

Board of Education Regular Meeting
Monday, October 17, 2022 7:00 PM
High School Science Classroom
401 South Pine Street
Valley, NE 68064-0378

1. Call to Order	
2. Public Communications and Correspondence	3
3. Approval of Agenda	
4. Administrative Reports	5
4.1. Superintendent's Report	23
4.2. Financial Report	24
5. Consent Agenda	
5.1. Approve Minutes	31
5.2. Approve Claims for Payment	
5.3. Approve Financial Report	
5.4. Approve Classified Staff	
6. Old Business	
6.1. Building and Grounds Update and Discussion	35
7. New Business	
7.1. First Readings of Policy 1320 Grants or Donations for Capital or Other Special Improvement Projects and Policy 1330 Naming of School District Facilities or Programs	43
7.2. Adopt Strategic Plan 2022-2027	47
7.3. Discuss Human Resources Payroll Specialist Position	72
7.4. Approve Extra Duty Assistant Pep Band Position	

8. Adjournment

Board of Education

Dr. Pat McCarville

Jamie Jorgensen

Bill Koile

Dr. Kelly Hinrichs

Elizabeth Mayer

Luke Janke

Dr. Melissa Poloncic, Superintendent

Sabina Safford, Board Secretary

This pamphlet has been developed to help the general public attending a meeting of the Board of Education to understand the internal operation of the Board. It is hoped that this pamphlet will foster improved relations between the Board and the citizens it serves.

Meetings of the Board

When

- The Board of Education convenes once each month on the second Monday except in the months that have five Mondays. In months with five Mondays, the Board convenes on the third Monday of the month. Holidays and unexpected conflicts may create exceptions to this practice.
- The Board of Education will convene in special session whenever it is deemed necessary for the efficient operation of the school district.
- Board of Education meetings are called to order at 7:00 p.m. unless another time is stipulated.

Where

- Regular and special meetings of the Board of Education will be held in the Board Room on the Valley Campus at 401 S. Pine St., in Valley, unless another location is specifically identified.
- Whenever public participation dictates the need for a larger meeting room, the Board will convene in the High School library.

Notice of Meetings

- Official notice of the time and place of the regular board meetings are posted on the doors of the schools, banks in Valley and Waterloo, Valley City Hall and Waterloo Post Office.
- Notice of special meetings will be posted at least 24 hours in advance. Hearings will be published in the Douglas County Post-Gazette.

Business of the Board

Agendas

- Agendas for the regular meeting on the second Monday of the month will be prepared in advance and kept current and available in the superintendent's office. Business items of an emergency nature may be placed on the agenda by a majority vote of the Board of Education.
- Parents, employees and patrons may have items placed before the Board of Education for consideration by contacting the Superintendent at least 24 hours in advance of a regular meeting.

Public Participation

- The Board of Education invites you to offer comments during the Public Communication and Correspondence portion of the meeting. Public requesting to offer comments during the Public Communication portion of the meeting shall make a request to speak or complete the sign-in information sheet at the meeting. The individual is asked to state the purpose and general nature of his or her appearance before the Board. The Board President shall indicate to the individual how much time the Board will allot the individual. Speakers normally will be given five minutes with a maximum of 20 minutes set aside for such communications.
- Members of the public requesting to speak to an item considered New or Old Business on the Agenda will request time during the Public Communications portion of the meeting. Unless the comments are related to an agenda item no action will be taken by the Board. Questions or requests of the Board by the public will be taken under consideration. The Board will direct the Superintendent, or the Superintendent's designee, to respond in writing to any public question or request brought before the Board.

Equal time shall be allotted to individuals speaking for and against a proposal when opposing points of view are represented at the board meeting.

- The Board invites you to share any information you may have or address any question to any Board member or the Superintendent regarding new business in the week prior to the next meeting.
- If, at any Board meeting, any person shall conduct himself or herself in a disorderly manner and after notice of the president or the person presiding shall persist therein, the president or person presiding may ask the person to leave and if the person refuses, the president or presiding officer may order any law enforcement officer or any other person or persons to take him or her into custody until the meeting is adjourned.
- Meetings may be recorded. Recording must be done so as not to disrupt the meeting.
- Meetings of the Board of Education shall be conducted in compliance with appropriate policy, state statutes and open meeting laws.

Mission Statement

Douglas County West Community Schools creates passionate learners by maximizing student achievement through dynamic learning experiences which inspire and provide a quality education for all students within a safe and community-supported environment.



DC WEST
COMMUNITY SCHOOLS

www.dccwest.org

Board Meeting Procedures

“Creating Passionate Learners”

The Douglas County West Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Superintendent of Schools, 401 S. Pine St., Valley, Nebraska 68064 (402-359-2583).

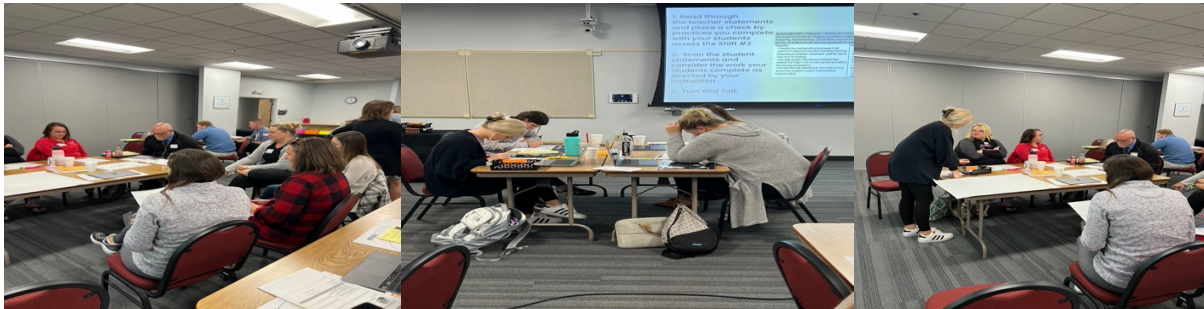
Employees and Others: Superintendent of Schools, 401 S. Pine St., Valley, Nebraska 68064 (402-359-2583).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Dept. of Education (OCR), please contact OCR at 8930 Ward Pkwy, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice) or (877) 521-2172 (telecommunications device for the deaf) or ocr.kansascity@ed.gov.

**Douglas County West
Community Schools
P.O. Box 378
401 S. Pine St.
Valley, Nebraska 68064**



DC West Elementary
School Board Report September 2022
Dr. Jeffrey Kerns



We took a team of five teachers to join ESU 3 consultants spending the day diving into Nebraska's new Mathematics standards. Our teachers spent time exploring and learning about the new standards, mathematics best practices, instructional shifts and how to best implement the new standards. We did intend to take six teachers but were only able to secure five subs.

The following teachers will take part in the math pilot committee meetings: Natalie Janssen, Mandi Stansberry, Dani Braun, Mattie Subbert, Amy Ethen, Lyndsy Listenberger, Rhonda Jonas, Crystal Peterson, Shari Fischer, Sonya Lutze, Justin Presler, Janna Giles, Kelsey Nabity, All 13 teachers will attend training(s) on November 2, December 7, and February 9.

Congratulations to Kelsey Nabity on being selected as the 2022 PDK Showcase Teacher! The University of Omaha Chapter of Phi Delta Kappa is so excited to have her share her talents and expertise with the next generation of teachers.

This Fall we will continue our LETRS Training focusing on the last two units. Some teachers took advantage of taking Doane credit this summer and completed the modules already so they could advance on the pay scale.





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Our building has an incredible amount of art work on display. Students worked hard to create these pieces and they take a great amount of pride to have their artifacts placed on display. Each pod has different pieces of art on display and all students have at least one piece of art to showcase.



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FUN RUN 2022-23 Raised over \$40,000 dollars. We are so grateful for the ongoing support of our students and our schools. Several volunteers helped to distribute prizes, pass out shirts, treats, and set up the course. Each student was provided with a Falcon Fun Run Shirt thank you to generous sponsors. Thank you to Carmen Imm and Chris Dennell for spearheading this fundraiser.

Preschool celebrated Grand-friends Week. Family and friends were able to learn along side our preschoolers! We loved having our grand-friends in the building!



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Over 15,000 FalCoins were earned by students in the last two months. Students earned FalCoins for being Safe, Responsible, and Respectful.



Several grade levels went on a walking tour of Valley. We were able to visit the Mayor Grove and the Valley Historical Museum.



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Board Report

Jim Knott –High School Principal

Douglas County West Community Schools

October 17, 2022

As we move towards mid-October, several important things are happening or are coming up at Douglas County West High School. Parent-teacher conferences will be held on October 17th and 19th. Our attendance over the last several years has been around 100 parents/guardians over the two evenings. This year, both nights of conferences will be held in a traditional format with core subject area teachers located in the library and elective subject teachers in the commons/cafeteria.

On Wednesday, October 19th, we will hold our fall standardized testing day for high school students (the testing schedule is attached on page two of this report). Seniors will have the day off while all 9th, 10th, and 11th graders will take the Pre-ACT. We started using this testing format last year with the idea of giving students more ACT practice before taking the actual ACT in the spring of their junior year. High School Counselor Ron Michael stated, “The extra practice should benefit students before taking the National ACT during their junior year. The teaching staff will analyze the Pre-ACT results in order to provide extra practice in low performance areas.” Like the nationally recognized ACT, the Pre-ACT provides tests in the areas of math, science, reading, and writing. However, the Pre-ACT results are only given to the students, parents, and staff members of DC West High School.

On Thursday, October 13, we held our second Faculty Senate meeting. This representative group is made up one teacher from each subject area, high school administration, and the high school counselor. Members each serve two-year terms. Current members are Matt Caldwell (social studies), Lindsey Boardman (science), Adam Loftis (PE, health, chorus, band), Chip Daehling (math), Sean Pralle (art, industrial tech, business), Trey Baker (language arts, world languages), Randy Donner (special education), Sandi Kerkhoff (library, ELL, technology), Ron Michael (counselor), and Jim Knott (administration). The mission of the Faculty Senate is to discuss and work on topics to improve the high school building culture and overall opportunities for students. Some topics the group is planning to work on this year are listed below.

- Review the lunch and Keystone schedule looking for ways to offer multiple lunch times while continuing to have all teachers available for support during Keystone.
- Review our Academic Eligibility Policy to more closely reflect our values of less punitive action for academic struggle with more academically restorative practices/systems.
- Review building goals and create systems and actions to accomplish the goals.

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DC West High School Pre-ACT (grades 9-11) October 19, 2022

***Seniors - Day Off - Great time for final College Visits or Job Shadow**

Itinerary

*Staff Arrival 7:30 in the HS library/Pick up Tests *(you may leave 15 min. early at the end of day, due to early arrival.)*

*Student Check in from 7:45-7:55 in their testing rooms

*Doors close at testing sites, 8:00 – Testing directions begin

- ❖ Test 1 English (30 minutes) approx. 9:00-9:30
- ❖ Test 2 Math (40 minutes) approx. 9:35-10:15
- ❖ Break (15 minute) approx. 10:15 – 10:30
- ❖ Test 3 Reading (30 minutes) approx. 10:35-11:05
- ❖ Test 4 Science (30 minutes) approx. 11:05-11:35

Students will stay in Keystones and teachers will collect materials until Lunch begins at 11:57, Afternoon Periods (6th, 7th & 8th) periods are normal.

