District, the Board has until March 15, 2022 to issue a "Notice of Intent to Not Extend." Please note that, regardless of the Board's action on this matter now, the Board has until April 15th to provide a notice of non-renewal.

As you know, I remain committed to the philosophy that the Superintendent serves at the discretion of the Board majority. Please contact me should you have any questions or concerns about this Notice. I look forward to the response of the Board, as I know this response will be in the best interest of the students and the community served by Columbus Public Schools.

Sincerely,

A handwritten signature in blue ink, appearing to read "Troy D. Loeffelholz".

Troy D. Loeffelholz, Ed.D
Superintendent

Committee As A Whole
Monday, November 8, 2021, 5:30 PM Central

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

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

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

Motion to excuse Mark Brown Passed with a motion by Candace Becher and a second by Douglas Willoughby.

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

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Presentations

I.E.1. Audit Report

Chris Norquest of Schumacher, Smejkal, Herley & Elm P.C. (Columbus) presented the annual financial audit report for the 2020-2021 fiscal year. A digital copy of the audit is available on the Nebraska Auditor of Public Accounts website and hard copies are available by request at the District Administration Office.

I.E.2. Columbus Middle School Presentation

Amy Haynes, Principal gave a presentation on all that is happening at Columbus Middle School. CMS has 13 new teachers and one new administrator this year. There are 1143 students at CMS with a very large 6th grade class. Mrs. Haynes said Erika Heimstra is the new assistant principal, and she is very pleased to have her.

Mrs. Haynes talked about High Reliability Schools and shared the indicators of increasing reliability to measure school progress and success. One of the indicators discussed is Safe, Supportive, and Collaborative Culture, CMS is working toward these benchmarks by improving the number of PLCs operating at a 3 or 4 on routines, standards-based planning, data and SMART Goals. The middle school uses Common Area Expectation Videos to help students learn the expectations to be safe. The students can earn Discoverer Bucks by being safe, being respectful, being responsible and always being kind.

They can then spend those bucks on rewards at different times. CMS has a monthly pep rally for each grade level, where there is recognition for students and staff.

They use the BIST Continuum to work with students on behaviors. This program is very supportive in helping students see what skills need to be mastered to show compliance and independence. Data Into Action is used to help teachers be effective in every classroom. They have recently started a book study on "A Teacher's Guide to Standards-Based Learning" as a focus on standards-based planning. Mrs. Haynes shared a program called Formative that is being used for students to track their progress. The program is very popular and helps the teachers see the work being done in real time and can offer support quickly to each student. She also shared information regarding how the goals and scales are used to help students see where they are and where they need to go to move forward.

Mrs. Haynes said there are many positives at CMS, she mentioned the hardworking students and teachers, teachers' willingness to try new things, positive connections with parents, and they are very happy to be in school with no masks.

I.F. Board Special Functions

I.G. Consent Agenda

I.G.1. Approval of Minutes

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

Chip Kay, Director of Finance and Human Relations said the report is showing receipt of the remainder of the property taxes. A bond payment will be made in December. Financial Report M3 shows receipt of the first two State Aid checks. Mr. Kay shared some expenditures on the M4a Financial Report; Formative the app being used at CMS, payment was made for the subscription. A payment to Associated Staffing for hires coming through the company. Learning Sciences was paid for the new teacher evaluation model training along with Initiative One training for directors and administrators. Some training will be eligible to be paid from ESSERS funds. Pinkelman Truck & Trailer was paid for bus repairs.

I.G.3. Certified Personnel

I.G.4. Classified Personnel

Dr. Troy Loeffelholz, Superintendent, commented on the report. He said we have hired some paras, food service staff, after school program staff and a new transportation supervisor. We have a few resignations including a retirement.

I.G.5. Professional Travel

Dr. Loeffelholz talked briefly about the events listed on the Travel Report. Included are trainings, NDE meetings and workshops, state athletic events and the Region III Meeting.

I.H. Acceptance of Gifts/Donations

The Foundation Report is showing contributions for October at \$53,752.99; Dr. Loeffelholz said all PACS, PTOS, sports organizations run funds through the CPS Foundation.

I.I. Business Operations and Human Relations

I.I.1. Policies

I.I.1.1. First Reading of Policy 718.00 Fiscal Management Internal Controls

Mr. Kay shared information on the first reading of Policy 718.00 Fiscal Management Internal Controls. He said it is a new and lengthy policy, it is a necessary policy because it is required under law for the district to accept federal funding. The policy includes information regarding equipment funds and inventory and how it is procured. The policy also states there is a separate audit for federal funds.

I.I.2. Administrative Functions

I.I.2.1. TERIP for 21-22

Mr. Kay said nothing in the application has changed, it needs to be approved in November or December. CPS is tied to this program currently because there is a one-year notice to end the program. There was discussion on who qualifies based on the Rule of 85. The Board said they are interested in the number of teachers that will be eligible.

I.I.2.2. Surplus

There was one surplus item listed, Dr. Romshek's chair. The discussion was that she had gotten very good use out of it, and it was time to get a new one.

I.I.2.3. School Fundraising Applications

Discussion on school fundraising applications being timely. Some get turned in late, sometimes these events happen on short notice.

I.I.3. Updates

Mr. Kay said with the information gained from the Engagement Survey, they will decide on three target areas to work on with staff. The target areas will be chosen at the next Administrative Team Meeting. He said he would like the key areas that are chosen to make a big impact. A draft will be prepared and shared with the board.

He also updated on the LSI Teacher Evaluation training. CPS administrators did side by side coaching. The group consisted of four administrators and one teacher in classrooms doing a mock evaluation. They did a 20-minute evaluation and then met to discuss the information. Mr. Kay said he wants this tool to help teachers get evaluated the same based on instructional practices. He said the committee will work on the evaluation tool and then present it to the board for approval.

