

David City Public School Board of Education  
Regular Board Meeting  
Wednesday, November 13, 2024 7:00 PM  
Board Meeting Room at the High School  
750 D St.  
David City, NE 68632-1724

1. Call Meeting to Order
  - 1.1. Pledge of Allegiance
  - 1.2. Open Meetings Statement
  - 1.3. Attendance/Absence Approval
2. Staff and Student Involvement
  - 2.1. Student Board Reports
  - 2.2. Poverty Training - Teacher Feedback
  - 2.3. Artificial Intelligence (AI) - Teacher Use
3. Public Forum
4. Consent Agenda
  - 4.1. Approve Minutes of the Previous Meeting(s).
  - 4.2. Approve Claims Against the District
  - 4.3. Financial Reports
5. Board Committee Reports
6. Administrative Reports
  - 6.1. Dr. Denker
  - 6.2. Mr. Couch
  - 6.3. Mr. Lindsley

- 6.4. Ms. Greenfield
- 6.5. Ms. Romshek
- 6.6. Ms. Daniels
- 6.7. Mr. Hermelbracht
- 7. Discussion and Action Items
  - 7.1. Discuss, consider, and take action on the Blue River softball co-op renewal with East Butler and Shelby-Rising City for the fall of 2025 and 2026.
  - 7.2. Discuss, consider, and take action on the 2023-24 audit.
  - 7.3. Discuss, consider, and take action on the 2025-26 school calendar.
  - 7.4. Discuss, consider, and take action on Policy 5320 Activity Transportation & Lodging.
  - 7.5. Discuss, consider, and take action on Policy 9350 Order of Business.
  - 7.6. Discuss, consider, and take action on Policy 4145 Term and Renewal of Contract.
  - 7.7. Discuss, consider, and take action on Policy 3241 Emergency Mapping.
  - 7.8. Discuss, consider, and take action on new and updated 6000s Series Board Policies.
  - 7.9. Discuss the district's long-range facility plan. No official action will be taken.
  - 7.10. Discuss the external team visit.
- 8. Personnel
  - 8.1. Discuss, consider, and take action on volunteer coach aide application.
  - 8.2. Discuss, consider, and take action on the 2025-26 negotiated agreement.
- 9. Future Discussion and Action Items
  - 9.1. Supt Evaluation
  - 9.2. Supt Contract Extension and Compensation
- 10. Adjournment

The volleyball team ended the season with a 24-9 record, making it to second round sub-districts against Minden.

The football team ended with an undefeated season of 8-0.

The One Act team hosted their play "Fahrenheit 451" here at DCHS, as well as in Norfolk this past week and were awarded second place, and got second at York this past Saturday as well. Basketball and wrestling are starting up in two weeks, on the 18 of November.

Stay-U's "Red Ribbon Week" went well with lots of fun and interactive activities during lunch as well as drawing chalk on sidewalks, and tying red ribbons to cars.

The National Honor Society was also able to gather donations from Scare-Away-Hunger and give the money/food items to the Rural Food Bank at the Methodist church

.  
FFA hosted a Trunk-or-Treat in Bellwood, and are also currently doing a fundraiser to raise money for the FFA chapter.

With the External Visitation Team coming in this past week, from a student perspective in the student interviews, it went well and we were able to give a lot of positive feedback towards our school, activities, and staff!

Winter sports have officially started. Sports conditioning in the morning. One Act has started competitions. We've been a second place team at both our competitions. But all of our actors have won acting awards at both competitions.

I enjoyed giving the external visitation team a tour of our school. It was fun telling them about all the cool things our school does/has. It was also nice to tell them about our school and what we think needs improvement.

I don't really have much to tell you. I haven't heard any complaints or problems from anyone. One thing I have been told though, is that some kids are starting to like the no phone policy. They were kids who were easily distracted by their phone, but now that they don't have it, they're doing their work in class and their grades are improving. So although people complain, it has been a good thing!

David City Public School Board of Education  
Special Board Meeting  
Wednesday, November 6, 2024 6:00 PM  
ESU 7 Conference Room  
2657 44th Ave  
Columbus, NE 68601

Notice of the meeting was given in advance by publication and posting to meet the legal requirements for public notice of meeting. The meeting notice was published in the Banner Press and/or Columbus Telegram, publications established for general circulation within the district and posted on the front door of each school building and the David City Post Office. Notice of this meeting was given in advance to all members of the Board of Education. A current copy of the agenda for said meeting was available in the Superintendent's office and the district's website. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

1. Call Meeting to Order

Stephanie Summers called the meeting to order at 6:00pm.

1.1. Pledge of Allegiance

Stephanie Summers asked all attendees to stand and recite the Pledge of Allegiance.

1.2. Open Meetings Statement

Stephanie Summers informed all attendees that a copy of the Nebraska Open Meetings Law was posted and available for inspection.

2. Public Forum

No Public Forum

3. External Team Visit Including Dinner, School Presentation, & Board Member Interviews by External Team Members

No official action taken.

4. Adjournment

Stephanie Summers made the motion to adjourn at 8:26pm. Marcus Thoendel seconded the motion. Motion passed 6-0.

David City Public School Board of Education  
Special Board Meeting  
Thursday, November 7, 2024 4:00 PM  
Board Meeting Room at the High School  
750 D St.  
David City, NE 68632-1724

Notice of the meeting was given in advance by publication and posting to meet the legal requirements for public notice of meeting. The meeting notice was published in the Banner Press and/or Columbus Telegram, publications established for general circulation within the district and posted on the front door of each school building and the David City Post Office. Notice of this meeting was given in advance to all members of the Board of Education. A current copy of the agenda for said meeting was available in the Superintendent's office and the district's website. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

1. Call Meeting to Order

Marcus Thoendel called the meeting to order at 4:00pm.

1.1. Pledge of Allegiance

Marcus Thoendel asked all attendees to stand and recite the Pledge of Allegiance.

1.2. Open Meetings Statement

Marcus Thoendel informed all attendees that a copy of the Nebraska Open Meetings Law was posted and available for inspection.

2. Public Forum

No Public Forum

3. External Team Visit and Initial Report

Chris Prosocki, Southern Public Schools Superintendent and external team leader, presented an initial report. No official action taken.

4. Adjournment

Donnie Moravec made the motion to adjourn at 4:19 pm. Marcus seconded the motion. Motion passed 6-0.

David City Public School Board of Education Regular Board Meeting  
Wednesday, October 9, 2024 7:00 PM  
Bellwood Elem Media Center  
612 Park St  
Bellwood, NE 68624

Notice of the meeting was given in advance by publication and posting to meet the legal requirements for public notice of meeting. The meeting notice was published in the Banner Press and/or Columbus Telegram, publications established for general circulation within the district and posted on the front door of each school building and the David City Post Office. Notice of this meeting was given in advance to all members of the Board of Education. A current copy of the agenda for said meeting was available in the Superintendent's office and the district's website. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

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##### 1.1. Pledge of Allegiance

Stephanie Summers asked all attendees to stand and recite the Pledge of Allegiance.

##### 1.2. Open Meetings Statement

Stephanie Summers informed all attendees that a copy of the Nebraska Open Meetings Law was posted and available for inspection.

##### 1.3. Attendance/Absence Approval

All board members and admin were in attendance.

#### 2. Staff and Student Involvement

Student board members submitted reports.

#### 3. Public Forum

Public Comment was heard by Jeff Struck, Scott Steager, and Chantel Denker.

#### 4. Consent Agenda

##### 4.1. Approve Minutes of the Previous Meeting(s).

A correction was made on agenda item 4.1 to add all admin were in attendance.

##### 4.2. Approve Claims Against the District

Dr. Denker discussed this month's claims with the district as provided.

##### 4.3. Financial Reports

Dr. Denker discussed the financial reports as provided.