<u>Keystone/#</u>	<u>Supervisor</u>	<u>Grade</u>	<u>Room</u>
Baker/12	Baker	9	Baker
Beyl/10	Caldwell	10	Caldwell
Boardman/13	Loewe	9	Boardman
Brockhaus/12	Brockhaus	10	Brokhaus
Cooper/12	Cooper	11	Cooper
Daehling/13	Daehling	9	Daehling
Donner/2	Donner	10-11	FAC
Hansen/16	Hansen	11	Hansen
Knobbe/13	Knobbe	11	Knobbe
Leonard/11	Leonard	10	Leonard
Liescheski/11	Larsen	9	Liescheski
Lindahl/12	Lindahl	10	Lindahl
Loftis/9	Loftis	10	Cox
Pralle/13	Pralle	11	Pralle
Ramirez/16	Ramirez	11	Ramirez
Remmick/11	Remmick	9	Remmick
Sims/13	Sims	11	Larsen
Smith/10	Smith	10	Smith
Thomas/11	Thomas	10	Thomas
Tremayne/8	Tremayne	9	Tremayne

Troy, Cox, and Waterman will help where needed.

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October 2022 Board Report

It has been a busy month for all of the DC West community. It is hard to believe that three weeks ago, we were getting ready to have the homecoming pep rally. It was a really great week and the best part was Mrs. Grimm came back to be the MC of the pep rally! I would like to welcome Chad Hayden, Eric Hermanson, and Nathan Polak to the Athletic Hall of Fame. The week was capped off by the homecoming coronation and dance. It was great to have all of our traditions on display and I owe a huge thanks to Heather Cox for all of the works she does that week (and really always) for the kids of DC West.

Volleyball is playing this week for first place in the Nebraska Capitol Conference Volleyball Tournament. They are working hard to get a bid to state and their focus is on post season play. Coach Wald is working hard with his team to get them prepared for the opportunities they may have. The girls on the team are a great group of individuals who not only take care of it on the court, but carry the highest GPA of any athletic team at DC West. I hope you all can come out and support the girls as their season rolls towards post season play.

One of the things I am proudest of about DC West is the fact that we provide an avenue for all students as they look to their future. DC West students, as well as students from several other schools, got to participate in an Equipment Rodeo sponsored by Valley Corps. Students we invited out to Valley Corps and were allowed to use the equipment as well as get a full understanding of the opportunities associated with the company. The event was covered by the news and Eli Ambriz was the star of the segment. This was a great chance for students to work hands on with opportunities within our own community. To go along with this, another group of kids went to Lyman-Richey Corps and they got to get on the dredge and see how sand is extracted from the ground around Valley and Waterloo. These hands on experiences are very helpful for students when it comes to making decisions about their future. A special thanks to Randy Donner for setting these opportunities up and we look forward to more in the future.

Districts for Cross Country are this Thursday at Sycamore farms. If you have time to come out and support, it would be great to see you there. Running starts at 4:30 and all of the Junkstock cool things are still up. Come on out and enjoy a big event for the XC team!

Respectfully,
Nathan Ter Beest
Activities Director



October 2022 Special Education Report

Our team has been busy this month continuing to get to know our students and conducting many, many IEP and MDT meetings. Our focus is on providing inclusive supports to ensure student success.

- **October Program Highlight: Birth-3 Early Intervention Services**

Did you know that Nebraska is a “birth-mandate” state? This means that districts are required to provide early intervention services for infants and toddlers who have or are at risk for developmental delays and/or health care needs starting at birth. Leigh Groth is our early intervention specialist, and she works alongside our Services Coordinator, JoDell Phillips, to support children and families in meeting goals to support development through a home visiting process. Currently, Leigh, along with specialists such as occupational and physical therapists, supports 10 infants and their families.

We are always looking for new referrals as part of ChildFind requirements and because we know early intervention is critical to helping children meet their full potential later in life. Referrals can come from pediatricians, state agencies, or families. This month we will be engaging in a large ChildFind effort by sending postcards to all households in the district to make them aware of this service. Watch for yours in the mail!



- **Preschool Pyramid Model Implementation**

Our preschool team has been very busy this year with getting started with the Pyramid Model. The Pyramid model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. Our team is participating in an extensive

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professional learning series supported by our PEaK (Promoting Effectiveness and Knowledge) grant with ESU 3. Our first training was this month and focuses on building and supporting healthy relationships with children and families. We also spent a day as a team developing program-wide expectations so that all children, families, and staff know what our positive behavior expectations are throughout the day. We are currently gathering feedback from parents on these expectations and expect to have a final draft ready to share with parents and students soon.

- **Get SET Nebraska Special Education Teacher Mentoring Pilot Project**

To address the special education teacher shortage across the state, NDE has developed a special education mentoring program to support teacher retention. We know that many new special education teachers leave the profession in the first five years, so the hope is that improved mentoring and support during the first years of teaching will help teachers want to stay in the field. We are a pilot district for this program with Megan Nolasco (K-1 Sped) and Jake Subbert (2-3 Sped) serving as our target mentee-mentor pair. So far we have participated in trainings and weekly meetings that are designed to make sure Megan has all the knowledge and skills she needs to be successful as a new teacher in our district. We will keep you posted on any updates if we decide to adopt this model in combination with our new district mentoring program.

- **Special Education Monitoring**

We recently submitted our Indicator 11 Corrective Action Plan targeting improved compliance for completing initial evaluations within 60 calendar days of receipt of parent consent . We should be receiving feedback on our progress soon. Annual reporting on this indicator was due on September 30 this year. Our data indicates that we completed 17 initial evaluations to determine special education eligibility last year. Of those referral, 16 students were found to be eligible for services. There were two evaluations that were completed outside the 60-day window.

- **Parent Survey Results**

We had 40 parent surveys completed this year for NDE's annual parent involvement survey.. While we had fewer surveys completed than last year, our results looked great! We met the state target for parent involvement with a 96.3% rating for the question "Does the school foster a relationship with parents through communication, information, involvement?" Strengths in this area were parents understanding their rights and parents feeling as though they have input in the IEP. For the question "Does the school provide necessary services for my child?",



our percentage was 93.1%. Strengths identified in this area were preparing for life after high school, while weaknesses were preparing for transitions between grade levels.

- **Mental Health Update**

Our CHI Licensed Independent Mental Health Practitioner has steadily been increasing her services and supports to our students. Currently, she is providing mental health therapy with 12 students. Our school psychologists have also been very busy supporting students with behavior and mental health needs. We are seeing a trend with more referrals for behavior and mental health supports at the elementary level than secondary level, although we have received referrals for students at all levels for both our therapist and school psychs.

- **Professional Development**

Teams of general education and special education teachers are participating in NDE's Inclusive Practices Institute and the MTSS Summit with a theme of Creating Coherence. We will report back next month on our takeaways and next steps to implement these important practices into our programming at DC West.

Thank you as always for your continued support. Have a wonderful October!

Respectfully Submitted,

Nicki Pechous, Ed.S.
Director of Special Education



**Douglas County West
Middle School Board Report October 2022
Mr. Jeremy Travis**

Enrollment as of 10/11/22

6th-62

7th-89

8th-88

Total DC West Middle School (239)

We are winding down here in the 1st quarter at DC West Middle School. We have students that are putting forth the necessary efforts to finish strong academically in their classes. We are also finishing up our Fall Activity seasons in Cross Country, Football, Unified Soccer, and Volleyball. It has been great watching our students compete and represent us The Falcon Way.

Middle School **HAL** focus areas for the month of October are 6th grade-Science, 7th grade-Math, and 8th grade-Science. Are students that qualify based on their Fall MAP scores and/or teacher recommendations receive enrichment lessons on Friday. The Teachers really enjoy providing curriculum enrichment opportunities above and beyond the normal classroom time.

DC West Middle School will be holding **In-Person Parent Teacher Conferences** on Monday, October 17th and Wednesday, October 19th from 3:45-7:45. The students core classes (Math, ELA, Social Studies, Science, and Special Education) will meet in the South Gym. The students

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specials classes (Physical Education, Band, Choir, and Specials) will meet in the cafeteria. We look forward to seeing all that are able to attend and we greatly appreciate the partnership in their students education.

Our teachers have been attending a lot of professional development and workshops outside of their normal daily setting. We continue to focus on how to improve instructional leadership for our students in all areas of their day. It is great to watch our teachers

We will be celebrating our **1st quarter Falcon Rewards** on Wednesday, October 19th at Sidner Ice Arena in Fremont. To qualify the students must have no failing grades, no principal office referrals, and no missing assignments for the quarter.



Congratulations to our **September MS Students of the Month**. 6th grade: Harold Maca and Kenzie Trost. 7th grade: Davis Koile and Ruby Jarecke. 8th grade: Jett Samson and Liliana Balus. Those students exemplified The Falcon Way!

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Congratulations to our **September MS Staff Members of the Month**. Mr. Nolan Zimmer-6th Grade Social Studies, Mrs. LeAnn Siekman-7th/8th Grade Science, and Mr. Ben Stewart-8th Grade U.S. History. Their efforts this past month have been outstanding with our students and school!

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DC West Middle School Student Life during Homecoming Week!

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Our MS Cross Country, Football, Unified Soccer, and Volleyball Teams for the Fall.

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We will continue to develop what **The Falcon Way** looks like at our Middle School. WE will continue to focus on Falcons being Safe, Responsible, Respectful, Engaged, and Inclusive for us! We will continue to have daily, weekly, monthly, and quarterly student incentives for our students throughout the school year.



Deputy Brown-School Resource Office (SRO) Update:

Deputy Brown is continuing to update our District and Building Level Safety Plans and Procedures.

We are determined to continue to provide a safe and positive learning environment for all students and staff. Please feel free to contact me if you have any questions, if you want to see how things are going throughout the day, or if you have any concerns. I'm proud of what we do and who we are! Go Falcons!

Jeremy Travis, M.A.

Douglas County WEST FALCONS

Middle School Principal/AD (6-8)

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"Kids don't care how much you know until they know how much you care"

#TheFalconWay #FalconStrong #DCWestROCKS #BeFALCONKind

LOVEYourPEOPLE

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DC West Community Schools
Board Report October 2022
Dr. Dawn Marten - Director of Learning

K-12 Math Curriculum Pilot and Adoption:

The State Board of Ed approved the new State Mathematics Standards on Sept. 2, 2022. Here is [a link](#) for your reference. These standards will be implemented next school year upon the approval from our DC West Board of Education. Therefore, it's now time for us to select a K-12 Math curriculum as our tool to teach these standards since we are at our [7-year curriculum cycle](#).

Sara Zabrowski and Debbie Schraede, both from ESU3, and I will lead the DC West Math Committee through the piloting process. At the end of our 12-week curriculum pilot, the committee will make a recommendation for each of the elementary and secondary levels. I will then bring that recommendation to the Board for final approval in May.

Below is important information about our Math Curriculum Pilot process:

1. All committee teachers and principals attended the ESU3 Math Standards Workshop. As teams, they spent the day exploring and learning about the new standards, mathematics best practices, instructional shifts and how to best implement the new standards.
2. The Math Pilot Committee teachers will pilot two different Math curriculums each for 6 weeks. During the pilot, we will build a pacing guide that continues to follow the current state standards to ensure we do not create learning gaps for students. We are currently looking at various samples of curriculum and will select the final two for the pilot in the coming weeks.