I.J. Buildings & Sites/Technology

I.J.1. Administrative Functions

I.J.2. Updates

Leonard Kwapnioski, Director of Buildings and Sites/Technology, updated on the ICE House Project. He shared that there are plans for the storage area by the football field for track equipment, concession stand, restrooms and a ticket booth. He said it will be a concrete structure, they are using long term materials. The Booster Club has committed some funding for this project.

Mr. Kwapnioski talked about the work that is being done at Kramer, they have been pouring walls, the kitchen is framed and ready for the floors to be poured. They are cutting windows and doors on the north side of the building. Two shipments of steel are expected in the next two weeks. It is exciting to see activity around the building, things are moving along nicely. Mr. Kwapnioski invited the board to come and tour the building and see the progress.

The second freight liner bus has been delivered.

I.K. Curriculum and Instruction

I.K.1. Administrative Functions

I.K.1.1. New Curriculum for the Food Science Pathway and the Health Science Pathway

Amy Romshek, Director of Curriculum and Instruction, shared a new course for the Food Science Pathway related to the food industry. The Consumer Science teacher is already offering the introductory course and the capstone course. The new course will be the intermediate class for this pathway. Dr. Romshek said once approved she will begin a curriculum plan with teachers. CHS will offer two sections during the first semester of 2022, there is a lot of interest, filling these courses will be easy.

Dr. Romshek is asking for approval of the courses for the Health Sciences Pathway. Health Sciences 1, 2, and 3 to be offered second semester of the 21-22 school year. Health Sciences 1 will be offering several certifications, Health Sciences 2 will offer a CNA certification. Jason Schapmann, Assistant CHS Principal said funds are already accounted for through the Perkins reVision Grant. Columbus Community Hospital has committed to this program and will be hiring someone to help with the instruction of these courses.

I.K.1.2. Updated ELA Standards

Dr. Romshek shared information on the updated ELA Standards that were approved by NDE in September 2021. She shared information on the six strands with topics and grade levels. Once this is approved by the Board, work will begin with teachers to upgrade standards. She said there is nothing controversial in these updated standards.

I.K.2. Updates

I.L. Student Services

I.L.1. Administrative Functions

I.L.2. Updates

Jason Harris, Director of Student Services and Special Education, gave an update on 5 grants requests that have been completed and submitted. He also shared information from state reporting that was completed. Numbers included in our report are showing enrollment of 4094. This includes 749 special

education students, CPS is serving 28 non-public students along with 561 EL students. Final financials have been completed; the district spent 7.5 million for birth to 21 special education services. Some funding has been approved already.

I.M. Superintendent's Report

I.M.1. Board Goal Discussion for the Next 6-9 Months

Doug Molczyk, Board President, conducted a discussion on board goals for the next 6-9 months. Completion of the Kramer Education Center is a priority. He also said the land was purchased for the growth in our school district. With that being said, discussions with the community need to get started on how that will affect the district. Mr. Molczyk also mentioned the vacant field near CHS and what plans the district may have for that area. Candy Becher, Board Member, suggested addressing the property taxes in the Columbus community and the valuations increasing so much, there are concerns. Doug Willoughby, Board Vice President, agreed that Kramer is the priority along with the CASSETTE House Project. Mike Jeffryes said Kramer and the next steps in making plans for an expansion. Theresa Seipel, Board Member, shared her concerns for staffing with all the growth and classrooms for teachers to teach.

Questions on the CASSETTE House Project regarding the status, Mr. Kwapnioski said CPS is waiting to hear from Behlen. There has been a meeting with Mr. Harris and Jackie Eickhoff regarding the needs of the space. Dr. Loeffelholz has been in contact with Behlen with the information. Regarding using the field near CHS for ball fields, with Columbus Community Hospital's fieldhouse project just starting, it may be good to wait and see how that would affect a project in that area.

I.N. Board Sharing

I.O. Adjourn

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

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

Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Meeting adjourned at 7:35pm.

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, November 8, 2021.

President

Secretary

Regular Meeting
Monday, November 8, 2021 6:15 PM Central

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

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

I. Board Meeting

I.A. Call to Order

Motion to excuse Mark Brown Passed with a motion by Theresa Seipel and a second by Candace Becher.

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

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

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

I.E. Mission Statement

Doug Molczyk read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.H. Recognitions

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

I.J. Consent Agenda

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

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

I.J.1. Approval of Minutes

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

I.J.3. Financial Report M5

I.J.4. Certified Personnel

I.J.5. Classified Personnel

I.J.6. Professional Travel

I.K. Acceptance of Gifts/Donations

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

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

I.L. Business Operations and Human Relations

I.L.1. Policies

I.L.1.1. Second and Final Reading of Policy 718.00 Fiscal Management Internal Controls

The Superintendent recommends that the Board approve the second and final reading of Policy 718.00 Fiscal Management Internal Controls, as submitted. Passed with a motion by Douglas Willoughby and a second by Candace Becher.

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

I.L.2. Administrative Functions

I.L.2.1. 2020-21 Audit Report

The Superintendent recommends that the Board accept the 2020-2021 Audit Report. Passed with a motion by Candace Becher and a second by Doug Molczyk.

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

The board asked for clarification on how fund balances are collateralized and secured by local banks since District balances exceed FDIC insured amounts in some accounts per the auditor's presentation.

I.L.2.2. TERIP for 21-22

The Superintendent recommends that the Board accept the Temporary Early Retirement Incentive Program Application, as submitted. Passed with a motion by Michael Jeffryes and a second by Douglas Willoughby.