Donnie Moravec made the motion to approve consent agenda items 4.1-4.3. Marcus Thoendel seconded the motion. Motion passed 6-0.

#### 5. Board Committee Reports

### 5.1. Policy Committee

Policy committee met to discuss series 6000s board policies.

### 6. Administrative Reports

6.1. Dr. Denker

6.2. Mr. Couch

6.3. Mr. Lindsley

6.4. Ms. Greenfield

6.5. Ms. Romshek

6.6. Ms. Daniels

6.7. Mr. Hermelbracht

All administration submitted written reports.

### 7. Discussion and Action Items

7.1. Discuss/review the school promotional video.

Brian Hermelbracht discussed/reviewed the school promotional video with the board.

7.2. Discuss the upcoming external team visit.

Peggy Romshek discussed details of the upcoming external team visit that will be on Nov. 6<sup>th</sup> and 7<sup>th</sup>.

7.3. Discuss the district's socio-economic and special education demographics in relation to other schools.

Stephanie Summers shared the district's socio-economic and special education demographics in relation to other schools with the board.

7.4. Discuss, consider, and take action on Policy 5006 Option Enrollment Capacity and Resolution.

Marcus Thoendel made the motion to approve Policy 5006 Option Enrollment Capacity and Resolution as presented. Justin Krafka seconded the motion. Motion passed 6-0.

7.5. Discuss school plumbing issues and potential future maintenance and HVAC projects.

Dr. Denker discussed school plumbing issues and potential future maintenance and HVAC projects with the board as provided.

### 8. Personnel

None.

### 9. Future Discussion and Action Items

Updated policies, poverty training presentation, and teacher negotiations

### 10. Adjournment

Kasey Kuhlman made the motion to adjourn the meeting at 8:39pm. Marcus Thoendel seconded the motion. Motion passed 6-0.

DC Supt Monthly Board Report  
November 2024  
Chad Denker, Supt

### **Facility Advocates**

Larry Cihal and Greg Barnes from Facility Advocates were here on Wed Oct 16 to conduct an initial energy audit. They do not charge anything to give us a report of what they see as anticipated needs in regards to windows, doors, HVAC, etc. so the board can plan accordingly.

### **HS Plumbing**

The city and an outside contractor helped us re-do the plumbing in the new addition. I have not received the bill yet but I can't thank the city enough for allowing their employees to assist the school. We could not have done it without their equipment and expertise.

### **DC Elem Plumbing**

Matt and Travis replaced some plumbing in the crawl space below the north classrooms. That was not easy working in that small confine space.

### **Internet**

I signed a 3-yr agreement with Windstream so we now have backup internet when Spectrum service goes down. We lost internet on 3 school days during a 2-week window. We cannot afford to have no service for hours at a time. The \$121 a month bill is well worth it.

### **Bus Help For Wausa**

Wausa Public Schools bus broke down on the way to Lincoln last week. DCPS provided them a bus and driver so they could get to their scheduled activity. I will send them an invoice to cover our costs.

### **School Foundation**

We now have a school foundation called David City Scouts School Foundation. The EIN was received in the mail. We are just waiting on the IRS to finalize everything.

### **Staffing**

We started the year with all but 3 positions filled. We want/need one more sped teacher for DC Elem or DC High and need one more pre-K para for Bellwood and one more pre-K para for DC Elem (due to a newly enrolled student), and need one more bus route driver. We hired Morgan VanWinkle and Todd Schulze to be full-time teacher and para subs in our buildings.

### **NASB State Conference Reminder**

The state school board conference is Thurs Nov 21 and Fri Nov 22 at CHI in Omaha. There is a pre-conference session on Wed Nov 20. Please check to make sure I have registration and hotel info accurate.

Stephanie Summers – Wed and Thurs hotel; paid by NASB

Marcus Thoendel – Thurs hotel

Kasey Kuhlman – Thurs hotel; possibly Wed but will pay herself if that's what she decides

Donnie Moravec – Wed and Thurs hotel

Justin Krafka – Thurs hotel

Aaron Rerucha – not attending

**State Reports**

The following state reports and grants were completed (or amended) and submitted.

Student Growth Adjustment

Two Year New School Adjustment Application

PreK Instructional Program Hours

Kindergarten Instructional Program Hours

Assessed Valuation and Levies

Summer School Student Unit

Elementary Site Allowance

Estimated Expenditure for LEP and Poverty

Teacher Vacancy Report

Rule 11 Pre-K Program Report

Rule 10 Assurance Report

Flex Funding Year End Report

ESSER III Grant Amendment

ESEA Grant Amendment

Board Report  
Mr. Couch  
November 11, 2024

As you all know, we had our External Visitation as part of our five-year accreditation cycle last week on Wednesday night and all day Thursday. Our visit went very well, and we have much to be proud of. We've all seen the exit presentation, and we've received a preliminary exit report. Again, I am heartened by the number of positive comments that the External Team shared with us. Many of the commendations revolved around the welcoming, caring environment at DCPS, which is something I think is very important. We also received praise for being a collaborative and forward-thinking district, which was really nice to hear.

We also received some input on what our next steps should be. I want to share my preliminary thoughts on those next steps, but I also want to be clear about the fact that these are my thoughts only. At this point, the Admin Team has not met to discuss our exit report, our school improvement team hasn't met to discuss our exit report, and we're still going to be getting more input from NASB after they administer their surveys. In other words, the exit report is just the tip of the iceberg, and even at that, these are my thoughts only.

I think it's worth noting that all of the suggestions in the exit report (at least upon my reading of it) involve efforts at the administrative or committee level. In other words, our teachers are performing extremely well, and there's very little (maybe nothing?) that we need to change at the classroom level. I think the teachers will be glad to hear that. I think there's always a little trepidation about what new changes are on the way for teachers at the classroom level. This exit report should make them feel very good about what they're doing, and about the fact we don't need them to change much. We just need them to keep doing what they're doing.

Here's what I took away from the exit report.

### **Alignment**

I believe the phrase the external team used was that we need to "get all cars driving in the same direction." They're encouraging us to take a step forward with our MTSS plan. They're also encouraging us to make sure that whatever we do with MTSS aligns with our School Improvement Process, our Strategic Plan, and our efforts with ILCD (Improving Learning for Children with Disabilities). Going back to 2019, we didn't really have these things fully developed and in place. Now we do, but they sort of exist in silos. The External Team is challenging us to bring all these things into alignment so that they seem less like several different things, and more like one consolidated effort to better serve our students. They also challenged us to increase our shared leadership by identifying teacher leaders who can contribute to our efforts.

### **Communication**

If you were going to bet on one thing that you knew was going to pop up on the exit report, communication would be that thing. There's no such thing as a school or business who has fully mastered the art of effective communication. It's something we all must work on at all times. We must

continue to look for ways to develop greater consistency between buildings. We need to have discussions about the pertinent student information that needs to be shared with staff, and how we're going to communicate that information. We also sometimes fall into the trap of implementing new programs or strategies, and then failing to follow up with staff by sharing our data or our evaluations on whether those programs or initiatives were effective. We have a high mobility rate, with many students moving in and out of the district throughout the year. We must always make sure that we're effectively communicating specifics with staff so that they're aware of who's transferring in and who's transferring out.

### **Consistency**

The fact that we have multiple buildings in our district makes effective communication more challenging. So, this piece is tied pretty closely with communication. We need to make sure that all buildings are on the same page and following the same procedures. The first step is effective communication of expectations. The next step is accountability and fidelity on behalf of each building. As we look for ways to clear up our communication in the district, we must also have ways to make sure that we're staying consistent. Sometimes different people can hear the same message and take away a different interpretation. We must stay vigilant to make sure we identify instances where something has become lost in translation, and has led us down the path of inconsistency between buildings.