Superintendent
Director of Learning
Director of Special Education
Elementary Principal
Middle School Principal
High School Principal
High School Assistant Principal/AD

Dr. Melissa Poloncic
Dr. Dawn Marten
Nick J. Pechous
Dr. Jeffrey Kerns
Jeremy Travis
Jim Knott
Nathan Ter Beest

402.359.2583
402.359.2583
402.359.2583
402.359.2151
402.779.2646
402.359.2121
402.359.2121



3. The Math Committee will follow this timeline and update all staff when appropriate.

Date	Topic
September 26	ESU3 Math Standards Workshops - Elementary
October 6	ESU3 Math Standards Workshops - Secondary
November 2: Full Day at ESU3	Math Pilot Committee Meeting: <ul style="list-style-type: none"> Review the DCW Curriculum Cycle and Process Identify Critical Issues for Math Curriculum (wants/needs) Deeper Dive into new Math Standards Review Pilot Feedback/Materials Selection Rubric
December 7: Full Day at ESU3	Math Pilot Committee Meeting: <ul style="list-style-type: none"> Curriculum vendor presentation of Pilot Curriculum I (TBD) Plan time for pilot teachers
December 21	Teacher Work Day
January 5 - February 16	Pilot I Math Curriculum Implementation
January 16 (MLK Day): 8:00-10:00	Math Pilot Committee Meeting: <ul style="list-style-type: none"> Pilot Curriculum I Check-in Q & A
February 9: Full Day	Math Pilot Committee Meeting: <ul style="list-style-type: none"> Curriculum vendor presentation of Pilot Curriculum II (TBD) Plan time for pilot teachers
February 21 - April 7	Pilot II Math Curriculum Implementation
March 13: 8:00-10:00	Math Pilot Committee Meeting: <ul style="list-style-type: none"> Pilot Curriculum II Check-in Q & A
April 21: 2:30-3:45	Math Pilot Committee Meeting: <ul style="list-style-type: none"> Final Curriculum Recommendation
May 31 (TBD)	Vendor Training for all K-8 Math Teachers
June 1 (TBD)	Vendor Training for all 9-12 Math Teachers
Summer 2023	Work time for all math teachers to review new math curriculum

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Superintendent's Report October 17, 2022

Annual Audit and AFR

Our auditing firm, BerganKDV, has been working in our office on the annual audit. Upon completion, the auditing firm will review their findings with the finance committee of the Board. We also have our annual Annual Financial Report that will be due to the Nebraska Department of Education in November.

Construction Progress

The new middle/high school dropoff and additional staff and visitor parking is being completed and will be open for use soon!

Boyd Jones shared some drone footage and photos this week that I thought you would be interested in seeing.

Here are the links:

[DC West Middle School Addition Drone Video 10/10/22 \(external\)](#)

[DC West Middle School Addition Drone Images 10/10/22 \(external\)](#)

Certificated Staff Evaluation System Update

The administrative team held a work session on September 27th in order to finalize the content for our new staff evaluation system that we are piloting this year. We will have the handbook available for principals to use as a pilot by November. We will be presenting this information to you later this year, we are really looking forward to the updated system.

Superintendent Goals for 2022

- Complete a written schedule with a timeline for replacement and/or maintenance in regards to buildings, grounds, and vehicles.
- Develop and share an action plan for recovery of student academic learning
- Lead the engagement, vision and support associated with the development of a new strategic plan. Influence an enthusiasm and commitment for growing in excellence through communication and implementation of the strategic plan.
- Facilitate the creation, adoption, and implementation of a new certified staff and administrator evaluation system.
- Continue to find strategies to facilitate, coach, and lead the administrative team to excellence.
- Research, study, and implement strategies to manage the growth of the communities and district in the next five to ten years.
- A progress report of these goals to the Board a couple of times throughout the year.

Upcoming Dates:

October 17 - 19~ Parent Teacher Conferences

October 20~ Workday, No School for Students

October 21~ No School

November 14~ Regular Board of Education Meeting

Financial Recap September 2022

	9/1/2022	Receipts	Expenditures	9/30/2022
General Fund				
Depreciation Fund	\$8,523,170.98	\$929,044.81	\$1,397,501.78	\$8,054,714.01
Food Service Fund	\$2,420,017.47	\$99.43	\$2,025.60	\$2,418,091.30
Qualified Capital Fund	\$388,008.22	\$28,005.44	\$78,725.17	\$337,288.49
Bond Fund	\$434,224.46	\$30,291.74	\$0.00	\$464,516.20
Special Building Fund	\$680,638.38	\$72,810.93	\$0.00	\$753,449.31
- Special Bldg (MS/Fine Art)	\$1,593,398.94	\$141,643.78	\$0.00	\$1,735,042.72
	\$12,030,187.24	\$0.00	\$1,240,036.76	\$10,790,150.48
	\$26,069,645.69	\$1,201,896.13	\$2,718,289.31	\$24,553,252.51

General Fund Detail

	September	YTD	Budgeted	Revenues	September	YTD
Expenditures						
All Instructional Program	\$ 598,060.53	\$ 598,060.53	\$ 7,365,638.00	Personal and Prop Taxes	\$ 697,282.32	\$ 697,282.32
SPED Instructional Program	\$ 147,517.02	\$ 147,517.02	\$ 2,016,700.00	Carline Tax	\$ 1,388.75	\$ 1,388.75
Support Services SPED Related	\$ 18,895.05	\$ 18,895.05	\$ 324,265.00	Motor Vehicle Taxes	\$ 105,763.96	\$ 105,763.96
Support Services Non-SPED Related	\$ 28,296.23	\$ 28,296.23	\$ 302,340.00	Tuition Received from Individuals	\$ 14,920.00	\$ 14,920.00
Support Instructional	\$ 80,763.13	\$ 80,763.13	\$ 740,685.00	Interest	\$ 1,247.67	\$ 1,247.67
Board of Education	\$ 24,541.62	\$ 24,541.62	\$ 77,250.00	Local License Fees	\$ -	\$ -
Executive Administration Services	\$ 39,682.98	\$ 39,682.98	\$ 427,969.00	Other Local Receipts	\$ 14.32	\$ 14.32
District Legal Services	\$ 150.00	\$ 150.00	\$ 35,000.00	Grants from Corporations/Private	\$ -	\$ -
Office of the Principal	\$ 74,256.64	\$ 74,256.64	\$ 790,732.00	County Fines and License Fees	\$ 1,969.79	\$ 1,969.79
General Admin - Business Services	\$ 24,894.11	\$ 24,894.11	\$ 249,300.00	ESU Receipts	\$ -	\$ -
Maint & Operation of Building & Sit	\$ 218,148.36	\$ 218,148.36	\$ 3,154,786.00	State Aid	\$ 106,458.00	\$ 106,458.00
Vehicle Acquisition & Maint	\$ 3,500.00	\$ 3,500.00	\$ 17,500.00	Special Education Programs	\$ -	\$ -
Regular Pupil Transportation	\$ 50,484.46	\$ 50,484.46	\$ 426,600.00	Special Education Transportation	\$ -	\$ -
SPED Pupil Transportation	\$ 13,081.08	\$ 13,081.08	\$ 149,550.00	Homestead Exemption	\$ -	\$ -
Categorical Grant from Coporation	\$ 10,006.77	\$ 10,006.77	\$ 128,660.00	Pro-Rate Motor Vehicle	\$ -	\$ -
State Categorical Programs	\$ 602.36	\$ 602.36	\$ 108,091.00	High Ability Learners	\$ -	\$ -
Federal Programs	\$ 35,392.87	\$ 35,392.87	\$ 408,894.00	Early Childhood Grant	\$ -	\$ -
ESSER II & III	\$ 29,228.57	\$ 29,228.57	\$ 791,000.00	State Apportionment	\$ -	\$ -
	\$ 1,397,501.78	\$ 1,397,501.78	\$ 17,514,960.00	Other State Receipts	\$ -	\$ -
				Prop & Personal Property Tax Credit	\$ -	\$ -
				Title ESSA Programs	\$ -	\$ -
				IDEA Programs	\$ -	\$ -
				Medicaid	\$ -	\$ -
				ESSER II & ESSER III	\$ -	\$ -
				Other Federal Categorical Receipts	\$ -	\$ -
				Sale of Property	\$ -	\$ -
					\$ 929,044.81	\$ 929,044.81

September 2022 Payroll

Net Payroll	\$ 515,965.03
Payroll Taxes (District)	\$ 56,516.33
Payroll Withholding (Employees)	\$ 137,964.01
Retirement (District)	\$ 72,386.63
Retirement Withholding (Employees)	\$ 71,385.70

ACTIVITY SUMMARY - SEPTEMBER 2022

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704	INTEREST	483.36	0.00	15.12	0.00	498.48
05 704 1001	ACTIVITY PASSES	5,605.94	27.60	(73.00)	0.00	5,505.34
05 704 1002	CORPORATE SPONSORSHIPS	9,881.79	0.00	3,000.00	0.00	12,881.79
05 704 1003	INSTRUMENTAL MUSIC	2,707.17	0.00	280.00	0.00	2,987.17
05 704 1005	STAFF LOUNGE	1,314.13	0.00	56.09	0.00	1,370.22
05 704 1006	STUDENT FINES	40.00	0.00	0.00	0.00	40.00
05 704 1007	VALLEY WAY	12,576.40	0.00	0.00	0.00	12,576.40
05 704 1008	DUAL CREDIT FEES	3,050.00	0.00	1,000.00	0.00	4,050.00
05 704 1011	PTSA DONATION	39,080.70	0.00	0.00	0.00	39,080.70
05 704 1022	CLASS OF 2022	338.87	0.00	0.00	0.00	338.87
05 704 1023	CLASS OF 2023	3,008.13	0.00	0.00	0.00	3,008.13
05 704 1102	ARTS & HUMANITIES	1,028.08	0.00	0.00	0.00	1,028.08
05 704 1106	BASEBALL TEAM	1,985.48	0.00	0.00	0.00	1,985.48
05 704 1107	BAND	4,726.92	629.75	0.00	0.00	4,097.17
05 704 1108	CHEER	603.45	887.00	1,397.00	0.00	1,113.45
05 704 1111	BBB TEAM	858.36	0.00	0.00	0.00	858.36
05 704 1112	CONCESSIONS	18,991.24	5,036.61	7,819.90	0.00	21,774.53
05 704 1113	CONSTRUCTION TECH	7,106.79	0.00	0.00	0.00	7,106.79
05 704 1114	DANCE TEAM	905.88	0.00	0.00	0.00	905.88
05 704 1116	DRAMA	9,387.64	7.99	0.00	0.00	9,379.65
05 704 1117	FBLA	2,093.72	0.00	60.00	0.00	2,153.72
05 704 1118	HIGH SCHOOL	1,250.36	0.00	0.00	0.00	1,250.36
05 704 1119	DC TECH 1:1	43,073.61	0.00	(60.00)	0.00	43,013.61
05 704 1120	GBB TEAM	4,767.93	0.00	0.00	0.00	4,767.93
05 704 1123	HOSA	3,310.81	665.00	395.00	0.00	3,040.81
05 704 1124	STUCO HS	6,862.78	2,539.25	1,897.00	0.00	6,220.53
05 704 1128	NATIONAL HONOR SOCIETY	1,485.18	0.00	0.00	0.00	1,485.18
05 704 1130	FOOTBALL	1,576.00	1,950.00	4,715.00	0.00	4,341.00
05 704 1131	FOOTBALL TEAM	1,746.98	0.00	335.00	0.00	2,081.98
05 704 1132	SCIENCE CLUB	522.19	0.00	0.00	0.00	522.19
05 704 1133	SPEECH TEAM	2,421.19	31.75	0.00	0.00	2,389.44
05 704 1134	VOCAL MUSIC	2,334.25	0.00	1,077.00	0.00	3,411.25
05 704 1136	WORLD LANGUAGE CLUB	69.52	0.00	0.00	0.00	69.52
05 704 1137	ROBOTICS TEAM	1,955.62	0.00	250.00	0.00	2,205.62
05 704 1141	GOLF TEAM	84.88	0.00	0.00	0.00	84.88
05 704 1142	YEARBOOK HS	3,240.35	231.00	0.00	0.00	3,009.35
05 704 1150	CROSS COUNTRY	591.50	710.00	600.00	0.00	481.50