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

I.L.2.3. Surplus

The Superintendent recommends that the Board approve the declaration of items listed as surplus property, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

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

I.L.2.4. School Fundraising Applications

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

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

I.L.3. Updates

I.M. Buildings & Sites/Technology

I.M.1. Administrative Functions

I.M.2. Updates

I.N. Curriculum and Instruction

I.N.1. Administrative Functions

I.N.1.1. New Curriculum for the Food Science Pathway and the Health Science Pathway

The Superintendent recommends that the Board approve the Food Science Pathway and the Health Science Pathway, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

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

Everyone is very excited about the new Health Sciences curriculum to go with the new anatomage table and the applications on the ipads. Mr. Schapmann, CHS Assistant Principal said that Columbus Community Hospital has approved the funding for other supplies that may be needed. Doug Willoughby, Board Member asked if there could be collaboration with CCC instructors to use the table. Discussion on Scotus and Lakeview being involved, the group has met twice to talk about how scheduling would work. The first two courses may be able to be taught at their buildings and then Health Sciences 3 at CHS. There is more to discuss. The hospital has committed to funding more teaching staff if needed.

I.N.1.2. Updated ELA Standards

The Superintendent recommends that the Board approve the updated ELA Standards, as submitted. Passed with a motion by Candace Becher and a second by Doug Molczyk.

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

I.N.2. Updates

I.O. Student Services

I.O.1. Administrative Functions

I.O.2. Updates

I.P. Superintendent's Report

Dr. Troy Loeffelholz, Superintendent, shared information about the elementary building summits, CMS and CHS are scheduled after Thanksgiving. He also mentioned there were no online comments or concerns so far this week. He shared schedule information regarding the state convention next week.

Dr. Loeffelholz said there are plans for bond meetings on December 7 and December 14.

I.Q. Board Sharing

The Board is very excited about the progress at the Kramer Education Center. They said they are ready and gearing up for the community conversations regarding the expansion of the district. Those who attended the musical, The Baker's Wife, at CHS said it was great, and looking forward to the Variety Show event on Friday night at CHS. The homework program, Formative, was well received by board members. All the board commented on how proud they are to be on the CPS Board of Education.

II. Executive Session

The board did not go into Executive Session.

III. Adjourn

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

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

Yea, Douglas Willoughby: Yea

Yea: 5, Nay: 0, Absent: 1

Adjourned at 8:15pm.

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, November 8, 2021.

President

Secretary

Columbus Public Schools
 Summary of Cash Balances
 November 30, 2021

DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
Attachment M4a			\$ 3,537,413.13		
Attachment M5 (prior Bd Mtg)			\$ 444,511.62		
GEN FUND - GREAT PLAINS STATE BANK	\$ 8,232,936.77	\$ 2,363,009.63	\$ 3,981,924.75	\$ 6,614,021.65	\$ 6,296,436.18
Dividends		\$ 2,242.62	\$ -		
Management Fees			\$ 223.70		
Investment Gain			\$ 2,103.69		
GENERAL FUND - FNB TRUST	\$ 952,221.44	\$ 2,242.62	\$ 2,327.39	\$ 952,136.67	\$ 953,306.75
PAYROLL - PINNACLE BANK	\$ 184,314.14	\$ 3,491,698.47	\$ 3,468,884.07	\$ 207,128.54	\$ 211,328.35
			\$ -		
PAYFLEX - PINNACLE BANK	\$ 42,979.07	\$ 11,501.19	\$ 10,817.35	\$ 43,662.91	\$ 39,431.61
Dividends		\$ 1,463.35			
Management Fees			\$ 531.88		
Investment Gain			\$ 4,070.78		
Deposit		\$ 19,000.00			
DEPRECIATION - FNB	\$ 2,278,105.06	\$ 20,463.35	\$ 4,602.66	\$ 2,293,965.75	\$ 1,410,242.36
Administration	\$ 886,560.09	\$ 75,605.44	\$ 85,633.75	\$ 876,531.78	\$ 775,921.76
Middle School	\$ 114,158.69	\$ 14,902.54	\$ 16,062.82	\$ 112,998.41	\$ 87,472.97
High School	\$ 536,052.22	\$ 60,928.05	\$ 67,896.89	\$ 529,083.38	\$ 436,269.34
ACTIVITY FUNDS - COLUMBUS BANK	\$ 1,536,771.00	\$ 151,436.03	\$ 169,593.46	\$ 1,518,613.57	\$ 1,299,664.07
Credit card fees received		\$ 264.00			
Interest Income		\$ 616.18			
Rct to Expenditures		\$ 4,340.20			
Student/Staff Meals		\$ 9,933.75			
NUTRITION FUND - CORNERSTONE BANK	\$ 442,208.05	\$ 15,154.13	\$ 256,598.14	\$ 200,764.04	\$ 378,469.78
Platte County Treasurer		\$ 34,481.67			
Dividends		\$ 319.65			
Management Fees		\$ -	\$ 830.98		
Investment Gain			\$ 734.26		
BOND FUND - FNB	\$ 3,537,319.66	\$ 34,801.32	\$ 1,565.24	\$ 3,570,555.74	\$ 1,915,683.34
Dividends		\$ 1,502.88			
Management Fees		\$ -	\$ 95.38		
Investment Loss			\$ 783.11		
SPECIAL BLDG FUND - FNB TRUST	\$ 406,029.87	\$ 1,502.88	\$ 878.49	\$ 406,654.26	\$ 407,898.91
BCDM Architects			\$ 13,321.71		
B-D Construction Inc.			\$ 15,709.60		
Bierman Contracting, Inc.			\$ 134,887.50		
Commonwealth Electric Company			\$ 29,354.95		
Midlands Mechanical Inc			\$ 8,963.57		
Sports Facility Maintenance LLC			\$ 26,415.00		
SPECIAL BLDG FUND - BANK OF THE VALLEY	\$ 3,315,425.21	\$ 11,751.51	\$ 228,652.33	\$ 3,098,524.39	\$ 5,768,580.54