### **Collaboration**

We all know that time is our most precious and rare commodity. There are more and more demands made upon our time, and there will never be more time available to meet those demands. In light of the fact that time is finite and fleeting, we must do everything we can to make sure we are as effective and efficient as possible with the time we have. Doing so will give us more opportunities for teachers to collaborate, whether that's on curriculum, mentor / mentee time, or required trainings from the State or Federal levels. The team challenged us to be more purposeful in planning for Professional Development, so we can maximize those collaboration possibilities, and give staff not only the information, but also the time to digest the information and plan for implementation.

### **Forward Thinking**

The External Team had praise for our district in this area, which is great. But part of being a forward-thinking district involves continuing to look at problems that are either already here or will be here soon. I think all of us can agree that we continue to see a gap in my building between the behaviors and academic performance of our middle school students vs. our high school students. We currently struggle with mobility and attendance, and it's likely that those struggles will continue (or possibly get worse). We have barely begun dealing with students for whom English is not their first language. In some cases, we have students who don't speak English at all. It's impossible to think that this issue won't become more prevalent. How will we address these issues? What resources do we have? What resources will we need? Our ability to effectively deal with these issues will have a large impact on the success of our school district in the next five-year cycle.

# DAVID CITY

SECONDARY

## NEWSLETTER

### Scout Marching Band

by Joseph Brumm

The Marching Scouts had another successful season wrap up with a final performance at the NSBA State Marching Contest in Kearney on Saturday October 26th. Not only does the Scout Band perform at football and volleyball games, they have their own competition season that runs through the fall. This year's show was "**The Music of Santana**" with the songs "Oye Como Va", "Evil Ways", and "Smooth".

During a contest, there are a set of judges who critique the bands using different criteria. Some judges judge how students march as individuals or as a group. And other judges judge on how the music sounds on an individual and a group level. All of those points add up for a score and we get a rating based upon that score. A Division I or a Superior is the top score you can receive and is always the goal for the band to earn.

On Wednesday October 2nd, the Marching Scouts performed at the Pierce Marching Festival. The band performed on a very windy day and earned a Superior rating for their performance. On Saturday October 19th, the band performed at the Oxbow Marching Festival in Ashland. They also earned a Superior rating for that performance. At the NSBA State Marching Contest in Kearney, the Scouts earned a Division II rating, an Excellent. They had their best show of the year and were incredibly successful.

The Marching Scouts would like to thank everyone from Scout Nation for their support this season. From asking us about how we did, to your kind words and support, we appreciate it. Thank you to the DCHS Administration for their support this marching season and for helping us in every way we could ask.

Now the Marching Scouts turn into a concert band to prepare for our 7-12



### Important Dates

November 11  
Veterans Day

November 13  
Board Meeting

November 27-29  
Thanksgiving Break  
No School



David City High School  
750 D Street  
David City, NE 68632-1724  
Phone: 402-367-3187  
Fax: 402-367-3479

# Middle School Football Recap

By Brandon Sobota

The middle school football season finished on October 14th. The year did not go our way in the win column, but we had a lot of growth throughout the season. If you compare the first game to the last one, you would think we had two different teams. The most impressive part is that we did not have a single athlete quit. Instead of giving up because of poor results, the athletes buckled down and kept working to get better.

The area that we improved the most in had to be intensity. For the first couple of games, we let the other team push us around. During the last couple of games, we were fighting back. Our athletes were more aggressive and willing to tackle someone bigger than them. Another area the athletes improved in was supporting each other. When one of the players made a great play, they were met with praise from their teammates. Instead of putting their heads down, they stayed engaged with the game and celebrated the success of their teammates. Even though we did not get the results we wanted, the athletes showed that they have some traits that can help them be successful in the future.

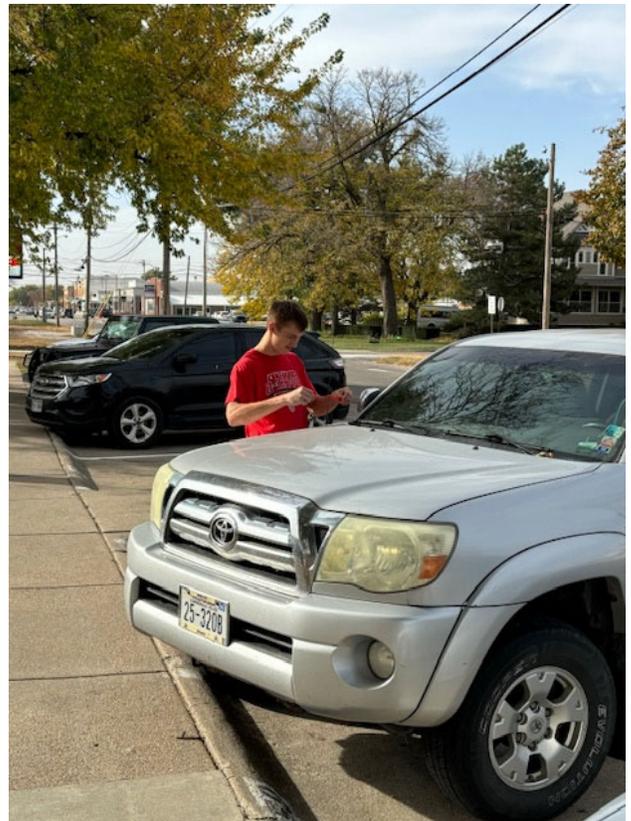


# Red Ribbon Week

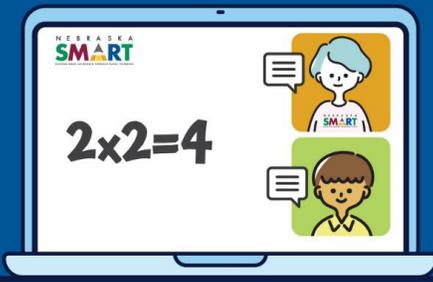


The end of October brings us Red Ribbon Week. National Red Ribbon Week is the largest drug-abuse prevention campaign in the United States. RRW takes place each year from October 23 through 31st. David City celebrated RRW October 28-November 1st this year. Our STAY-U (Students Taking Action for Youth Unity) club sponsored the dress up days and activities for all students K-12. This year's theme was "Life is a Movie: Film Drug Free".

Dress-up days included: Monday - Red Out (Wear red to show your pledge to be drug and alcohol-free). Tuesday - Hats (Put a Cap on Drugs). Wednesday - Socks & Sunglasses (Block Out Bad Influences). Thursday - Halloween (Participate in the NHS Scare Away Hunger). Friday - Jerseys (Team Up Against Drugs). Students will be able to participate in numerous activities during lunch and Access. Be on the lookout for ways our students are pledging to be drug and alcohol-free as well as promoting this pledge in our school and in our community.



Struggling with homework or preparing for exams?



Our free online tutoring program is the solution you've been searching for!



FREE VIRTUAL TUTORING FOR K-12 STUDENTS

QUALIFIED TUTORS FROM CHADRON, PERU, AND WAYNE STATE COLLEGES



This month we are recognizing AKRS, one of the nation's largest John Deere Dealerships. AKRS focuses on providing quality customer service and high performance equipment. They ensure all farmers, ranchers, landowners, local governments, and contractors are receiving top-of-the-line machinery with accompanying expertise and support. We are grateful for our partnership with AKRS and the opportunities they are providing our students. They employ our students as part of our work release program. In addition to paid work experience, AKRS is fully dedicated to their partnership with us by offering student tours, guest speakers, career fair attendance, and job shadowing opportunities. We are grateful for their contribution to our community and school district.

## Artist of the Month

Our next Artist of the Month is Kaitlynn M. Sams! Kaitlynn is the Daughter of Ashley Sams and is a senior in drawing. Students were tasked with using ink patterns to replicate the values of a gridded black and white photo of a face. This is what Kaitlynn had to say about her art work: "I chose to draw Esmeralda for my portrait because there was a photo I had taken of her at a yearbook conference that I loved, so I decided to recreate the image in a way that she would love and cherish forever as an art piece. Considering that it was drawn on a bigger scale it did take me a little longer than the rest of my classmates to finish, but I'm so glad with the ending results."