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 1151	CROSS COUNTRY TEAM	1,847.13	0.00	60.00	0.00	1,907.13
05 704 1160	SOFTBALL	0.00	1,430.00	1,430.00	0.00	0.00
05 704 1161	SOFTBALL TEAM	2,663.30	0.00	0.00	0.00	2,663.30
05 704 1166	BOYS TRACK TEAM	381.33	0.00	0.00	0.00	381.33
05 704 1167	GIRLS TRACK TEAM	674.39	0.00	0.00	0.00	674.39
05 704 1175	VOLLEYBALL	291.00	1,692.00	2,189.00	0.00	788.00
05 704 1176	VOLLEYBALL TEAM	187.71	0.00	50.00	0.00	237.71
05 704 1186	WRESTLING TEAM	1,491.95	0.00	0.00	0.00	1,491.95
05 704 1198	SUMMER SPORTS CAMPS	598.12	0.00	0.00	0.00	598.12
05 704 1199	CHANGE BAGS	0.00	0.00	180.00	0.00	180.00
05 704 1222	SCIENCE GRANT	3,055.68	0.00	0.00	0.00	3,055.68
05 704 1224	STUCO MS	10,470.26	0.00	0.00	0.00	10,470.26
05 704 1225	COFFEE CART - EL SPED	1,394.64	104.75	99.25	0.00	1,389.14
05 704 1319	DISNEY MUSICAL	12,840.67	580.00	0.00	0.00	12,260.67
05 704 1320	PRESCHOOL	45.33	0.00	0.00	0.00	45.33
05 704 2112	MS CONCESSIONS	2,457.64	1,895.97	3,068.25	0.00	3,629.92
05 704 2121	MS BBB TEAM	211.05	0.00	0.00	0.00	211.05
05 704 2135	MS FOOTBALL	0.00	450.00	594.00	0.00	144.00
05 704 2136	MS FOOTBALL TEAM	368.47	0.00	0.00	0.00	368.47
05 704 2180	MS VOLLEYBALL	0.00	1,200.00	1,315.80	0.00	115.80
05 704 2204	ATHLETICS MS	637.80	0.00	(637.80)	0.00	0.00
05 704 2218	MIDDLE SCHOOL	1,289.68	0.00	0.00	0.00	1,289.68
05 704 2242	MS YEARBOOK	4,327.10	802.26	0.00	0.00	3,524.84
05 704 3220	ELEM FIELD TRIP	411.28	0.00	0.00	0.00	411.28
05 704 3221	PBIS	0.00	679.00	2,701.21	0.00	2,022.21
05 704 3318	ELEMENTARY	4,026.63	0.00	0.00	0.00	4,026.63
Fund Total: 05		250,738.36	21,549.93	33,813.82	0.00	263,002.25

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OCTOBER 2022

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ACADEMIC THERAPY PUBLICATIONS		40.00
AMAZON.COM CREDIT		5,193.66
AWARDS UNLIMITED INC		641.82
BALDWIN'S FLOORING AMERICA		11,510.00
BAND SHOPPE		1,205.00
BESTCO SERVICES		3,755.00
BOOKWORM, INC, THE		127.72
BORDER STATES INDUSTRIES INC		882.67
BOUND TO STAY BOUND BOOKS		688.06
BOYS TOWN		5,280.96
BROWN, CORBIN		275.00
BSN SPORTS INC		5,533.66
CAPPEL NAPA AUTO SUPPLY - VALLEY		451.50
CITY OF VALLEY		2,046.63
CLEMMER, GARY		100.00
COX BUSINESS		194.99
CPR ASSOCIATES		232.00
DC WEST FOOD SERVICE		1,991.10
DC WEST YOUTH SPORTS ORG		84.00
DIETZE MUSIC HOUSE		1,341.23
DISCOUNT SCHOOL SUPPLY		521.36
DREY INC		760.00
EAGLE SERVICES INC.		157.28
EAKES OFFICE PLUS		3,472.80
EDUCATIONAL SERVICE UNIT #3		8,968.90
EDUCATIONAL SERVICE UNIT 10		60.00
EGAN SUPPLY CO		933.73
ENGINEERED CONTROLS		2,205.50
ESHIPPING LLC		366.36
EVERYDAY SPEECH		299.99
FIBER PLATFORM, LLC		276.52
FIREGUARD INC		1,644.67
FIRST STUDENT		53,211.00
FLINN SCIENTIFIC INC		99.36
FOLLETT SCHOOL SOLUTIONS INC		1,376.46
HEARTLAND PEST CONTROL		240.00
HOMETOWN LEASING		2,522.27
JELINEK HARDWARE COMPANY		51.98
JOURNEYED.COM, INC		8,152.50
JP BOILER SERVICE		2,950.00
JUST FOR KIDS THERAPY INC		9,314.25
JW PEPPER & SONS		95.09
LEARNING FORWARD NEBRASKA		260.00
LEARNING WITHOUT TEARS		317.90
LOU'S SPORTING GOODS		1,264.75
MACKIN EDUCATIONAL RESOURCES		1,217.73
MARKING REFRIGERATION		4,000.00
MATHESON TRI-GAS INC		1,072.88
MBCA		375.00
MCGRAW-HILL EDUCATION INC		433.32
MEDICINE MAN PHARMACY		13.19
MENARDS - ELKHORN		959.37
METAL DOORS & HARDWARE CO		623.00
MOSYLE CORPORATION		100.20
NE COUNCIL OF SCHOOL ADM		1,320.00

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OCTOBER 2022

User ID: CQ

Vendor Name	Vendor Description	Amount
NEBR ASSOCIATION OF SCHOOL BOARDS		1,849.00
NEBRASKA SAFETY CENTER		100.00
NEBRASKA SAFETY CENTER		200.00
NEBRASKA TURF PRODUCTS		1,014.30
ODEY'S INC		642.00
ONE SOURCE		171.50
PERRY GUTHERY HAASE & GESSFORD		576.00
PRAIRIE MECHANICAL CORP		2,465.00
PRIME COMMUNICATIONS INC		85.00
PUBLICATION PRINTING		1,140.50
READING WAREHOUSE		451.55
REALLY GREAT READING		207.20
SAVVAS LEARNING COMPANY		5,542.42
SCHOOL SPECIALTY INC		987.61
SELECT-YOUR-GIFT, INC		93.13
SHAPE NEBRASKA		825.00
SHOWBIE INC		527.85
SOFTWARE UNLIMITED, INC.		549.00
STANZEL'S MOW & SNOW LLC		350.00
STAPLES ADVANTAGE		353.96
STRIV, INC.		2,796.77
TAESE/USU		250.00
TEACHING STRATEGIES LLC		1,722.00
VERIZON		15.02
VEX ROBOTICS INC		437.12
VOICE AND DATA SYSTEMS INC		3,236.00
VOLLEYCART		598.00
WARDS NATURAL SCIENCE EST INC		141.17
WASTE CONNECTIONS OF NEBR, INC		711.45
WATER ENGINEERING INC		275.00
WOODRIVER ENERGY LLC		2,227.16
Fund Number 01		<u>181,753.07</u>
Checking Account ID 1		<u>181,753.07</u>
Checking Account ID 2	Fund Number 02	DEPRECIATION
MCGRAW-HILL EDUCATION INC		1,856.79
Fund Number 02		<u>1,856.79</u>
Checking Account ID 2		<u>1,856.79</u>
Checking Account ID 6	Fund Number 06	NUTRITION FUND
CASH-WA DISTRIBUTING		19,225.46
CHESTERMAN CO		1,170.49
HILAND DAIRY		7,409.58
JAYMAR BUSINESS FORM, INC		17.21
ROTELLA'S ITALIAN BAKERY INC		381.75
SYSCO LINCOLN		9,675.26
US FOOD INC		16,923.17
Fund Number 06		<u>54,802.92</u>
Checking Account ID 6		<u>54,802.92</u>
Checking Account ID 8	Fund Number 08	28 SPECIAL BUILDING FUND

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OCTOBER 2022

User ID: CQ

Vendor Name	Vendor Description	Amount
BERINGER CIACCIO DENNEL MABREY		18,298.38
BOYD JONES CONSTRUCTION CO		1,410,118.73
MORRISSEY ENGINEERING, INC.		3,600.00
THIELE GEOTECH INC		5,356.00
Fund Number 08		<hr/> 1,437,373.11
Checking Account ID 8		<hr/> 1,437,373.11

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MID-MONTH CHECKS - SEPT/OCT 2022

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
CAPITAL ONE TRADE CREDIT		1,162.94
HUDL		1,098.00
LOVE'S TRAVEL STOPS & COUNTRY STORE		3,013.33
MADISON NATIONAL LIFE INS CO IN		1,694.46
MAGIC WRIGHTER E-SERVICE		222.75
NEBRASKA MUSIC EDUCATOR'S ASSOC		130.00
VISION SERVICE PLAN		28.24
WALMART COMMUNITY		631.04
WELLS FARGO BANK		4,030.20
Fund Number 01		<hr/> 12,010.96
Checking Account ID 1		<hr/> 12,010.96

**MINUTES OF THE SPECIAL HEARING TO SET FINAL TAX REQUEST 2022-2023 OF
THE BOARD OF EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 28-0015,
a/k/a, DOUGLAS COUNTY WEST COMMUNITY SCHOOL DISTRICT
Monday, September 12, 2022**

The regular meeting of the Board of Education, District #15, in the County of Douglas, in the State of Nebraska, was convened in open and public session on Monday, September 12, 2022 at the MS/HS Library, 401 South Pine Street, Valley, NE 68064-0378.

Following public notification procedures, in adherence to 84-1411, notice of the meeting was given in advance thereof by posting such Notice on the exterior front door of the high school, elementary school, middle school, Valley City Hall, First Nebraska Bank, and Foundation One Bank. Notice of the meeting was simultaneously given to all members of the Board of Education. Availability of the agenda was communicated in advance notice and in the notice to the Board of Education of the meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Attendance Taken at 6:59 PM.

Kelly Hinrichs: Present
Luke Janke: Present
Jamie Jorgensen: Present
Bill Koile: Present
Elizabeth Mayer: Present
Patrick McCarville: Present

1. Call to Order

The agenda, listing items for consideration by the Board, is on file in the Superintendent's office. Other matters may come before the Board and the Board has the right to modify the agenda before the meeting.

President – “As I call the meeting to order I wish to inform everyone present that a current copy of the Open Meetings Act is posted in the front of the Board Room for your review at any time.”

2. Approval of Agenda

Motion to approve agenda as presented passed with a motion by Kelly Hinrichs and a second by Bill Koile.
Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**
Yea: 6, Nay: 0

3. Special Hearing To Set Final Tax Request 2022-23

4. Public Communications and Correspondence

No communication or correspondence

5. Adjournment

Motion to adjourn meeting at 7:00 pm passed with a motion by Kelly Hinrichs and a second by Jamie Jorgensen.
Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**
Yea: 6, Nay: 0

Sabina Safford, Board Secretary

Dr. Melissa Polonicic, Superintendent

**MINUTES OF THE 2022-2023 BUDGET HEARING OF THE BOARD OF
EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 28-0015,
a/k/a, DOUGLAS COUNTY WEST COMMUNITY SCHOOL DISTRICT
Monday, September 12, 2022**

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Attendance Taken at 6:45 PM.

Kelly Hinrichs: Present
Luke Janke: Present
Jamie Jorgensen: Present
Bill Koile: Present
Elizabeth Mayer: Present
Patrick McCarville: Present

1. Call to Order

The agenda, listing items for consideration by the Board, is on file in the Superintendent's office. Other matters may come before the Board and the Board has the right to modify the agenda before the meeting.