Columbus Public Schools
General Fund Revenue Detail
November 30, 2021

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$22,715,280.00)	(\$167,929.29)	(\$7,058,320.29)	(\$15,656,959.71)	31.07%
01.1.01115.000.000	Carline Taxes	(\$19,500.00)	\$0.00	(\$6,102.57)	(\$13,397.43)	31.30%
01.1.01120.000.000	Public Power District Sales Ta	(\$840,000.00)	\$0.00	\$0.00	(\$840,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,130,000.00)	(\$187,059.35)	(\$559,884.97)	(\$1,570,115.03)	26.29%
01.1.01323.000.000	Tuition, SpEd School Age	(\$35,000.00)	(\$10,400.00)	(\$10,400.00)	(\$24,600.00)	29.71%
01.1.01510.000.000	Interest	\$0.00	(\$4,842.47)	(\$10,633.35)	\$10,633.35	#DIV/0!
01.1.01540.000.000	Income from Real Property	(\$6,000.00)	(\$500.00)	(\$1,500.00)	(\$4,500.00)	25.00%
01.1.01801.000.000	01-2-0181	(\$29,000.00)	(\$7,133.00)	(\$23,214.00)	(\$5,786.00)	80.05%
01.1.01911.000.000	Local License Fees	(\$25,000.00)	\$0.00	(\$4,165.00)	(\$20,835.00)	16.66%
01.1.01990.000.000	Miscellaneous Local Receipts	\$0.00	\$0.00	(\$212.05)	\$212.05	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$15,021.99)	(\$50,058.75)	(\$104,941.25)	32.30%
01.1.03110.000.000	State Aid	(\$18,184,815.00)	(\$1,818,482.00)	(\$5,455,446.00)	(\$12,729,369.00)	30.00%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,242,899.00)	\$0.00	\$0.00	(\$2,242,899.00)	0.00%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$135,000.00)	\$0.00	\$0.00	(\$135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	\$0.00	(\$263.98)	\$263.98	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$11,537.00)	\$0.00	\$0.00	(\$11,537.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$50,000.00)	(\$8,341.68)	(\$8,341.68)	(\$41,658.32)	16.68%
01.1.03400.000.000	State Apportionment	(\$583,000.00)	\$0.00	\$0.00	(\$583,000.00)	0.00%
01.1.03535.000.000	High Ability Learner Allocatio	(\$25,000.00)	(\$26,180.00)	(\$26,180.00)	\$1,180.00	104.72%
01.1.03540.000.000	State Early Childhood Grant	(\$145,000.00)	\$0.00	\$0.00	(\$145,000.00)	0.00%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$367,412.00)	\$0.00	\$0.00	(\$367,412.00)	0.00%
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$3,169.56)	\$3,169.56	#DIV/0!
01.1.03599.000.001	Education Quest College Access	(\$20,000.00)	\$0.00	(\$10,000.00)	(\$10,000.00)	50.00%
01.1.03995.000.000	Nebraska VR	\$0.00	(\$3,986.62)	(\$3,986.62)	\$3,986.62	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$573,373.00)	\$0.00	\$0.00	(\$573,373.00)	0.00%
01.1.04509.000.000	ESSA Title II Receipts	(\$131,980.00)	\$0.00	\$0.00	(\$131,980.00)	0.00%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$36,173.00)	\$0.00	\$0.00	(\$36,173.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	(\$23,422.00)	\$0.00	(\$4,757.00)	(\$18,665.00)	20.31%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	(\$855,765.00)	\$0.00	(\$887,431.00)	\$31,666.00	103.70%
01.1.04521.000.000	IDEA Proportionate Share	(\$114,093.00)	\$0.00	(\$42,579.00)	(\$71,514.00)	37.32%
01.1.04525.000.000	Carl Perkins Grants	(\$48,723.00)	\$0.00	\$0.00	(\$48,723.00)	0.00%
01.1.04526.000.000	Perkins Revision Grant	(\$100,000.00)	\$0.00	(\$98,915.00)	(\$1,085.00)	98.92%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$78,318.00)	(\$46,368.00)	(\$46,368.00)	(\$31,950.00)	59.20%
01.1.04528.000.000	Title III Immigrant	\$0.00	(\$22,389.00)	(\$22,389.00)	\$22,389.00	#DIV/0!
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,631.00)	\$0.00	\$0.00	(\$149,631.00)	0.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$25,000.00)	\$0.00	\$0.00	(\$25,000.00)	0.00%
01.1.04995.000.000	FEMA/Federal Disaster Funds	\$0.00	\$0.00	(\$107,353.36)	\$107,353.36	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	\$0.00	(\$28,978.00)	(\$28,978.00)	\$28,978.00	#DIV/0!
01.1.04997.000.000	Cares Act II	(\$1,838,000.00)	\$0.00	\$0.00	(\$1,838,000.00)	0.00%
01.1.04998.000.000	Cares Act III	(\$2,101,753.00)	\$0.00	\$0.00	(\$2,101,753.00)	0.00%
		(\$53,795,674.00)	(\$2,347,611.40)	(\$14,470,649.18)	(\$39,325,024.82)	26.90%
	Transfers					
	Reimbursements/Refunds		(\$17,813.12)			
	Interest - other accounts		\$2,414.89			
	Total Revenue		(\$2,363,009.63)			