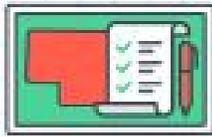
## Local Business Spotlight

The best place for the most up-to-date information, including the official district calendar of events, is the district website:

[www.davidcitypublicschools.org](http://www.davidcitypublicschools.org)



# NEBRASKA EVERY DAY COUNTS!



## INFORMATION FOR PARENTS

### Why absenteeism matters:

- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2 to 4 days in September go on to miss nearly a month of school.
- Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.
- Poor attendance can influence whether children read proficiently by the end of third grade or are held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- Research shows that missing 10 percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.
- Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others, often for reasons beyond their control, such as unstable housing, unreliable transportation, and a lack of access to healthcare.
- When students improve their attendance rates, they improve their academic prospects and chances for graduating.
- Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.



### Strategies for Parents:

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

For more information, visit [attendanceworks.org](http://attendanceworks.org)



Source: Attendance Works



Chad Lindsley  
Board Report  
11/6/2024

These last few weeks have been extremely busy, especially in preparation for the external team visit. I want to give a shout out to Peggy Romshek and the rest of the school improvement team for all their work in making sure everything was ready to go. I really feel the external team learned what we all know here and that is David City is a special place and we do a lot of great things. Below I will highlight a few items of note from this past month.

- The 8th graders were able to visit Concordia university to see what the campus and programming is like at that college.
- I attended the school safety and security summit to continue to learn if there are things we can do to make our school as safe as possible.
- Scott Stemper of NDE will be coming to our PD day on January 24 to work with our crisis team. Having an outside influence to talk through our plan and give us scenarios to think about is invaluable.
- The October newsletter was completed and sent out to all families. I have attached a copy of it to this report too for your reference.
- The middle school leadership team went to the Life Skills Sportsmanship Pep Rally in Lincoln and heard messages from several UNL athletes and coaches.
- I had the opportunity to attend teacher recruitment fairs at both Wayne State and UNL

## **David City Elementary November 2024-25 Board Report**

### **First Quarter Attendance**

Currently we have 305 PreK-6th grade students enrolled, but are only required to report K-6 attendance to the state. Compared to last year at this time, DC Elementary's chronic absenteeism is down by 2.9%.

- Average daily attendance for 1st quarter
  - 2023-24 School Year - 95.9%
  - 2024-25 School Year - 95.9%
- Chronic Absenteeism (Missed 10% of the school year so far)
  - October of 2023 - 10.3 % of K-6 students considered chronically absent (25/243 students)
  - October of 2024 - 7.4% of K-6 students considered chronically absent (19/258 students)

### **Parent Teacher Conferences**

Conferences were Thursday, October 24th from noon to eight o'clock in the evening. Our preschool teachers did home visits and were able to meet with 47/52 = 90%. Kindergarten through sixth grade met with 224/244 = 92%. We were hoping for 100% attendance, so all teachers attempted to reschedule with parents who were unable to attend. Through this second attempt some teachers were able to connect with a few more parents and share their child's progress with them.

### **Red Ribbon Week**

October 28-November 1st was Red Ribbon Week. Globally this week is meant to raise awareness about the devastating impact of drugs in our country, while locally serving as a way to educate our youth and encourage them to participate in drug prevention activities. Mrs. Glodowski, our school counselor, worked with the high school Stay U students to plan and implement many fun activities at the elementary building. The students did a great job participating and pledging to not be influenced by drugs and alcohol.

### **School Improvement**

Our five year External Visit took place on Thursday 11/7/24. Max Hlavac in 6th grade and Lucy Schultz in 5th grade gave the team a guided tour of our building. Both did a great job highlighting all the special things about our school. This was a busy day, but overall the External Team praised the district for all the outstanding things we do. They especially noticed all the caring staff and ways we work together to always do what is best for students. Things we will continue to work on: our system alignment, MTSS process, communication and district calendar. The School Improvement Team led by Mrs. Romshek did an excellent job preparing for this visit and should be commended for all their hard work.

### **Veterans Day Program**

Mrs. Moravec and the Student Leadership Team planned a very special program which was celebrated on Friday 11/8/24. This team decorated the halls and planned activities to be completed in all classrooms. Students were asked to submit pictures of Veterans they wanted to honor and invited them to enjoy lunch after the program. Their guests also participated in activities in the classroom that helped students learn about and honor all Veterans. I want to give a shout out to all the kitchen staff for preparing and serving a delicious meal. There were many compliments given from students and Veterans on the homemade chili and cinnamon rolls!

## **Communication**

Our staff has been working hard to communicate with parents in many ways. Teachers use the REMIND app to share daily information and announcements. We have had to especially communicate the dress code and weather guidelines several times now that the weather has changed. Students will call home if they arrive at school without the proper warm clothing. I also communicate important information through email, newsletters, Facebook, and with the PTO.

## **PBiS**

After thirteen weeks of school, staff continue to focus on building positive relationships and recognizing students for their positive behaviors and leadership. To date, two thousand five hundred one positive tickets and twenty Future World Changer awards have been handed out at the elementary building. We are proud of the students who are working hard to earn these and model the behavior we expect all students to display. Third through sixth grade students who met additional criteria also earned an additional positive behavior incentive day with their teachers!

## **Morning Clubs**

Mr. Richters is working on creating a new morning club called the "Dribble Club" which will begin very soon in the gym. At first it will only be open to 6th grade students. Depending on their interest, this club may then be opened up to 5th and 4th graders as well. The goal of the club will be to teach and work on fundamental basketball skills. I applaud Mr. Richters for taking the initiative to try something new to help increase the number of students who participate in basketball. This is the kind of shared leadership that helps a school be successful.

## **School Safety**

Both the elementary and preschool recently participated in an evacuation drill. Students did a great job walking nicely and following directions throughout the drill.

## **Family Literacy Night**

This is scheduled for Monday, November 18, 2024 from 6 to 7:30 p.m. The committee has planned many fun activities focused around our travel adventure theme. We hope to have all students and their families attend.

[November Newsletter Link](#)

Mrs. Greenfield,  
David City Elementary Principal

Bellwood Board of Education Report  
November 2024

It is crazy to think that we are already in November as the school year is flying by. This past month was no exception as there was a lot happening at Bellwood Elementary in the district. I will try to highlight a few things.

### **School Improvement**

November 6th and 7th was a big day for our entire district as we had our external visit for school improvement. This only happens every 5 years and is a requirement that keeps us an accredited school system. Thanks to all the board members for taking part in this event. I greatly appreciate you being a part of this. As you could tell from the exit report, things went really well. I thought they gave us good insight and direction on where we need to go. This is not an easy undertaking, and a lot of preparation and work went into this. The school improvement team has worked diligently for the past five years on documenting progress towards our goals. Last January, the team shifted their focus on preparing for the actual visit. We had committees that worked on various aspects to get ready for the visit. The past month, the committees that presented on November 6th spent a lot of time outside of our monthly meeting preparing the presentation. A lot went into getting ready and taking part in the on-site visit on November 7th and so many people worked to make that a great day! There were a few hiccups, but overall it went really well. It was truly a team effort and the hard work paid off. It was great to showcase the district and learn from their insight and feedback as well. I would like to thank everyone for all that they did to make our school improvement visit a positive experience.



### **Parent/Teacher Conferences**

On Thursday October 24th we had successful parent teacher conferences at Bellwood Elementary. We had a great turn out like usual. There were a few families that were unable to attend on this day, so we had to connect with them at another time. Overall, we were able to meet with all families except one family who has three students in our building.