President – “As I call the meeting to order I wish to inform everyone present that a current copy of the Open Meetings Act is posted on in the front of the Board Room for your review at any time.”

2. Approval of Agenda

Motion to approve agenda as presented passed with a motion by Bill Koile and a second by Kelly Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**

Yea: 6, Nay: 0

3. Budget Hearing Presentation 2022-2023

4. Public Communications and Correspondence

No communication or correspondence.

5. Adjournment

Motion to adjourn meeting at 6:58 pm passed with a motion by Jamie Jorgensen and a second by Patrick McCarville.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**

Yea: 6, Nay: 0

Sabina Safford, Board Secretary

Dr. Melissa Poloncic, Superintendent

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF
EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 28-0015,
a/k/a, DOUGLAS COUNTY WEST COMMUNITY SCHOOL DISTRICT
Monday, September 12, 2022**

The regular meeting of the Board of Education, District #15, in the County of Douglas, in the State of Nebraska, was convened in open and public session on Monday, September 12, 2022 at the MS/HS Library, 401 South Pine Street, Valley, NE 68064-0378.

Following public notification procedures, in adherence to 84-1411, notice of the meeting was given in advance thereof by posting such Notice on the exterior front door of the high school, elementary school, middle school, Valley City Hall, First Nebraska Bank, and Foundation One Bank. Notice of the meeting was simultaneously given to all members of the Board of Education. Availability of the agenda was communicated in advance notice and in the notice to the Board of Education of the meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Attendance Taken at 7:01 PM.

Kelly Hinrichs: Present
Luke Janke: Present
Jamie Jorgensen: Present
Bill Koile: Present
Elizabeth Mayer: Present
Patrick McCarville: Present

1. Call to Order

The agenda, listing items for consideration by the Board, is on file in the Superintendent's office. Other matters may come before the Board and the Board has the right to modify the agenda before the meeting.

President – “As I call the meeting to order I wish to inform everyone present that a current copy of the Open Meetings Act is posted in the front of the Board Room for your review at any time.”

2. Public Communications and Correspondence

No communications or correspondence

3. Approval of Agenda

Motion to approve agenda as presented passed with a motion by Jamie Jorgensen and a second by Bill Koile.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**,

Patrick McCarville: **Yea**

Yea: 6, Nay: 0

4. Administrative Reports

4.1. Superintendent's Report

4.2. Financial Report

5. Consent Agenda

Motion to approve Consent Agenda passed with a motion by Kelly Hinrichs and a second by Luke Janke.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**,

Patrick McCarville: **Yea**

Yea: 6, Nay: 0

5.1. Approve Minutes
Regular Meeting Date: October 17th, 2022

5.2. Approve Claims for Payment

5.3. Approve Financial Report

5.4. Approve Classified Staff

6. New Business

6.1. Approve the 2022-23 Budget

Consider information, discussion, and public comments from the public hearings to approve the 2022-23 budget.

Motion to approve the 2022-23 budget as presented passed with a motion by Jamie Jorgensen and a second by Kelly Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**

Yea: 6, Nay: 0

6.2. Resolution to Set the Final Tax Request

Consider information, discussion, and public comments from the public hearings to approve the resolution to set the final tax request for the 2022-23 budget.

Motion to set the final property tax request as presented in the resolution passed with a motion by Bill Koile and a second by Kelly Hinrichs.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**

Yea: 6, Nay: 0

6.3. Future Grounds Maintenance and Use Planning Discussion

The Board discussed the items listed below:

- DC West Outdoor Facilities Maintenance/Renovation Scope, Budget, Timeline
- Current Private Fundraiser Proposal from DC West Youth Softball
- Future Grounds Use for Growth

Board Member, Liz Mayer, addressed the Board regarding the softball/baseball 4-plex.

7. Adjournment

Motion to adjourn meeting at 7:55 pm passed with a motion by Kelly Hinrichs and a second by Jamie Jorgensen.

Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Patrick McCarville: **Yea**

Yea: 6, Nay: 0

Sabina Safford, Board Secretary

Dr. Melissa Poloncic, Superintendent

DC West Schools Valley, Nebraska

HVAC Equipment Life Expectancy and Cost Estimation



September 16, 2022

MEI Project #: 22354



mechanical | electrical | lighting | technology | commissioning

MORRISSEY ENGINEERING INC
4940 North 118th Street | Omaha, NE 68164



Report Prepared by:

Ryan Goughnour

rgoughnour@morrisseyengineering.com

D 402.991.3163

O 402.491.4144

C 402.681-5813

Section 1.0 - Summary

This document provides an overall review of the existing heating, ventilation, and air conditioning (HVAC) equipment in the DC West Middle/High School and Elementary Schools. The age and life expectancy of equipment have been identified along with an estimated cost and timeline for replacement. Estimated costs are based on current industry averages and will increase based on inflation rate. Estimates are not given for equipment with more than 10 years of life expectancy remaining. Cost estimates include material, labor, overhead, and profit based on budget pricing from equipment manufacturers and industry average values.

A walk-through of the Middle/High School was performed on 8-31-2022. The building has been through numerous additions and renovations since the original building and HVAC equipment is of various ages. The only equipment currently past their median life expectancy are three (3) air handling units located in the mechanical rooms to the north of the central gymnasium. The rest of the equipment age is still below the median life expectancy. A table of life expectancy and cost of replacements is given for all major HVAC equipment.

The elementary school was built in 2018 and all equipment is assumed to be original from when the building was built. An equipment list was compiled to help determine the schedule of equipment replacements.

Section 2.0 – Middle School

Boiler Room Equipment

The building is heated by three (3) Aerco hot water boilers. The hot water system serves a combination of fan powered boxes, baseboard heaters, air handling units, and reheat coils. Two (2) of the boilers have been replaced within the last 2 years due to failed heat exchangers or other maintenance issues. The third boiler is approximately 12 years old. The rest of the boiler room equipment (pumps, VFDs, piping specialties, etc.) were replaced as part of the 2017 Summer Renovation project.

Equipment Tag	Equipment Type	Capacity	Model Number	Serial Number	Age of Equipment (Years)	Median Life Expectancy	Replacement Cost
B-1	Hot Water Steel Fire-Tube Boiler	1,500 mbh	Benchmark 1500	G-20-1085	2	25	N/A
B-2	Hot Water Steel Fire-Tube Boiler	1,500 mbh	Benchmark 1500	Unknown	2	25	N/A
B-3	Hot Water Steel Fire-Tube Boiler	1,500 mbh	Benchmark 1500	G-10-0445	12	25	\$60,000
HWP-1, 2	Hot Water Pump	150 gpm @ 98 ft	B&G E-1510 2EB	Unknown	4	20	N/A

Air Handling Units

There are three (3) indoor air handling units located in the mechanical rooms on the north side of the gym.

AHU-1 is located on the 1st floor and serves fan powered boxes in the new classroom addition that is currently under construction. The associated condensing unit, ACCU-1 is located on the roof. This AHU has a constant volume fan and is a cooling only unit (no heating coil). Space heating is provided by fan powered boxes with hot water reheat coils at the zone level. The AHU is original to when this area was built (1991), however, the mixed air damper actuators have been replaced as part of the new addition project.

AHU-2 is located on the 2nd floor mezzanine and serves the gymnasium. This AHU is a constant volume heating only unit and has no cooling capabilities. The hot water valve was recently replaced to be a 3-way valve and has a new actuator.

AHU-3 is also located on the 2nd floor mezzanine and serves the locker room area. This AHU is a constant volume unit and has both heating and cooling capabilities. The associated DX condensing unit is located on grade to the north of the mechanical room.

Equipment Tag	Equipment Type	Original Capacity	Area Served	Age of Equipment (Years)	Median Life Expectancy	Estimated Replacement Cost
AHU-1 / ACCU-1	Air Handling Unit with DX cooling only	20,900 cfm	Classroom Addition	31	25 (Fans) 20 (DX Coils)	\$80,000 / \$36,500 ^{1,2}
AHU-2	Air Handling Unit with hot water heat	19,500 cfm	Gymnasium	31	25 (Fans) 20 (HW Coil)	\$109,000 / \$48,000 ²
AHU-3 / ACCU-3	Air Handling Unit with hot water heat and DX cooling	9,300 cfm	Locker Rooms	31	25 (Fans) 20 (DX and HW Coils)	\$56,000 / \$24,500 ²

1. Cost based on 14,000 cfm unit as balanced in 2021 renovation/addition project currently under construction.
2. Cost includes AHU with hot water heat, DX cooling, and remote condensing unit. Does not include cost of any new DDC controls.

Packaged Rooftop Units

There are 13 packaged rooftop units (RTUs) of various ages and configurations. See the roof plan on the next page for location of each unit. The ages of all RTUs are currently below their median life expectancy.

Equipment Tag	Area Served	Capacity (Tons)	Model Number	Serial Number	Age (Years)	Median Life Expectancy (Years)	Replacement Cost
RTU-1	Classroom Wing	27.5	Trane TCD330	O18D02641	4	15	N/A
RTU-2	Classroom Wing	25	Trane THD240	181610522D	4	15	N/A
RTU-3	Classroom Wing	20	Trane YHD240	181610472D	4	15	N/A
RTU-4	Classroom Wing	15	Trane THD180	142610821D	8	15	\$28,000 ¹
RTU-5	Classroom Wing	25	Trane YHD300	133210710D	9	15	\$43,000 ¹
RTU-6	Entry and Main Corridor	25	Trane TCD301	112410233D	11	15	\$43,000 ¹
RTU-7	Commons Area	20	Trane YHD240	133210700D	9	15	\$35,000 ¹
RTU-8	Cafeteria and Classrooms	15	Trane THD180	142610803D	8	15	\$28,000 ¹
RTU-9	Admin Offices	6	Trane TSC072	112312111L	11	15	\$13,000 ¹
RTU-10	Classrooms	7.5	Trane THC092	181612651L	4	15	N/A
RTU-11	Locker Rooms	7.5	Daikin DPS007	FBOU170400912	5	15	\$79,000 ^{1,2,3}
RTU-12	Wrestling Room	25	Daikin DPS025	FBOU170400914	5	15	\$86,000 ^{1,2}
RTU-13	South Gymnasium	20	Trane OAKD240	OA272404-1	4	15	N/A

- 1 Includes DX Cooling, Supply Fan, Gas Heat, Economizer, VAV control, Hail Guards, High efficiency, SS drain pan, High Fault Circuit Breaker, BACnet card, and Hot Gas Reheat
- 2 Includes inverter scroll compressor
- 3 Includes energy recovery wheel



Section 3.0 – Elementary School

The elementary school was built in 2019 and all equipment is new. A list of equipment is provided to help determine schedule of replacements. A replacement cost is not given since the equipment is not expected to be replaced within the next 10 years.