Check Number	Vendor	Amount
10439	ASCHOFF-1099, LORI	\$1,000.00
10440	ASSOCIATED STAFFING, INC	\$4,349.35
10441	COLUMBUS SCHOOL LUNCH FUND-CHS	\$1,221.70
10442	DAS STATE ACCTG-CENTRAL FINANCE OCIO	\$440.00
10443	EDUPOINT EDUCATIONAL SYSTEMS	\$3,972.00
10444	FEHRINGER & MIELAK, LLP	\$258.50
10445	HIEBNER, DAVE	\$243.44
10446	LUNCHTIME SOLUTIONS, INC	\$58.47
10447	MATHCOUNTS FOUNDATION	\$180.00
10448	MURPHY-1099, DAWN	\$862.00
10449	NACTE SUMMIT(NAT ASS OF COLL FOR TEACHER	\$65.00
10450	NASB (NE. ASSOCIATION OF SCHOOL BOARDS)	\$2,700.00
10451	PINNACLE BANK OMAHA	\$165.00
10452	QUADIENT LEASING USA, INC	\$1,683.36
10453	SNYDER, JENNIFER	\$1,000.00
10454	WPS PUBLISHING	\$194.70
10455	ANDERSON-1099, GAVIN	\$120.32
10456	CULLIGAN	\$181.00
10457	EDUPOINT EDUCATIONAL SYSTEMS	\$51,544.00
10458	ESU #7 SPECIAL EDUCATION	\$29,064.58
10459	GLOBAL TELETHERAPY	\$28,869.06
10460	MATHESON TRI-GAS INC	\$32.58
10461	OMAHA MUSIC THERAPY LLC	\$4,043.20
10462	PAYFLEX SYSTEMS USA, INC.	\$396.80
10463	QUADIENT FINANCE USA, INC	\$1,857.71
10464	STEALTH BROADBAND	\$2,530.28
10465	SURETY TECHNOLOGIES INCORPORAT ED	\$35.00
10466	YOUNG, AMY	\$400.00
10467	SCHOOL DISTRICT #1-PAYROLL	\$3,366,724.94
10468	AMAZON CAPITAL SERVICES	\$3,979.00
10469	CAPITAL ONE/WALMART	\$440.76
10470	HOBBY LOBBY	\$93.05
10471	HY-VEE FOOD STORES	\$225.21
10472	SUPER SAVER	\$657.78
10473	NEBRASKA U.C. FUND	\$1,080.12
10474	PLATTE VALLEY EQUIPMENT LLC	\$112.10
10475	ACE HARDWARE-COLUMBUS	\$27.65
10476	ADVANCE AUTO PARTS	\$11.01
10477	AMERICA'S BATTLE OF THE BOOKS	\$50.00
10478	ASSET GENIE, INC. (AG iREPAIR)	\$378.00
10479	AUTOMATION DIRECT	\$155.00
10480	BAUER, TRAVIS	\$242.59
10481	BOMBERGER, KYLA	\$78.73
10482	BOMGAARS	\$78.93
10483	CENTRAL VALLEY AG	\$1,310.40

Check Number	Vendor	Amount
10484	COLUMBUS ARNOLD MOTOR SUPPLY	\$107.61
10485	COLUMBUS MUSIC	\$35.00
10486	CYZA, NICOLE	\$242.59
10487	DEMCO, INC	\$498.49
10488	DISTAR INDUSTRIES	\$508.20
10489	DUSH, REGINA	\$354.30
10490	EDUCATIONAL DEVELOPMENT CORPORATION	\$367.96
10491	ELECTRONIC ENGINEERING	\$199.95
10492	ENGEL, SHELBY	\$212.26
10493	ENTERPRISE ELECTRIC-COLUMBUS	\$7.97
10494	FERGUSON ENTERPRISES INC	\$9.46
10495	FIALA, ROBYN	\$13.77
10496	FOLLETT SCHOOL SOLUTIONS, INC.	\$1,789.23
10497	GALLEY, SHANNON	\$212.27
10498	GEHRING CONST. & READY MIX CO.	\$228.00
10499	HAYS, ALISHA	\$57.12
10500	HOOKANDLOOP	\$45.19
10501	IMAGE TECH & PRINTING	\$140.00
10502	INNESS, SARAH	\$212.26
10503	J.W. PEPPER & SON, INC	\$272.95
10504	JOHNSON TRUCKING	\$93.60
10505	JUNIOR LIBRARY GUILD	\$54.99
10506	KAPCO BOOK PROTECTION	\$158.05
10507	KUGLER, TAMARA	\$54.88
10508	KULA'S EXHAUST & REPAIR LLC	\$181.53
10509	LAPOINTE, KENDRA	\$413.37
10510	LITERACY RESOURCES, LLC	\$172.78
10511	LOVELESS, STACY	\$204.28
10512	MATHESON TRI-GAS INC	\$127.96
10513	MENARDS-COL	\$2,050.25
10514	MERRILL, KIM	\$614.45
10515	MIDWEST DOOR & HARDWARE	\$409.08
10516	MIDWEST TECHNOLOGY PRODUCTS	\$60.39
10517	MIKE'S TOWING & REPAIR	\$325.00
10518	MILLER, PAMELA	\$104.16
10519	MUHSMAN, ERICA	\$63.84
10520	NATIONAL ART & SCHOOL SUPPLY	\$195.12
10521	NEBRASKA HARVESTORE SYSTEMS	\$660.34
10522	NEWILL, TOBIE	\$133.92
10523	OCCUPATIONAL HEALTH SERVICES	\$140.00
10524	PACZOSA, TODD	\$204.29
10525	PAITZ, TONYA	\$50.18
10526	PAPER TIGER, INC.	\$45.00
10527	RETZLAFF, JESSICA	\$229.82
10528	RUTT'S HEATING & AIR CONDITIONING, INC -	\$1,151.36