### **1st Quarter Attendance Report**

As you know, attendance is one of the areas that I really wanted to focus on this year at Bellwood Elementary. I am doing a couple of different things to try and promote attendance at school. We are giving a pizza party each quarter to the class that has the best attendance for that quarter. We are also challenging students to miss 5 days of school or less for the entire school year. We honor students who have missed 5 days or less for the entire year each quarter and enter their names in for quarterly drawings. At the end of the school year, anyone who misses 5 days of school or less will get to slime me. Below is the data so far for the 1st quarter compared to last year.

- Average daily attendance for 1st quarter
  - 2023-24 School Year - 95.65%
  - 2024-25 School Year - 96.48%
- Chronic Absenteeism (Missed 10% of the school year so far)
  - October of 2023 - 10.3 % of K-5 students are considered chronically absent (7 students)
  - October of 2024 - 6.5% of K-5 students are considered chronically absent (4 students)

We are only a fourth of the way into the school year, but I am pleased with these results so far. I hope it continues into the rest of the year.

## **Fire Safety, End of Quarter Celebration and Halloween**



Prior to my arrival in Bellwood, Bellwood elementary has traditionally held fire prevention month activities, the end of 1st quarter PBIS celebration, and Halloween all on one day. Instead of cutting the academics short on three different days, they chose to have everything all on one day. I have continued this tradition. It is a lot, but honestly, it works really well. On October 31st the Bellwood Volunteer Fire Department gave ambulance and fire truck rides, gave tours of the fire station, and presented to all students as a part of fire safety month. For the quarterly celebration for PBIS, the SLT (Student Leadership Team), made students a snack, planned games for the students to rotate to,



and planned a kickball game. For the Halloween celebration, classes had classroom parties and we had a costume parade on the tennis court. It was a big day, but everyone seemed to have a great time.

## **Red Ribbon Week**

We celebrated Red Ribbon Week the last week of October. Mrs. Glodowski does a nice job of coordinating this week. She works collaboratively with the Stay-U group at the high school to plan events. One thing they wanted to do this year was have each school take a Red Ribbon picture. I thought the picture turned out great.



## **Veterans Day**

The 5th grade class along with Ms. Tachovsky are responsible for planning our Veterans Day Program and Lunch. They put a lot of work into planning this year's event that was held on November 11th.

- On November 4th, to prepare for Veterans Day, Ms. Tachovsky made arrangements for Columbus Native Dillon Kruegar to come to our MMC and read his book *Why We Stand* to students. This book talks about the meaning behind the Star Spangled Banner. Dillon donated a copy of this book to the Bellwood Elementary Library.
- Each grade level was assigned different decorations to make for Veterans Day and these were displayed at school.
- The 2nd through 5th grade students each wrote a paragraph/essay about the topics below. The top one in each grade was selected and that child read what he or she wrote at the Veterans Program.
  - Topics for each grade level
    - 2nd grade - Why do you love America?
    - 3rd grade - What does it mean to be patriotic?
    - 4th grade - Write about a United States symbol & why it reminds you of America.
    - 5th grade - Write a poem using the word veteran.
- The Veterans Program was held in downtown Bellwood this year at the Veterans Memorial. It was chilly, but Ms. Tachovsky wanted to hold this downtown to teach students about our local memorial. The 4 students chosen to read their essays did a great job. A couple of the 5th grade students also had speaking parts during the program. Chris Brandenburg from the Bellwood American Legion explained the memorial to the students and to those guests in attendance. Overall, it was a great program and the students and Ms. Tachovsky did a nice job planning this. It was very meaningful to be able to have the program at the memorial with the flags flying.



Many people commented afterwards about how this made the program very special.

- After the program, students were welcome to invite a Veteran to eat lunch with them. The 5th grade students and Ms. Tachovsky had a Missing Man's Table set up to honor fallen soldiers.

As you can tell, a lot of planning and preparation went into this year's Veterans Day Events. Thanks to Ms. Tachovsky and the 5th grade class for planning this event. Their hard work paid off as it was a great event to honor Veterans.

### **Bellwood PTO**

Bellwood Elementary is very lucky to have our PTO as they do a lot for our school. They are a small group, but they sure do a lot for our school. In the past month, they have done the following things.

- During parent teacher conferences, they provided supper for our teachers.
- On October 31st, they held their Third Annual Trunk or Treat in Downtown Bellwood, which is such a good event for the community.
- They held a Family Movie Night in the gym on Friday, November 8th. We watched the movie Migration since this aligned with our theme of Traveling the World.
- Currently, the Bellwood PTO is doing an Eileen's Cookie Dough fundraiser. This is their major fundraiser of the year that helps them do all of these amazing things for our school.



### **November Newsletter**

- Here is a link to the Bellwood Elementary November Newsletter: [Link](#)

Please let me know if you have any questions.

Peggy Romshek  
Bellwood Elementary Principal

11/11/24

School Board Report: Special Education

Submitted by: Kari Daniels

This is a more limited edition of my board report due to my absence last week. A few of the things that are on the horizon include submitting information to the NDE regarding our 'Needs Assistance' plan for special education as well as providing our 1% Justification to the NDE. The areas that we are addressing for our 'Needs Assistance' plan include: chronic absenteeism, math assessment, reading assessment, educational environments for children, preschool environments, preschool outcomes, Targeted Improvement Plan as well as timely, accurate and complete NDE submissions. Chronic absenteeism is a problem nationwide and affects all schools/students and not just those in special education. You'll notice that our district newsletters continue to display information relating to attendance in each issue. The district has implemented a math lab as well as an ELA support lab at the high school to support students who are struggling in those areas. Our preschool issues were related to a coding error in Adviser. This was fixed at the beginning of the year when the NDE provided a crosswalk that clarified student coding. The Targeted Improvement Plan is a working document that continues to be updated. I will continue to participate in the trainings and webinars that the NDE has to offer. It is also important to remember that the data that the NDE is using to make these determinations is not current data, but information from previous years.

The next information that the special education department must submit revolves around alternate assessments. As per the NDE, "Alternate assessment tests have been designed for students with severe cognitive disabilities or multi-handicapping conditions, generally less than 1% of the population."

[https://www.education.ne.gov/assessment/nscas-alternate-summative-assessment/#determine\\_student\\_eligibility](https://www.education.ne.gov/assessment/nscas-alternate-summative-assessment/#determine_student_eligibility) Nebraska has continued to be over that 1% threshold. As a result of this, all districts in Nebraska are required to report the number of students taking an alternate assessment. If a

district is over 1%, they must provide information to just that data. David City Public Schools has had more than 1% of our special education students taking the alternate assessment prior to my hiring. The NDE has recently changed the criteria for alternate assessment eligibility and we have already seen a reduction in the number of eligible students. There will not however be a significant enough change to place us under the 1% prior to our reporting.

I am very sorry that I was not able to participate in the external visit. I am so proud and humbled to be a part of this team. Everyday is a good day to be a great Scout!