Equipment Tag	Equipment Type	Area Served	Capacity	Age (Years)	Median Life Expectancy (Years)	Replacement Cost
AHU-E01	Water-Cooled Heat Pump	E101	7,000 cfm	3	19	N/A
AHU-E02	Water-Cooled Heat Pump	E129	4,200 cfm	3	19	N/A
DOAS-A01	Water-Cooled Heat Pump	Area A	2,000 cfm	3	19	N/A
DOAS-B01	Water-Cooled Heat Pump	Area B	2,940 cfm	3	19	N/A
DOAS-B02	Water-Cooled Heat Pump	Area B	1,495 cfm	3	19	N/A
DOAS-C01	Water-Cooled Heat Pump	Area C	3,330 cfm	3	19	N/A
DOAS-D01	Water-Cooled Heat Pump	Area D	2,940 cfm	3	19	N/A
HP-XXX	Water-Cooled Heat Pumps	All	500-2,000 cfm	3	19	N/A
MAU-E01	Makeup Air Unit	Kitchen	5,670 cfm	3	15	N/A
CT-1	Cooling Tower	Bldg Cooling	225 tons	3	20	N/A
B-1	Boiler	Bldg Heating	2,000 mbh	3	25	N/A

Community RelationsGrants or Donations for Capital or Other Special Improvement Projects

The Douglas County West Community Schools Board of Education recognizes and supports the need for participation by the community in maintaining and improving our district facilities and programs for needs beyond the regular budgeting process. The Board also recognizes the need to manage major fundraising campaigns to coordinate communication, limit excessive solicitation of businesses and patrons, ensure student safety, limit undue distractions and time commitments, assure equity and maintain proper financial practices. Any grant or donation for a capital or other improvement to any school property or any transfer of real property to the district, regardless of the amount of the improvement or value of the property will be considered a special project.

All special projects require Board of Education approval regardless of the organization or individual associated with the project. All special projects shall require pre-approval of a proposal by the Superintendent and Board of Education prior to commencement of the fundraising efforts.

Special projects shall include:

- Building additions or renovations
- Landscaping or waterworks
- Drilling, cutting, or otherwise penetrating the walls, ceilings, or floors of any facility
- Carpeting & painting
- HVAC, electrical & plumbing
- Installation of marquees or any other permanent interior or exterior signs, plaques, recognition displays or inscriptions of any type
- Fencing
- Irrigation systems
- Concrete work
- Playground equipment
- Technology
- Any equipment or device that is moveable or would become permanently affixed to any building or grounds

Special projects must be clearly defined on a proposal form accessed in the Superintendent's office for pre-authorization. The proposal form requires detailed information about the project including proposed scope, estimated costs, costs of the fundraising campaign, preliminary designs if appropriate, and specifications for ongoing maintenance or operational costs.

The Board of Education will consider the following in the pre-approval of a special project:

1. The project's consistency with educational purposes and in compliance with law and Board policies.
2. The project's impact on all building, fire, safety codes; all ADA requirements; other district policies and all other requirements of local, state, and federal law.

3. The project's potential for creating inequities across the school district, especially Title IX inequities.
4. The project's fundraising plan. All necessary funds and materials for special projects shall be committed to the satisfaction of the school district prior to any work proceeding.
5. The project's maintenance or installation costs. In its sole discretion, the district will enter into appropriate contracts for and otherwise manage all aspects of installation and maintenance of the special project.
6. The project's proposed materials, equipment, and workmanship. Any materials or contracted labor for special projects approved by the Board of Education must be bid in accordance with board policy and district purchasing procedures and practices.
7. Use of funds raised in excess of the amount required for the project.
8. Any other reasonable, related criteria determined by the Board of Education.

All fundraising campaigns, activities, marketing and advertising, both print and electronic media must be approved by the Board of Education prior to their use.

If any student, parent, or community groups are directly involved in a special project, they shall work with the Superintendent who will work directly with the contractors, architects, engineers, or project managers involved in the project.

All special projects over the amount of \$1000 will require final approval from the Board of Education prior to the commencement of work on the project.

Upon completion, the special project shall become the sole property of the district and be under the complete control of the Board which will not have any obligation to replace it if it is destroyed or becomes obsolete.

Recognition of Donors

Recognition of donors for special projects will not be allowed on school property unless proposed as a naming right.

Naming Rights

Approval of naming rights for any special projects will occur within the approval of the special project as required herein and in accordance with the District's naming of school district facilities and programs policy (Policy No. 1330)

Community Relations

Naming of School District Facilities or Programs

Authority for naming or re-naming all school district programs, facilities or portions of school district facilities, either indoor or outdoor, rests with the Board of Education.

Definitions

The term “facilities” includes buildings, rooms, interior spaces, exterior spaces, outdoor structures, athletic fields, and all other areas owned, operated, or controlled by DC West Community Schools.

The term “programs” includes departments, centers, and any other unit associated with DC West Community Schools.

Existing School Building and Other Facilities or Programs

Generally, except as otherwise provided herein, a named facility or program is not eligible for re-naming and will retain that name as long as it exists at the same approximate location, regardless of remodeling or new construction, or without significant changes. If the use of a facility or program changes, the Board will determine if a new name will be given to a re-purposed facility or program.

Naming of Facilities or Programs for Individuals, Families, or an Entity

Requests to name a facility or program for an individual, family, or entity may be submitted to the District by the DC West Schools Foundation or by an individual or group. Requests must be submitted in writing to the Superintendent and describe the basis for the nomination, the specific program or facility requested to be named, and any supporting documentation or information. The Superintendent will forward the request to the Board Committee for Special Capital Projects. The committee may request further information from the requestor before submission to the Board of Education for their consideration.

Criteria for Naming Consideration

The requests for naming of facilities or programs must be for one or more of the following purposes in order to be considered:

1. To recognize individuals who attained achievements of extraordinary and lasting distinction in the local communities and who had a substantial and active association with the District.
2. To recognize individuals, families or entities who have made substantial financial contributions to a specific facility or program for the benefit of the District. For contributions toward new construction or programs or significant renovation of an existing building or structure, “substantial financial contribution” shall mean:
\$50,000-\$300,000 contribute 100% of the project
\$300,000-\$650,000 contribute 75% of the project
\$650,000 + contribute 51% of the project

The Board of Education retains the discretion and final authority to determine whether a particular contribution, donation or grant, or an individual, family or entity will be approved for naming as well as the size, number, locations, wording and all other aspects of the naming recognition. School facilities and programs will not be named for entities that promote or are associated with a religious or political issue or viewpoint, are associated with any product that is illegal or inappropriate for PK-12 students, or that is associated with controversy or that would detract from the educational mission or reputation of DC West Community Schools. The Board of Education may require a separate naming agreement prior to final approval of the naming.

3. To honor a former staff member with at least twenty years of service with the District by the naming of a program, or portion of an existing facility. Recommendations to honor a former staff member must first be made in writing along with any other information that may be required such as fundraising plans.

Duration of Names and Changes

The naming of a facility or program in honor of an individual, family or entity is typically expected to last for the life of the facility or the duration of the program; however, the naming of a facility or program for a set number of years may also be determined by the Board of Education.

The Board retains the right to withdraw previously granted naming rights in the event the Board determines there has been a material change of circumstances such that the name no longer represents the District in a positive manner or is inappropriate for a K-12 educational facility.

Announcements

The naming or re-naming of any facility or program must be approved by the Board of Education prior to public announcement. No commitment for naming shall be made prior to approval by the Board of Education under this policy.



2022-2027 DISTRICT STRATEGIC PLAN

Dr. Melissa Poloncic, Superintendent of Schools

BOARD OF EDUCATION

Mr. Luke Janke, President
Dr. Kelly Hinrichs, Vice President
Mrs. Elizabeth Mayer, Treasurer
Mrs. Jamie Jorgensen
Mr. Bill Koile
Dr. Patrick McCarville

This strategic plan is a recognition by the DC West Community Schools' Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of DC West, but also the commitment and contributions of: parents, students, community leaders, and citizens of our community. We all have a stake in the success of DC West and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

DC West Community Schools Strategic Overview Committee

Symantha Aydt, Parent	Sandi Kerkoff, Director of	Nicki Pechous, Director of
Rachael Biesterfeld, Parent	Technology	Special Education
Anna Borner, Student	Jeffrey Kerns, Principal	Melissa Polonicic,
Carrie Borner, Parent	Jim Knott, Principal	Superintendent
Aly Ciurej, Community	Bill Koile, Board Member	Justin Presler, Teacher
Member	Rosita Krauel, Teacher	Todd Rayer, Parent
Heather Cox, Teacher	Mindy Lacey, Parent	Jake Rehder, Parent
Kristi Eggen, Community	Matt Lodholz, Parent	Kim Remmick, Teacher
Member	Dawn Marten, Director of	Matt Richman, Parent
Amy Ethan, Teacher	Learning	Desi Samson, Teacher
Stephanie Gertsch, Parent	Liz Mayer, Board Member	Amber Serrano-Wiley, Parent
Jenna Gifford, Parent	Emily McEvoy, Teacher	LeAnn Siekman, Teacher
Gage Gratopp, Student	Sue McKie, Community	Shad Surman, Parent
Melissa Herman, Parent	Member	Nathan TerBeest, Assistant
Rachel Higginson, Parent	Karen Mentzer, Parent	Principal
Sara Horstman, Teacher	Tyler Niehus, Teacher	Jeremy Travis, Principal
Carmen Imm, Parent	Missy Oien, Parent	Caleb Trost, Student
Rhonda Jonas, Teacher		Jaelyn Uehling, Student
Nicole Kennec, Teacher		Moria Winters, Parent

STRATEGIC PROCESS

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee composed of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and belief statements and helped guide the strategic planning process. We conducted a community focus group meeting to engage parents, patrons, and business leaders utilizing online surveys. Internal stakeholders were also engaged in the need's assessment including the board of education, administrators, certified staff, classified staff, parents, and students in 4-12 grades. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the DC West administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three-five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years. Methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the DC West board will all be influenced by this plan.

Guiding Principles, Definition (Objectives), Strategies, and Performance Indicators

The strategic planning process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for impacting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective states with specificity a goal that, when achieved, will have a direct impact on DC West's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

DC WEST Mission Statement

DC West Community Schools engages, prepares, and empowers all of our students for the future.

DC WEST Beliefs

- Achievement and growth empowers students.
- We learn through and from inclusive experiences.
- We provide educational opportunities that challenge all of us.
- Everyone is important and unique with their own special talents.
- The school district is accountable to the community.
- Physical and emotional safety is essential for learning.
- A positive learning and teaching environment is created through mutual respect for all.
- Our educational process prepares everyone to be productive and responsible citizens.
- Students, parents and educators share the responsibility for learning.
- Public education is the responsibility of the entire community.





STRATEGIC PLAN 2022-2027 SUMMARY

MISSION

DC West Community Schools engages, prepares, and empowers all of our students for the future.

BELIEFS

- Achievement and growth empowers students.
- We learn through and from inclusive experiences.
- We provide educational opportunities that challenge all of us.
- Everyone is important and unique with their own special talents.
- The school district is accountable to the community.
- Physical and emotional safety is essential for learning.
- A positive learning and teaching environment is created through mutual respect for all.
- Our educational process prepares everyone to be productive and responsible citizens.
- Students, parents and educators share the responsibility for learning.
- Public education is the responsibility of the entire community.

GUIDING PRINCIPLES and STRATEGIES

Guiding Principle I: EXPANDED STUDENT-CENTERED LEARNING EXPERIENCES

Strategy 1: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.

Strategy 2: Implement quality and rigorous curriculum in all subject areas to support effective instruction aligned to the DC West Instructional Framework and learning success.

Strategy 3: Research, study, and consider the current grading system(s) used.

Guiding Principle II: CULTURE AND COHESION

Strategy 1: Implement a plan that enables students and staff to connect through a culture that embraces consistency in accountability, fairness, equality, respect for all staff and students.

Strategy 2: Provide social-emotional and behavioral support for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Guiding Principle III: PERSONNEL EFFECTIVENESS

Strategy 1: Utilize a teacher evaluation system aligned to the instructional framework and lesson plans to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Strategy 2: Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.

Strategy 3: Cultivate a positive learning culture for staff and administrators through a systematic and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.

Strategy 4: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

Guiding Principle IV: FAMILY AND COMMUNITY PARTNERSHIPS

Strategy 1: Partner with community, city/village, and businesses to stimulate the creation of multiple career pathways to ensure career—ready students.