Check Number	Vendor	Amount
10529	SCHIEFFER SIGNS	\$57.00
10530	SONOVA USA, INC.	\$24.99
10531	SUNBELT RENTALS	\$1,099.33
10532	TCI	\$2,259.60
10533	TEACHER SYNERGY, LLC	\$71.94
10534	THE HOME DEPOT PRO	\$294.98
10535	THYSSENKRUPP ELEVATOR CORPORATION	\$4,260.05
10536	TRUCK CENTER COMPANIES	\$734.01
10537	VAN KLEY, KATEY	\$40.71
10538	VOICHAHOSKE, KARI	\$23.52
10539	VOSS LIGHTING	\$250.64
10540	WOODWORKER'S HARDWARE	\$40.63
10541	AMAZON CAPITAL SERVICES	\$1,647.66
10542	CAPITAL ONE/WALMART	\$93.69
10543	HY-VEE FOOD STORES	\$60.30
10545	SUPER SAVER	\$202.54
		<u>\$3,537,688.13</u>
	Voided Previous Month Ck# 10284	<u>(\$275.00)</u>
	Total Fund Expenditures	<u><u>\$3,537,413.13</u></u>

STUDENT	COHORT	Receiving Diploma	5th year senior
Ahmed, Tawhed	2022	May	
Ayala-Pimenta, Noely	2022	May	
Behrens, Dawsen	2022	January	
Belgum, Elizabeth	2022	May	
Berger-Michalak, Madison	2022	May	
Bird, Devon	2022	May	
Blake, Kiley	2022	January	
Blanchard, Ethan	2022	January	
Bloebaum, Haley	2022	May	
Buck, Hank	2022	January	
Burton, Danielle	2022	January	
Campuzano-Martinez, Natali	2022	Unknown	
Cerda-Espinosa, Natalia	2021	May	
Davies, Lily	2022	May	
Fernandez, Elizabeth	2022	May	
Sperling, Jazmine	2022	May	
Garcia-Cruz, Roberto	2022	January	
Garcia, Evelin	2022	May	
Gomez, Isaias	2022	January	
Gonzalez, Alexis	2022	May	
Gray, Elijah	2022	May	
Guerra, Jenny	2022	May	
Hansen, Maggie	2022	January	
Hausmann, Ernest	2022	January	
Hensley, Alyea	2022	May	
Hernandez, Erick	2022	May	
Hollmann, Karli	2022	May	
Jansen, Miyah	2022	May	
Kleckner, Lane	2022	May	
Knapp, Alexis	2022	May	
Krzycki, Gabby	2022	May	
Lauterbach, Wyatt	2022	May	
Lopez-Moore, Christian	2022	May	
Luna, Jose	2022	May	
Mendez-Silva, Lorena	2022	May	
Mercado-Robledo, Yadira	2022	January	
Miller, Cheyenne	2022	January	
Moore, Phoenix	2022	May	
Morales-Cabrera, Diego	2021	January	
Mouandza, Benila	2022	May	
Mudloff, Anthony	2022	May	
Pike, Samantha	2022	May	
Price, Zerek	2022	May	
Rother, Jadyn	2022	May	
Rotherham, Brookelyn	2022	May	
Ruiz, Ronaldo	2022	May	
Secrist, Mia	2022	May	
Sindelar, Carly	2022	May	
Sohl, Damian	2022	January	
Soto, Dacey	2022	January	
Steiner, Caleb	2022	May	
Vrba, Kendall	2022	May	
Woodhams, Peter	2022	January	
Marcelo-Hurtado, Estrella		January	added 12/8/21

**Travel Report
December 2021**

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
11/1/2021	1.00	CELESTE DITTER	DIRECT LEWIS & CLARK CONFERENCE CLINIC - WYNOT	\$165.00
11/2/2021	1.00	TIM KWAPNOSKI	DISTRICT II MEETING - OMAHA	\$0.00
11/2/2021	4.00	ANGELA LEIFELD	SYNERGY CONNECT - SCOTTSDALE, AZ	\$0.00
11/2/2021	4.00	DAVE HIEBNER	SYNERGY CONNECT - SCOTTSDALE, AZ	\$0.00
11/2/2021	4.00	ERIC EDZARDS	SYNERGY CONNECT - SCOTTSDALE, AZ	\$0.00
11/2/2021	4.00	JASON HARRIS	SYNERGY CONNECT - SCOTTSDALE, AZ	\$2,752.56
11/2/2021	4.00	KIM SHEVLIN	SYNERGY CONNECT - SCOTTSDALE, AZ	\$0.00
11/3/2021	1.00	AMY HAYNES	EMERGING SUPERINTENDENT WORKSHOP - LINCOLN	\$0.00
11/4/2021	2.00	ANGELA KRUSE	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$0.00
11/4/2021	1.00	GINGER DARVEAU	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$165.00
11/4/2021	2.00	GUADALUPE MARINO RAMIREZ	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$0.00
11/4/2021	2.00	KIM LOEFFELHOLZ	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$180.00
11/4/2021	2.00	MALIA WHITE	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$0.00
11/4/2021	1.00	ROBYN WILCOX	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$0.00
11/4/2021	2.00	TRINA GENTILE	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$0.00
11/4/2021	2.00	VALERIE BROWN	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$210.00
11/4/2021	2.00	WENDI PETERSEN	NSCA SCHOOL COUNSELOR ACADEMY - LINCOLN	\$180.00
11/9/2021	0.75	BETHANY SEEHUSEN	COLLEGE ACCESS WORKSHOP - NORFOLK	\$0.00
11/11/2021	1.00	AUSTIN CARMICHAEL	UNL COACHES CLINIC - LINCOLN	\$165.00
11/11/2021	1.00	ADAM KEISWETTER	UNL COACHES CLINIC - LINCOLN	\$165.00
11/15/2021	1.00	CHIP KAY	FUND PROPOSAL MEETING - LINCOLN	\$0.00
11/17/2021	3.00	CHIP KAY	STATE EDUCATION CONFERENCE - OMAHA	\$900.00
11/17/2021	3.00	TROY LOEFFELHOLZ	STATE EDUCATION CONFERENCE - OMAHA	\$0.00
11/17/2021	3.00	JASON HARRIS	STATE EDUCATION CONFERENCE - OMAHA	\$793.00
11/18/2021	1.00	SEAN MCDONALD	UNK STUDENT MATINEE - KEARNEY	\$166.00
11/18/2021	2.00	STEPHANIE BOUREK-HOYT	NMEA CONVENTION - LINCOLN	\$430.00
11/18/2021	2.00	CELESTE DITTER	NMEA CONVENTION - LINCOLN	\$430.00
11/18/2021	2.00	JEFF PEABODY	NMEA CONVENTION - LINCOLN	\$460.00
11/18/2021	2.00	JACOB RITTER	NMEA CONVENTION - LINCOLN	\$460.00
11/18/2021	2.00	JASON SCHAPMANN	NASB CONFERENCE - OMAHA	\$0.00
11/22/2021	1.00	MICK BUBAK	STATE FOOTBALL CLINIC FINALS - LINCOLN	\$0.00
11/22/2021	1.00	CRAIG WILLIAMS	STATE FOOTBALL CLINIC FINALS - LINCOLN	\$0.00
11/29/2021	1.00	TROY LOEFFELHOLZ	TEEOSA PROPOSAL - LINCOLN	\$0.00
				\$0.00
				\$0.00
				\$7,621.56 Total