**All Scouts Have Power**

## Activities Director Board Report 11/11/24

### **Overall**

- Mr. Lindsey and myself took 12 members of the Middle School Leadership team to the Life Skills Sportsmanship Pep Rally on Monday, Nov. 4th at Pinnacle Bank Arena. Current Husker volleyball, track and field, and basketball members spoke about Leadership, TeamWork and Responsibility. They were also able to take in the Women's Basketball game against UNO.
- 7 High school students were selected by the coaches to attend the Sportsmanship Summit on Nov. 22nd at Lincoln North Star.
- Winter Youth Sports camps will be held on Nov. 11th-14th. We currently have over 70 students signed up.
- Esports is currently in post season play: The middle school Smash Bros teams along with Chess had their seasons come to an end this past week. However, both high school Smash Bros teams along with Overwatch have qualified for the State Competition on Nov. 22nd.
- I attended the NSIAA Fall conference in Kearney, Nov. 9th - 11th where I attended presentations about Fundraising and Sponsorships, Parents Roles in Activities, Current Legal Issues in High School Activities. Received an update from the Competitive Equity Committee and took part in the Class C/D Caucus Discussions. It was also a great opportunity to network with other Activity Directors from across the state.
  - The fall activity season ended on Tuesday, Oct. 29th with a 3 set loss to Minden in the Sub District Final.
  - I believe this fall was one of the most successful falls in David City history. Football- 8-0, Volleyball 24-9, Cross Country team added 2 records to their board. A lot to be proud of.
  - The middle school wrestling started practicing on Monday 10/28. (17 participants)
  - Middle school girls basketball started practice on Nov. 4th (10 participants)
  - The One Act team had their first public performance on Friday, 11/1 and competed in their first contest of the year on Sat. Nov. 2nd in Norfolk where they received 1st place. They recently received Runner-up at the York Kdub Festival on Nov. 9th.
  - I am wrapping up coaches fall coaching evaluations.
  - Goc's Photography has been scheduled to come and take winter sports pictures on 11/26.
  - The 2025 fall softball and volleyball schedules are completed with officials/ umpires. Winter officials have been contacted and confirmed.
  - We had multiple football players selected for All-District Football Honors
    - 1st Team- Cameron Hlavac, Reese Svoboda, Jason White, Cohen Denker, Daren Vodicka, Andrew Fuller
    - Honorable Mention - Gage Horak, Jesse Divis, Xavier Boss, Ethan Buresh-Marick
  - The Marching Band competed at the State Marching Band Competition in Kearney. They received an Excellent rating.
  - Winter Sports Parents Meeting are scheduled for Nov. 12th.

### **Schedule:**

David City was selected to host the District B-3 Play Production on Dec. 6th and District Speech on March 17th.

### **Budget:**

A uniform purchase schedule has been created to help with unexpected purchases. Booster clubs have been very generous this year. A list of the donations are attached.

	<b>23-24</b>
	Golf Jackets
	Blue River WR
	Softball Tops (White/ Blue)
	HS B/G BB Practice Jerseys
	MS G/B Wrestling Warm-up tops
	<b>24-25</b>
	HS Wrestling (Design/ Black Singlets, Warm-ups)
	Golf Bags (5)
	Journalism Cameras
	<b>25-26</b>
	HS Football (Home/ Away)
	MS Basketball
	<b>26-27</b>
	HS Girls Basketball (Home/ Away/ Warm-ups/ Practice)
	MS Volleyball
	<b>27-28</b>
	HS Boys Basketball (Home/ Away/ Warm-ups/ Practice)
	MS Track Uniforms/ Warm-ups
	<b>28-29</b>
	MS Football
	MS Wrestling
	<b>29-30</b>
	HS Volleyball
	Cross Country/ Track
	<b>30-31</b>
	Blue River Wrestling
	Golf Bags (5) / Jackets
	<b>31-32</b>
	Softball
	Journalism Cameras
	<b>32-33</b>
	Boys Wrestling
	<b>33-34</b>
	HS Football
	MS Basketball

**DC / Wrestling Booster Club 24-25 Donations**

Trophy Cases - \$2000 - 2x = \$4000

Fall Hype Videos- Football/ Volleyball = \$1000

School Promotional video= \$500

Winter Hype Videos - \$1000

Speed Trainer for weight room- \$7,500

Coaches Apparel - \$50 per coach per season = \$2,350

Donation to team fund- \$2400

G/B Wrestling Headgear= \$500 / Wrestling Booster Club - \$1057.90

Wrestling Mat= \$2000

**Wrestling Booster Clubs**(SRC, DC)- G/B Individualized singlets (Athletes that worked golf tournaments/ camps) = \$2448.60

**Total = 24956.50**

Activity	Coaches		
Football	4		
Volleyball	5		
Cross Country	2		
Softball	DC -1 EB - 1		
Boys Basketball	3		
Girls Basketball	3		
Wrestling	5		
Girls Wrestling	EB - 1 SRC- 2		
Track and Field	6		
Golf	2		
Strength/Condition			
Esports	1		
Cheer/ Dance	2		
Speech	4		
One Act	4		
High School Band	1		
<b>TOTAL x 50.00</b>	<b>43 = \$2,150 (other) 4= \$200</b>		

Activity	
Football	\$200
Volleyball	\$200
Cross Country	\$200
Softball	\$200
Boys Basketball	\$200
Girls Basketball	\$200
Wrestling	<i>Wrestling Mat</i>
Girls Wrestling	<i>Wrestling Headgear</i>
Track and Field	\$200
Golf	\$200
Strength/Condition	<i>Speed Trainer</i>
Esports	\$200
Cheer/ Dance	\$200
Speech	\$200
One Acts	\$200
High School Band	\$200
<b>TOTAL</b>	<b>\$2600</b>



July							August							September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6				1	2	3	4	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23*	24	25
27	28	29	30	31	24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31							
							31																				
November							December							January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6				1	2	3	1	2	3	4	5	6	7		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30	31	29	30	25	26	27	28	29	30	31	
30																											
March							April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2*	3	4						1	2	1	2	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	24	25	26	27	28	29	30	28	29	30			

Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45	88 46 94+
January 5 - March 12	46	47
March 17 - May 22	44	90 46+ 93+
Total Days in Session	178	188
Teacher Contract Days		186
Aug 1 - New Teacher Training TBD		
Aug 4 - New Teachers and Mentors Work Day		
Aug 5,6,7,8 - Staff Prof Dev Days; No School For Students		
Aug 8 - Open House; Elem - 5pm; HS - 6pm		
Aug 11 - First Day of School For Students; 1:30 Dismissal		
Sept 1 - Labor Day; School NOT in Session		
Sept 29 - Staff Prof Dev Day; No School For Students		
Oct 10 - End of 1st Quarter (43 Days)		
Oct 13 - 2nd Quarter Begins		
Oct 23 - pK-12 P/T Conf 12noon-8pm; No School For Students		
Oct 24 - School NOT in Session		
Nov 26,27,28 - Thanksgiving; School NOT in Session		
Dec 19 - End of 2nd Qtr (45/88 Days); 1:30 Dismissal		
Dec 24 through 28 - NSAA Practice Moratorium		
Dec 22 through Jan 2 - School NOT in Session		
<b>2 snow days already built into the calendar, however,</b>		
<b>Mar 6, Mar 13, Apr 20 could be student days if necessary</b>		

Key	
23*	pK-12 P/T Conf 12noon-8pm; No School For Students
10	End of Quarter Oct 10, Dec 19, Mar 13, May 22
1	School NOT in Session
29	Staff Prof Dev Day; No School For Students
14	New Quarter Aug 11, Oct 13, Jan 5, Mar 17
11-	1:30 Dismissal Aug 11, Dec 19, May 21
Jan 1 & 2 - School NOT in Session	
Jan 5 - 3rd Quarter Begins	
Jan 23 - DC WR Inv; Staff Work Day; No School For Students	
Feb 13 - School NOT in Session	
Mar 6 - School NOT in Session	
Mar 12 - End of 3rd Qtr (46 Days)	
Mar 13 - School NOT in Session	
Mar 16 - School NOT in Session; Possible Dist Speech Host	
Mar 17 - 4th Quarter Begins	
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students	
Apr 3 - School NOT in Session	
Apr 6 - Staff Prof Dev Day; No School For Students	
Apr 20 - School NOT in Session	
May 13 - Seniors Last Day	
May 16 - Graduation at 1pm	
May 21 - End of 4th Qtr (44/90 Days); 1:30 Dismissal	
May 22 - Staff Work Day 8am-12n; No School For Students	