Strategy 2: Increase communication to maintain perceptions of DC West by engaging students, families, employees, and the DC West community to promote and enrich the brand of DC West Community Schools.

Strategy 3: Strengthen family engagement and community investment.

Guiding Principle V: DISTRICT RESOURCES

Strategy 1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future growth needs of the district.

Strategy 2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

Strategy 3: Align district resources to support a quality education system and high-level learning environment by ensuring necessary staffing levels, space allocation, and resource expenditures.

Guiding Principle VI: BOARD GOVERNANCE

Strategy 6.1 Annually review the district's vision and mission statements, and progress/success of the district strategic plan.

Strategy 6.3 Continuously monitor the progress of district goals utilizing data to support growth and promote shared account ability for maximizing student achievement.

Strategy 6.2 Participate in continuous and appropriate training and professional development to build shared knowledge and values.

ENGAGE~ PREPARE~ EMPOWER



Strategy 1.1

Guiding Principle I: Expanded Student-Centered Learning Experiences

Objective	To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.
Strategy	<u>Strategy 1.1</u> Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.
#	Performance Indicators
1.1(a)	Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model, focusing on district-wide implementation.
1.1(b)	Develop a common understanding across the district of MTSS through targeted professional development.
1.1(c)	Develop a consistent process across all buildings for implementation in the various tiers.
1.1(d)	Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.
1.1(e)	Intentionally communicate our MTSS model and additional academic, social-emotional, and behavioral supports with DC West families and our community.
1.1(f)	Identify learning strategies and interventions to provide academic supports for struggling students.
1.1(g)	Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.
1.1(h)	Use modified curriculum designed to meet the needs of the High Ability Learners (HAL).
1.1(i)	Evaluate the effectiveness of the instructional supports and benefits of MTSS.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 1.2

Guiding Principle I: Expanded Student-Centered Learning Experiences

Guiding Principle Definition

To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.

Strategy

Strategy 1.2: Implement quality and rigorous curriculum in all subject areas to support effective instruction aligned to the DC West Instructional Framework and learning success.

#

Performance Indicators

1.2(a)	Sustain effective, relative, and adopted curriculum in all subject areas provided by the district.
1.2(b)	Ensure that all curriculum at DC West is vertically and horizontally aligned with grade-level goals and established short and long-term plans for action.
1.2(c)	Ensure that all curriculum at DC West has a scope and sequence to support student learning and growth.
1.2(d)	Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.
1.2(e)	Increase the alignment of comprehensive curriculum guides to appropriate formative and summative assessments in all subject areas and support teachers in using the curriculum guides through professional development.
1.2(f)	Designate internal leaders to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.
1.2(g)	Provide learning opportunities to align to student learning styles utilizing the instructional framework to support the needs of the student.
1.2(h)	Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.
1.2(i)	Evaluate the effectiveness of the adoption, modifications, and updates to district curriculum and instructional framework.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 1.3

Guiding Principle I: Expanded Student-Centered Learning Experiences

Guiding Principle Definition

To ensure diversified learning experiences prepare and empower students to be engaged through expanded learning opportunities and rigorous curriculum and instruction that accelerate the growth of each student.

Strategy

Strategy 1.3: Research, study, and consider the current grading system(s) used in DC West Community Schools.

#

Performance Indicators

1.3(a)	Create a grading system ad hoc committee consisting of superintendent, administrators, and teachers from all building levels to conduct a study and research of best practice grading for DC West.
1.3(b)	Define the criteria to measure an effective and measurable grading system to support student success.
1.3(c)	Evaluate the current grading system(s) to ensure successful student learning needs of DC West.
1.3(d)	Align the proposed grading system to ensure successful student learning. Consider existing priorities identified in the strategic plan needs analysis.
1.3(e)	Evaluate the effectiveness of the changes implemented to the DC West grading system and the impact on student success.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 2.1

Guiding Principle II: Culture and Cohesion

Guiding Principle Definition

To create and sustain a district culture that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.

Strategy

Strategy 2.1: Implement a plan that enables students and staff to connect through a culture that embraces consistency in accountability, fairness, equality, respect for all staff and students.

#

Performance Indicators

2.1(a)	Create and commit to consistent and high expectations for staff and students to hold everyone equally accountable.
2.1(b)	Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
2.1(c)	Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.
2.1(d)	Create a plan for communicating, distributing, and updating staff through ongoing communication focused on the progress and success of the DC West Strategic Plan.
2.1(e)	Create an onboarding/ mentoring process for new families, students, and staff to enable a connection to DC West.
2.1(f)	Create a committee of administrators, staff, and parents to ensure the district is addressing the needs that exist internally and grow awareness of the family needs that may exist as well.
2.1(g)	Evaluate and consider internal stakeholder's perception of communications and strategies for improving as necessary.
2.1(h)	Evaluate the progress realized through purposeful measures implemented to address culture.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 2.2

Guiding Principle II: Culture and Cohesion

Guiding Principle Definition

To create and sustain a district culture that exemplifies and models high expectations for all staff and students while supporting the social, emotional, and mental health well-being of students and staff.

Strategy

Strategy 2.2: Provide social-emotional and behavioral supports for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

#

Performance Indicators

2.2(a)	Create a DC West Leadership Team to support the district initiative to address Social-Emotional Education (e.g., administrators, teachers, parents, community leaders, local practitioners, etc.)
2.2(b)	Research, review, and adopt a Social-Emotional Learning Curriculum to incorporate district wide.
2.2(c)	Develop student outcome goals and competencies to support the DC West Social-Emotional Learning Standards for the purpose of enhancing student decision-making skills, responsible behavior, and a student’s independent role personally, at school, and as a community member.
2.2(d)	Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.
2.2(e)	Provide district resource guides to staff to support how the Social-Emotional instructional modifications align to the Instructional Framework and MTSS model.
2.2(f)	Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
2.2(g)	Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional learning district-wide.
2.2(h)	Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
2.2(i)	Include the DC West Social-Emotional Learning Standards in staff evaluations to ensure a continuum of procedures and processes are present and consistent in each building/classroom.
2.2(j)	Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.
2.2(k)	Evaluate the effectiveness of MTSS Social Emotional supports and the impact on DC West culture.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 3.1

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.1: Utilize a teacher evaluation system aligned to the instructional framework and lesson plans to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

#

Performance Indicators

3.1(a)	Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.
3.1(b)	Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.
3.1(c)	Train staff in the evaluation rubric and process to support success.
3.1(d)	Evaluate the success of the evaluation process and tool.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 3.2

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.2: Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.

#

Performance Indicators

3.2(a)	Develop and implement an employee and mentoring program.
3.2(b)	Review, assess, and update the current employee on-boarding and mentoring programs.
3.2(c)	Review and assess the teacher mentor program to cultivate a supportive working environment.
3.2(d)	Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.
3.2(e)	Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.
3.2(f)	Develop a defined annual professional development plan for building administrators and directors to support a collective vision and the growth of district capacity.
3.2(g)	Evaluate the efforts to strengthen the leadership and effectiveness of the administrative structure of DC West Community Schools.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 3.3

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.3: Cultivate a positive learning culture for staff and administrators through a systematic and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.

#

Performance Indicators

3.3(a)	Provide a structured DC West Professional Development Plan and Training to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to: <ul style="list-style-type: none"> • MTSS • SPED/504 • Social-Emotional and Mental Health Training • Leadership/Management • Behavior Intervention • Effective Communication/Feedback • Teamwork/Collaboration
3.3(b)	Budget and allocate resources to support the DC West Professional Development Plan.
3.3(c)	Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.
3.3(d)	Engage staff and administration to assess personal development progress, impact, and benefits to DC West initiatives, instruction, and personal development.
3.3(e)	Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student learning.
3.3(f)	Allow and encourage staff regular and safe opportunities to work together to provide feedback for growing and improving student learning.
3.3(g)	Evaluate the effectiveness of professional development to encourage the use of best practice instruction, enhance staff connectedness and professional growth.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



www.dccwest.org

Strategy 3.4

Guiding Principle III: Personnel Effectiveness

Guiding Principle Definition

To ensure the district provides educational leadership and highly effective staff to support our students academically, personally, and in their individual social growth, as well as building and sustaining cohesion and unity among the staff.

Strategy

Strategy 3.4: Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

#

Performance Indicators

3.4(a)	Design and implement a district plan to develop leadership opportunities within the school district.
3.4(b)	Purposeful planning by the district administration team to create new leadership positions that includes the current and future needs of the district and community — including a focus on the development of internal leaders.
3.4(c)	Create opportunities to educate and inform community stakeholders and patrons of the new leadership changes within the district and the identified needs, vision, and plans to respond to future growth needs and strategies.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 4.1

Guiding Principle IV: Family and Community Partnerships

Guiding Principle Definition

Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of the DC West Community Schools and to sustain a positive connection with and among the community at large.

Strategy

Strategy 4.1: Partner with community, city/village, and businesses to stimulate the creation of multiple career pathways to ensure career—ready students.

#

Performance Indicators

4.1(a)	Create a committee of internal and external stakeholders to identify opportunities that exist in the community and communicate with the business leaders of possible opportunities for students.
4.1(b)	Develop a plan/schedule with all stakeholders involved to engage as many students as possible into these learning opportunities.
4.1(c)	Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
4.1(d)	Evaluate the effectiveness of working with partners to enhance student learning opportunities.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 4.2

Guiding Principle IV: Family and Community Partnerships

Guiding Principle Definition

Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of the DC West Community Schools and to sustain a positive connection with and among the community at large.

Strategy

Strategy 4.2: Increase communication to maintain perceptions of DC West by engaging students, families, employees, and the DC West community to promote and enrich the brand of DC West Community Schools.

#

Performance Indicators

4.2(a)	Identify the most effective methods by which to engage parents/guardians in the education of their child.
4.2(b)	Evaluate the effectiveness of current communication platforms and align efforts to maximize timely, relevant, and effective engagement.
4.2(c)	Consider methods of improving the parent-teacher conference format, teacher communication with parents/guardians, and expectations of the conference. Seek equitable feedback from parents/guardians/students to maximize effectiveness in supporting parent/guardian-teacher relationships and student success.
4.2(d)	Provide equitable communication, resources, and opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.
4.2(e)	Market/Advertise the positive accomplishments and accolades of DC West Community Schools.
4.2(f)	Research and identify the students/families who option out of DC West.
4.2(g)	Evaluate the effectiveness of enhanced communications with parents/guardians.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 5.1

Guiding Principle V: District Resources

Guiding Principle Definition

To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy

Strategy 5.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future growth needs of the district.

#

Performance Indicators

5.1(a)	Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of DC West educational programs and priorities.
5.1(b)	Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to: <ul style="list-style-type: none"> ● Updates/Expansion/Maintenance of Facilities ● Capacity to Support Enrollment ● Functionality of Learning Spaces ● Building Access and Parking ● Locker Rooms ● High School Parking Lot Lights
5.1(c)	Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.
5.1(d)	Creation of a timeline to support planning to maintain district facilities and grounds.
5.1(e)	Evaluate the effectiveness of the short-term and long-term facilities plan.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



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Strategy 5.2

Guiding Principle V: District Resources

Guiding Principle Definition

To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy

Strategy 5.2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.

Performance Indicators

5.2(a)	Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.
5.2(b)	Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to: <ul style="list-style-type: none"> ● Social-Emotional, Mental Health Support ● Behavior Specialist ● School Psychologist ● Building Level Counselors ● More FTE Teachers ● MTSS Support/Coordinator ● Paraprofessionals ● Learning Interventionist
5.2(c)	Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.
5.2(d)	Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.
5.2(e)	Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

Strategy 5.3

Guiding Principle V: District Resources

Guiding Principle Definition

To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.