COLUMBUS PUBLIC SCHOOLS FOUNDATION

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

December 9, 2021

Doug Molczyk
Board of Education
Columbus Public Schools

Dear President Molczyk and Members of the Board:

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

\$450.00 - Early Childhood	\$2,130.00 - CHS Theatre
\$100.00 - CHS Volleyball	\$250.00 - NAPSF Conference
\$2,908.89 - Lighting of the Anchor	\$5,949.09 - Columbus After School Program
\$412.96 - Comfort Closet	\$162.00 - Dual Credit Scholarship
\$28.20 - Educators Rising	\$1,269.36 - Stem on the Go

Alumni

\$44.16 - Postage

Centennial PAC

\$17.96 - Coffee Pot
\$210.55 - Popcorn Supplies
\$436.47 - PE/Outdoor Equipment

North Park PTO

\$456.75 - Basketball Poles Concrete
\$68.49 - Fall Festival Event Supplies
\$12.01 - Fundraiser

West Park PTO

\$62.35 - Printing
\$91.24 - Stem Night

Band Boosters

\$338.00 - Senior Plaques
\$330.00 - Columbus Marching Festival

Post Prom

\$5,000.00 - Prizes

Emerson PTO

\$342.02 - Fall Festival
\$4,859.91 - Club's Choice Fundraiser

Sports Boosters

\$1,000.00 - Dismal Golf
\$53.55 - Senior Night Flowers
\$34.01 - Program Printing
\$45.00 - Crystal Award

The total contributions for the month of November was **\$27,062.97**

The total contributions for the FY 2021 (Sept-Dec) total is **\$131,447.36**

Thank you for your consideration.

Sincerely,



Nicole Anderson
Director of Marketing & Foundation



Columbus Public Schools

Date: 11-05-2021

School Fund Raising Application

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

School: [Select One] Fund Raising Company (if applicable): Columbus High School I - Diamond Dance Team
(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan?
We will be selling Sweet Harvest Popcorn

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

~~about \$1000~~ about \$600

How will this money be used?

this money will go into their diamonds account to help pay off their account. The amount they sell will determine how much they get

What are the proposed dates?

Nov. - Dec. 2021

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.)

Popcorn

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 _____

(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: [Select One]

CHS

Fund Raising Company (if applicable):

CHS Vocal Music Boosters

(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?

Hosting a competitive choir festival

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

\$500 - 2500

How will this money be used?

Making the following year's event better, various other purposes.

What are the proposed dates?

Saturday, April 2.

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

DuHail

Date

12/1/20

(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: [Select One] CHS

Fund Raising Company (if applicable): CHS Vocal Music Boosters

(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?

Dinner and a musical show at a local establishment

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

\$1000 - 1500

How will this money be used?

TBD by CHS Vocal Music Boosters may include: Choir robes, new microphones, travel costs.

What are the proposed dates? Monday, Feb. 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?

Use of venue will require contract, likely American Legion.

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

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

Principal's Signature

[Signature]

Date

12/1/21

(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: High School

Name: Jeff Peabody

Fund Raising Company (if applicable): The Waffleman

CHS Band/Choir and Art, 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?

All you can eat waffles and sausage fundraiser inconjunction with the winter art show and band concert.

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

\$1500

How will this money be used?

Art expenditures and auditorium light fund.

What are the proposed dates? 12/20/21

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.) Waffles

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

Jeff Peabody

Date

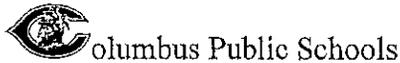
12/1/21

(for district use only)

Approved by _____

Date _____

Approved subject to the following conditions _____



Date: 11-16-2021

School Fund Raising Application

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

School: [Select One] Fund Raising Company (if applicable):

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

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

* Sell decorated sugar cookies at Fine Arts Music Festival / Art Show.