<b>APPENDIX E</b>			
<b>2025-26 Teacher Contract Days</b>			
<b>188 Days; 2 Snow Days</b>			
<b>186 Per Contract</b>			
<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
Aug 1 - New Teacher Only	Oct 13 (1)	Jan 5 (1)	Mar 17 (1)
Aug 4 - New Teacher Only	Oct 14 (2)	Jan 6 (2)	Mar 18 (2)
Aug 5 - Teacher Only	Oct 15 (3)	Jan 7 (3)	Mar 19 (3)
Aug 6 - Teacher Only	Oct 16 (4)	Jan 8 (4)	Mar 20 (4)
Aug 7 - Teacher Only	Oct 17 (5)	Jan 9 (5)	Mar 23 (5)
Aug 8 - 1.5 Teacher Only	Oct 20 (6)	Jan 12 (6)	Mar 24 (6)
Aug 11 (1)	Oct 21 (7)	Jan 13 (7)	Mar 25 (7)
Aug 12 (2)	Oct 22 (8)	Jan 14 (8)	Mar 26 (8)
Aug 13 (3)	Oct 23 - Teacher Only	Jan 15 (9)	Mar 27 (9)
Aug 14 (4)	Oct 27 (9)	Jan 16 (10)	Mar 30 (10)
Aug 15 (5)	Oct 28 (10)	Jan 19 (11)	Mar 31 (11)
Aug 18 (6)	Oct 29 (11)	Jan 20 (12)	Apr 1 (12)
Aug 19 (7)	Oct 30 (12)	Jan 21 (13)	Apr 2 - Teacher Only
Aug 20 (8)	Oct 31 (13)	Jan 22 (14)	Apr 6 - Teacher Only
Aug 21 (9)	Nov 3 (14)	Jan 23 - Teacher Only	Apr 7 (13)
Aug 22 (10)	Nov 4 (15)	Jan 26 (15)	Apr 8 (14)
Aug 25 (11)	Nov 5 (16)	Jan 27 (16)	Apr 9 (15)
Aug 26 (12)	Nov 6 (17)	Jan 28 (17)	Apr 10 (16)
Aug 27 (13)	Nov 7 (18)	Jan 29 (18)	Apr 13 (17)
Aug 28 (14)	Nov 10 (19)	Jan 30 (19)	Apr 14 (18)
Aug 29 (15)	Nov 11 (20)	Feb 2 (20)	Apr 15 (19)
Sept 2 (16)	Nov 12 (21)	Feb 3 (21)	Apr 16 (20)
Sept 3 (17)	Nov 13 (22)	Feb 4 (22)	Apr 17 (21)
Sept 4 (18)	Nov 14 (23)	Feb 5 (23)	Apr 21 (22)
Sept 5 (19)	Nov 17 (24)	Feb 6 (24)	Apr 22 (23)
Sept 8 (20)	Nov 18 (25)	Feb 9 (25)	Apr 23 (24)
Sept 9 (21)	Nov 19 (26)	Feb 10 (26)	Apr 24 (25)
Sept 10 (22)	Nov 20 (27)	Feb 11 (27)	Apr 27 (26)
Sept 11 (23)	Nov 21 (28)	Feb 12 (28)	Apr 28 (27)
Sept 12 (24)	Nov 24 (29)	Feb 16 (29)	Apr 29 (28)
Sept 15 (25)	Nov 25 (30)	Feb 17 (30)	Apr 30 (29)
Sept 16 (26)	Dec 1 (31)	Feb 18 (31)	May 1 (30)
Sept 17 (27)	Dec 2 (32)	Feb 19 (32)	May 4 (31)
Sept 18 (28)	Dec 3 (33)	Feb 20 (33)	May 5 (32)
Sept 19 (29)	Dec 4 (34)	Feb 23 (34)	May 6 (33)
Sept 22 (30)	Dec 5 (35)	Feb 24 (35)	May 7 (34)
Sept 23 (31)	Dec 8 (36)	Feb 25 (36)	May 8 (35)
Sept 24 (32)	Dec 9 (37)	Feb 26 (37)	May 11 (36)
Sept 25 (33)	Dec 10 (38)	Feb 27 (38)	May 12 (37)
Sept 26 (34)	Dec 11 (39)	Mar 2 (39)	May 13 (38)
Sept 29 - Teacher Only	Dec 12 (40)	Mar 3 (40)	May 14 (39)
Sept 30 (35)	Dec 15 (41)	Mar 4 (41)	May 15 (40)
Oct 1 (36)	Dec 16 (42)	Mar 5 (42)	May 18 (41)
Oct 2 (37)	Dec 17 (43)	Mar 9 (43)	May 19 (42)
Oct 3 (38)	Dec 18 (44)	Mar 10 (44)	May 20 (43)
Oct 6 (39)	Dec 19 (45)	Mar 11 (45)	May 21 (44)
Oct 7 (40)		Mar 12 (46)	May 22 - 0.5 Teacher
Oct 8 (41)			Last Day
Oct 9 (42)			
Oct 10 (43)			
43 Student	45 Student	46 Student	44 Student
48.5 Teacher	46 Teacher	47 Teacher	46.5 Teacher
	88 Student		90 Student
	94.5 Teacher		93.5 Teacher

StudentsActivity Transportation & Lodging

It is a philosophy of the David City Board of Education that activities are an important part of the overall educational program. The District shall provide transportation for the activities program. Unless inclement weather makes travel impossible, lodging will not be provided for events that are regularly scheduled. If the event is located at a site beyond what would normally be scheduled, the team or group attending the event must bear the cost associated with overnight stay.

The Board of Education recognizes the exceptional effort and recognition that comes from a student or students qualifying for state **or national** level competition. The District will provide travel expenses and lodging to support these efforts while acknowledging that the goal of competing at the state **or national** level is to go beyond the reward of the trip and strive for a high ranking at the state **or national** level.

When a student or students qualify for state **or national** level competitions the district will establish guidelines to follow for travel, meals, and lodging. These guidelines will be outlined in rules and regulations 5320R. Since circumstances may vary from one event to another, it is unlikely that guidelines can be written to cover all situations. In the event a condition occurs that is not specified in the guidelines, the Superintendent or Superintendent's designee will have the authority determine the course of action.

Policy Adopted: January 13, 1997  
Policy Reviewed/Revised: March 14, 2005; June 11, 2007; October 13, 2014;  
November 8, 2023; November 13, 2024

## Students

### Guidelines for Travel & Lodging at State Competitions, Out-of-State Competitions, And National Competitions For Academic Contests, FFA, FCCLA, and Speech

The Board of Education recognizes the importance and honor associated with a student or group of students that achieve or earn the right to compete in state level competitions. Generally, this would indicate that they have qualified through winning at the district level as established by the NSAA. This **qualification** could also be associated with a specific program through a school sponsored organization.

In the event that a single student, group of students, or a team qualifies for state level competition, the following travel and lodging guidelines will be followed if deemed reasonable by the Superintendent or Superintendent's designee.

- Travel to and from the event will be provided by the district in a school owned vehicle or bus identified as a school student transport vehicle.
- Meals will be paid for if the student(s) and sponsor(s) will be at the competition for a full day, travel requires them to be gone through meal times, or they stay overnight for the competition. Rate of meal pay will be established by the Superintendent at **\$15** each for breakfast, lunch, and dinner.
- Any single student that qualifies for an event must be accompanied by a same gender companion student or a parent of the qualifying student along with the sponsor or the event for travel and overnight lodging.
- If a circumstance exists that the majority of participants are of one gender and the opposite gender is represented as a participant, manager, or similar duty, and accompanies the team, the head coach must arrange for a same gender adult to sponsor such individual(s).
- It is the responsibility of the sponsor of the activity to request lodging. Sponsors must provide a rationale for the need for lodging and request such lodging within 48 hours of the time that the student(s) qualify for the state event. Sponsors must complete a lodging request form 5320R2 and give it to the activities director or building principal for approval. The Superintendent or Superintendent's designee must give final approval or disapproval for the request. **District office personnel** will make all lodging arrangements. The following situations can serve as guidelines to follow when making a final decision.
  - If the competition continues from one day to the next with the possibility of late night or early morning start or end times.
  - If the competition begins early in the morning and the distance would require a very early leave time.
  - If the competition ends late at night and travel back to the school would not be in the best interest of safety.
  - If the competition continues at variable times during the day and the student(s) need a place to relax during the day.
  - If any other circumstances merit consideration and the sponsor requests lodging within the time frame specified above.