Strategy

Strategy 5.3: Align district resources to support a quality education system and high-level learning environment by ensuring necessary staffing levels, space allocation, and resource expenditures.

#

Performance Indicators

5.3(a)	Ensure that resources and programs are available that proactively address individual student academic, social-emotional, and mental health well-being.
5.3(b)	Provide appropriate and sufficient resources to accomplish the mission of the DC West.
5.3(c)	Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.
5.3(d)	Evaluate the effectiveness of the alignment of resources to support learning environments and student successes.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



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Strategy 6.1

Guiding Principle VI: Board Governance

Guiding Principle Definition

To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy

Strategy 6.1: Annually review the district’s vision and mission statements, and progress/updates of the strategic plan to support the mission.

#

Performance Indicators

6.1(a)	Include stakeholders and the community in the development and revisions of the district’s mission, vision, and strategic plan.
6.1(b)	Align the mission and vision to drive planning, decision- making, and evaluation of district operations and progress.
6.1(c)	Adopt a strategic plan or district goals to support the progress and growth of student learning.
6.1(d)	Align board agenda discussion and action items to the strategic plan.
6.1(e)	Continually monitor the progress and success of the strategic plan and hold the superintendent accountable to providing timely and purposeful updates.
6.1(f)	Consistently complete a board self-assessment to measure progress and success of the board standards and governance.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



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Strategy 6.2

Guiding Principle VI: Board Governance

Guiding Principle Definition

To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy

Strategy 6.2: Continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

#

Performance Indicators

6.2(a)	Design and adopt a defined methodology/ process to ensure regular review, revision, and adoption of board policies.
6.2(b)	Align the process of reviewing, revising, and adopting board policies to the district’s mission, vision and goals.
6.2(c)	Ensure policy review is a consistent board meeting agenda item.
6.2(d)	Aspire to complete a review of the board policy manual every one to three years.
6.2(e)	Consider recommendations from the superintendent and administrators when developing and updating policies.
6.2(f)	Ensure board policies are accessible to the public.
6.2(g)	Follow an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.
6.2(h)	Evaluate the superintendent’s implementation of policy as one factor in the superintendent’s annual evaluation.
6.2(i)	Review and approve the contents of the District Annual Report.

DC West Community Schools engages, prepares, and empowers all of our students for the future.



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Strategy 6.3

Guiding Principle VI: Board Governance

Guiding Principle Definition

To ensure the mission and vision of DC West Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.

Strategy

Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will best serve education.

Performance Indicators

6.3(a)	Design and adopt a defined methodology/ process to ensure regular review, revision, and adoption of board policies.
6.3(b)	Align the process of reviewing, revising, and adopting board policies to the district’s mission, vision and goals.
6.3(c)	Ensure policy review is a consistent board meeting agenda item.
6.3(d)	Aspire to complete a review of the board policy manual every one to three years.

DC West Community Schools engages, prepares, and empowers all of our students for the future.

PRIORITIZATION SUMMARY

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the prioritization report.

1) **Guiding Principle III: Personnel Effectiveness**

1. Strategy 3.1 Utilize a teacher evaluation system aligned to the instructional framework and lesson plans to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.
2. Strategy 3.2 Utilize an Employee On-Boarding and Mentoring Program to train, equip, and prepare new staff for success and retention to support improvement of student achievement.
3. Strategy 3.3 Cultivate a positive learning culture for staff and administrators through a systematic and purposeful professional development plan to support relationships, skills, knowledge, and application of instruction to sustain the viability of long-term improvements.
4. Strategy 3.4 Develop and implement a leadership succession program within the district, and a transition process to proactively identify and transition new leadership within the district.

2) **Guiding Principle I: Expanded Student-Centered Learning Experiences**

1. Strategy 1.1 Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.
2. Strategy 1.2 Implement quality and rigorous curriculum in all subject areas to support effective instruction aligned to the DC West Instructional Framework and learning success.
3. Strategy 1.3 Research, study, and consider the current grading system(s) used in DC West Community Schools.

3) **Guiding Principle II: Culture and Cohesion**

1. Strategy 2.2 Provide social-emotional and behavioral supports for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.
2. Strategy 2.1 Implement a plan that enables students and staff to connect through a culture that embraces consistency in accountability, fairness, equality, respect for all staff and students.

4) Guiding Principle V: District Resources

1. Strategy 5.2 Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.
2. Strategy 5.1 Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future growth needs of the district.
3. Strategy 5.3 Align district resources to support a quality education system and high-level learning environment by ensuring necessary staffing levels, space allocation, and resource expenditures.

5) Guiding Principle IV: Family and Community Partnerships

1. Strategy 4.2 Increase communication to maintain perceptions of DC West by engaging students, families, employees, and the DC West community to promote and enrich the brand of DC West Community Schools.
2. Strategy 4.1 Partner with community, city/village, and businesses to stimulate the creation of multiple career pathways to ensure career—ready students.

6) Guiding Principle VI: Board Governance

1. Strategy 6.1 Annually review the district's vision and mission statements, and progress/success of the district strategic plan.
2. Strategy 6.3 Continuously monitor the progress of district goals utilizing data to support growth and promote shared account ability for maximizing student achievement.
3. Strategy 6.2 Participate in continuous and appropriate training and professional development to build shared knowledge and values.

Rationale and Recommendation

From: Dr. Melissa Poloncic, Superintendent

To: Board of Education

Recommendation:

Add a full time 12-month classified (hourly) position to our District Office support staff as a Human Resources Payroll Specialist. The total approximate cost of this position would be in the range of \$55,000-65,000, dependent on experience and benefits. This position would be responsible for the general duties of:

- Pre-employment tasks
- New employment tasks and verifications
- Exit employment tasks
- Monthly payroll clerk
- Management of timecards
- Management of employee benefits
- Quarterly payroll Reports
- W-2's
- 1095's
- Employee file management

Rationale:

The tasks listed above are currently the responsibility of the Business Manager, along with all of the Business Manager/ Bookkeeper responsibilities listed in the attached Business Manager/ Bookkeeper Job Description. The tasks and responsibilities have far exceeded the capacity of a single employee, even having part-time support for bookkeeping responsibilities from our District Office Assistant. A few points of data to show the need for this position are:

- We have grown from 125 total employees in 2015 to 162 employees beginning 2023 with the same staffing support.
- The Business Manager's total of overtime worked in 2021-2022 was 457 hours. This is approximately \$23,000 at the overtime rate. Not to mention the perpetual long work days/weeks this creates that may lead to exhaustion of a great employee.
- In 2021-2022 alone, we had 46 new employees start and 25 employees exit throughout the year. Many of these were classified (hourly) employees which creates a great number of tasks and unfortunately, the turnover of classified (hourly) staff has drastically increased in the past few years.
- The cycles of payroll and processing of billing and invoices for Board approval conflict with each other. Both cycles are extremely work-heavy during the first two weeks of the month and there simply isn't enough human capacity to get all of the necessary tasks completed in the time available. This has caused issues of extreme amounts of overtime during this period as well as deadlines being barely made or even missed.

Timeline proposed for adding the position:

- Board discussion of the position
- Week of October 17, 2022~ With positive feedback from the Board, formalize the job description and hourly rate assigned, potentially advertise for the position to draw the most qualified applicants
- Allow time for recruiting applicants and researching candidates
- First to mid part of November~ With a healthy applicant pool, interview potential candidates
- November 14th~ Board approval of the position and potential candidate

Douglas County West Community Schools
Business Manager/ Bookkeeper Job Description

It is the policy of Douglas County West Community Schools to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Business Manager/ Bookkeeper
- B. Department:** Superintendent's Office
- C. Education Level and Certification:** High school degree. (with accounting experience)
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**
 - 1. Operate computers programmed with accounting software to record, store, and analyze information.
 - 2. Calculate, prepare, and issue bills, invoices, account statements, and other financial statements according to established procedures.
 - 3. Compile statistical, financial, accounting or auditing reports and tables pertaining to such matters as cash receipts, expenditures, accounts payable and receivable, and profits and losses.
 - 4. Access computerized financial information to answer general questions as well as those related to specific accounts.
 - 5. Assist the district auditor in assuring proper handling of all district funds.
 - 6. Prepare trial balances of books.
 - 7. Monitor status of loans and accounts to ensure that payments are up to date.
 - 8. Classify, record, and summarize numerical and financial data in order to compile and keep financial records, using journals and ledgers or computers.
 - 9. Maintain accounting records and produce required fiscal reports for superintendent, board of education, and state department of education.
 - 10. Account for monies received and disbursed, reconcile accounts, maintain records of expenditures and deposits, process invoices, reconcile vendor statements.
 - 11. Receive, record, and bank cash, checks, and vouchers. Promptly prepare bank deposits by compiling data from cashiers, verifying and balancing receipts, and sending cash, checks, or other forms of payment to banks.
 - 12. Reconcile or note and report discrepancies found in records.
 - 13. Match purchase order forms with invoices, and compile the necessary information for board approval.
 - 14. Input and prepare vendor checks for distribution.
 - 15. Assist the superintendent in creating the district budget and filing necessary records with the state and county.
 - 16. Compile budget data and documents, based on estimated revenues and expenses and previous budgets.
 - 17. Prepare purchase orders.

18. Check in supplies and equipment received and distribute to appropriate recipient.
19. Process payroll and maintain records required by the district, state, and federal governments.
20. Compute deductions for income and social security taxes.
21. Complete and submit tax forms and returns, workers' compensation forms, pension contribution forms, and other government documents.
22. Assist in maintaining personnel files especially as they pertain to payroll.
23. Maintain records and submit reports for state and federal programs and grants.
24. Comply with federal, state, and School District policies, procedures, and regulations.
25. Perform general office duties such as filing, answering telephones, and handling routine correspondence.
26. Assist with communications and public relations, answer phones and record messages, respond to requests for information in accordance with established district policies. Debit, credit, and total accounts on computer spreadsheets and databases, using specialized accounting software.
27. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
28. Develop and maintain a positive, professional rapport with students and parents and co-workers.
29. Adhere to the code of ethics of the District for non-certificated staff. The Bookkeeper must serve as a positive role model for staff and students.
30. Perform other tasks or duties as assigned by the Superintendent, Principal or other supervisors

J. Working Conditions

1. Inside offices.
2. Work of a repetitive nature.

K. Essential Functions: The essential functions of the Bookkeeper position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Bookkeeper		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential						
NE = Non-Essential						
Stamina						
1. Sitting					X	
2. Walking					X	
3. Standing			X			
4. Sprinting/Running		X				
Flexibility						
5. Bending or twisting at the neck more than the average person			X			
6. Bending or twisting at the trunk more than the average person			X			
7. Squatting/Stooping/Kneeling			X			
8. Reaching above the head			X			
9. Reaching forward				X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)					X	
Activities						
11. Climbing (on ladders, into large trucks/vehicles, etc.)			X			
12. Hand/grip strength			X			
13. Driving on the job				X		
14. Typing non-stop			X			
Use of Arms and Hands						
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X			
16. Finger dexterity (typing or putting a nut on a bolt)					X	
Lifting Requirements						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead			X			
18. Lifting 11 to 25 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
19. Lifting 26 to 50 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead		X				
20. Lifting 51 to 75 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
21. Lifting 76 plus pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?		X				
Pushing/Pulling						
23. 25 to 50 pounds			X			
24. 51 to 75 pounds			X			
25. 76 to 90 pounds		X				
26. Over 90 pounds		X				
Carrying						
27. 10 to 25 pounds			X			
28. 26 to 50 pounds			X			
29. 51 to 75 pounds		X				
30. 76 to 90 pounds		X				
31. Over 90 pounds		X				