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

* \$500.00

How will this money be used?

* Art Club field trip costs to Kansas City Nelson-Atkins Art Museum.

What are the proposed dates? Monday, Dec. 20th, 2021

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

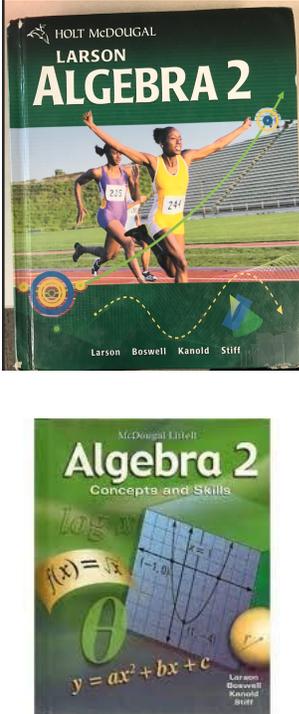
Principal's Signature Don Ains Date 12/1/21

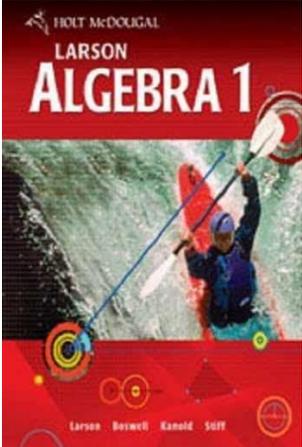
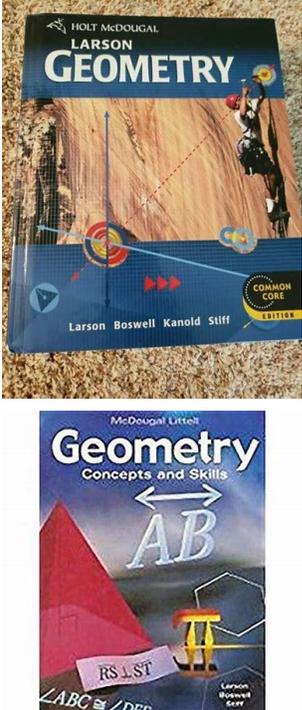
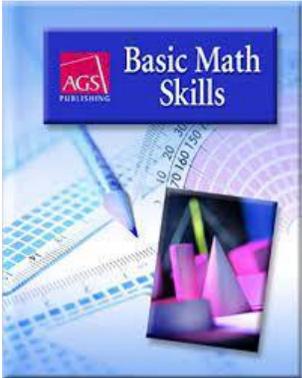
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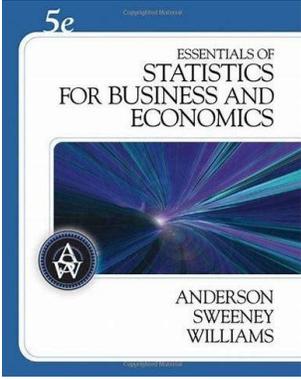
Approved by _____ Date _____

Approved subject to the following conditions _____

DATE	11/22/2021
BUILDING	Columbus High School
PROGRAM	Math Department
PRINCIPAL/DIRECTOR SIGNATURE	<i>Dave Hiebner</i>
<p>Description of materials to surplus: We will discard all old textbooks, teacher materials, and supplemental materials that no longer are being used in our current curriculum. Each type is listed below.</p>	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
<p>To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image.</p>	<p>Give a description and the reason the item is being declared surplus property.</p>	<p>Examples: trash, recycle, donated, etc. Items being moved to other CPS locations should not be declared surplus property.</p>
	<p>Holt McDougal Larson, Algebra 2 (They are no longer used with a current curriculum - last used 5 years ago)</p> <p>Teacher Editions Student Editions Student Resource Materials Worked-Out Solutions Spanish Materials</p>	<p>Recycle</p>

 <p>The cover of the Holt McDougal Larson Algebra 1 textbook features a red background with a white and blue kayak on a river. The title 'ALGEBRA 1' is prominently displayed in white and red. The authors' names, Larson, Boswell, Kanold, and Stiff, are listed at the bottom.</p>	<p>Holt McDougal Larson, Algebra 1 (They are no longer used with a current curriculum - last used 5 years ago)</p> <p>Teacher Editions Student Editions Student Resource Materials Worked-Out Solutions Spanish Materials</p>	Recycle
 <p>This row contains two textbook covers. The top cover is for Holt McDougal Larson Geometry, showing a blue background with a white and red kayak on a river, similar to the Algebra 1 cover. The bottom cover is for McDougal Littell Geometry Concepts and Skills, featuring a blue background with a red pyramid and a yellow ruler. The title 'Geometry' is in white, and 'Concepts and Skills' is in smaller text below it.</p>	<p>Holt McDougal Larson, Geometry (They are no longer used with a current curriculum - last used 5 years ago)</p> <p>Teacher Editions Student Editions Student Resource Materials Worked-Out Solutions Spanish Materials</p>	Recycle
 <p>The cover of the AGS Publishing Basic Math Skills textbook has a blue background with a white and red ruler and a yellow pencil. The title 'Basic Math Skills' is in white and red. The AGS Publishing logo is in the top left corner.</p>	<p>AGS Publishing - Basic Math Skills (They are no longer used with a current curriculum - last used 15 years ago)</p> <p>Teacher Editions Student Editions Student Resource Materials Worked-Out Solutions Spanish Materials</p>	Recycle

	<p>Essentials of Statistics for Business and Economics (They are no longer used with a current curriculum - last used 4 years ago)</p> <p>Teacher Editions Student Editions Student Resource Materials Worked-Out Solutions Spanish Materials</p>	<p>Recycle</p>