**If a team is asked to participate in an out-of-state competition, the coach/sponsor must get approval from the Board of Education. Typically, a team would need to finish in the top 8 at state the previous year, in order for the request to be considered.**

Policy Adopted: March 14, 2005

Policy Reviewed/Revised: June 11, 2007; October 13, 2014; November 8, 2023; November 13, 2024

David City Public Schools  
Lodging Request Form

5320R2

Name of Organization and/or Person: \_\_\_\_\_

Name of Event: \_\_\_\_\_

Address of Event: \_\_\_\_\_

City, State, Zip of Event: \_\_\_\_\_

Number of Sponsors: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Number of Rooms Requested: \_\_\_\_\_ Number of Nights Requested: \_\_\_\_\_

Type of Rooms Requested: \_\_\_\_\_

*Ex. 2 rooms with 2 queen beds each*

Date of Hotel Arrival: \_\_\_\_\_ Date of Hotel Departure: \_\_\_\_\_

Name of Preferred Hotel: \_\_\_\_\_

*Hotel selection will depend upon price and availability.*

Lodging Request Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Activities Director or Building Principal

\*\*\*\*\* DO NOT WRITE BELOW THIS LINE – DISTRICT OFFICE USE ONLY \*\*\*\*\*

Hotel Confirmation Number: \_\_\_\_\_ Room Rate: \_\_\_\_\_

Number of Rooms Reserved: \_\_\_\_\_ Number of Nights Reserved: \_\_\_\_\_

Types of Rooms Reserved: \_\_\_\_\_

Date of Hotel Arrival: \_\_\_\_\_ Date of Hotel Departure: \_\_\_\_\_

Name of Hotel: \_\_\_\_\_

City, State, Zip of Hotel: \_\_\_\_\_

Hotel Phone Number: \_\_\_\_\_

Superintendent Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Order of Business****Regular Meetings**

Unless altered by the Board itself, the order of business at a regular meeting shall be:

- I. Call Meeting to Order
  - A. Pledge of Allegiance
  - B. Open Meetings Statement
  - B. Attendance/Absence Approval
- II. Student/Staff Involvement
- III. Public Forum
- IV. Consent Agenda
  - A. Approve Minutes of Previous Meeting(s)
  - B. Approve Claims Against the District
  - C. Financial Reports
- V. Board Committee Reports
- VI. Board Workshop/Conference Reports
- VII. Administrative Reports
- VIII. Discussion and Action Items
- IX. Personnel
- X. Future Discussion and Action Items
- XI. Adjournment

Policy Adopted: January, 1995  
Policy Reviewed/Revised: February 13, 2006; September 10, 2007; February 14, 2011;  
July 9, 2012; January 14, 2015; April 10, 2017; July 10, 2019;  
May 8, 2024; November 13, 2024

Personnel

Term and Renewal of Contract

The contract for employment between a teacher and the Board of Education, representing the local district, may be entered into for a period not to exceed one year. The Board, at its discretion, may enter into contract with a Superintendent or principal for a period not to exceed three years. Such contract shall be deemed renewed in accordance with law.

Certified staff will be required to return a letter of intent on March 15 of each contract year. A failure to accept employment for the next school year on March 15 is just cause grounds for termination.

**Certified staff who voluntarily return a letter of intent on or before February 1st will receive a \$150 stipend (subject to taxes and retirement) that will be paid in the April 20 payroll. If a certified staff member does not return the following school year, the \$150 will be deducted from their last payroll with the district (typically August 20<sup>th</sup>).**

Legal Reference:       79-817-822                      Schools; contracts of employment; contracts  
                              79-829

Policy Adopted:                      January 10, 1983  
Policy Reviewed/Revised:       May 14, 2007; June 8, 2015; May 13, 2019; July 12, 2021;  
  March 13, 2023; May 8, 2024; November 13, 2024

Business OperationsEmergency Response Mapping

David City Public Schools will provide mapping data to public safety agencies for use in response to emergencies. The mapping data will be provided in an electronic or digital format and will contain all information identified in state statute and as reasonably requested by the public safety agencies.

At least annually, the District will certify to the appropriate public safety agencies that the mapping data provided to the public safety agencies is accurate or, if information has changed, provide the appropriate public safety agencies with updated mapping data.

Legal Reference: LB 1329 (2024)

Policy Adopted: November 13, 2024

Instruction

*no changes*

The Program of Instruction

The minimum program of instruction in the schools shall be that prescribed by state statutes. The statutory curriculum may be augmented and extended to provide for the educational needs of individual pupils and differing areas in the School District.

The District shall educate staff and students about the harms of copyright piracy.

Legal Reference: Rule 10; ESSA

Policy Adopted: July 7, 2016  
Policy Reviewed/Revised: November 13, 2024

*no changes*

Policy 6110

Instruction

Formerly 6120

School Calendar & Instructional Hours (1080/1032)

The Superintendent shall present to the Board of Education a proposed school calendar for the next school term no later than the regular February Board meeting. The calendar shall show the probable opening and closing dates of school, vacation periods, teacher in-service/workdays, parent-teacher conferences, etc. The school calendar may be altered by the Board of Education in the event of unforeseen needs or events. The Superintendent may alter the calendar in the event he/she determines that the learning environment is unproductive or a potential safety situation for students requires dismissal of school.

The David City Public School System school year shall consist of not less than 1080 instructional hours for the high school (grades 9-12) and 1032 instructional hours for middle school (grades 7-8) and elementary school (K-6). The instructional hour shall consist of 60 minutes, which will allow for teachers and students to be in attendance. The required instructional hours shall not include time used for school lunch.

The required hours shall be exclusive of any time missed for snow days, excessive heat or inclement weather and early dismissals. Hours missed for such cancellations shall be added to the school year to be made up if needed to meet the required number of instructional hours.

The David City Public Schools will work with conference and area schools to schedule activities in the evenings and Saturdays so as to minimize interruptions with the school day.

The David City Public Schools will support efforts at the statewide level to avoid interruptions of the school day for activities.

When unforeseen conflicts arise, it is the responsibility of the superintendent to determine what activities will be allowed to interrupt the school day.

Legal Reference: Neb. Rev. Stat. §79-101; §79-201; §79-211; & § 79-212

Policy Adopted: November 8, 1993

Policy Reviewed/Revised: March 10, 2003; February 14, 2005; July 9, 2007; October 10, 2011; April 13, 2015; July 12, 2021; November 13, 2024

Instruction

*no changes*

Classroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

The District will only permit the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map for display or use in the classroom.

Legal Reference: LB 1329 (2024)

Policy Adopted: June 12, 2024

Policy Reviewed/Revised: November 13, 2024

Instruction*no changes*Fire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

Crisis Plans For Emergency Responses

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Legal Reference: Neb. Rev. Stat. §79-706

Policy Adopted: July 9, 2015

Policy Reviewed/Revised: November 13, 2024

Instruction*no changes*Ceremonies, Observances, and the Pledge of Allegiance

Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the Superintendent on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session. In addition, appropriate exercises may be held for Flag Day and State Fire Day.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District's schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

Legal Reference: Neb. Rev. Stat. Sections 79-705; 79-707, 79-708, 79-724; and NDE Rule 10  
70 Federal Register 55507 (Constitution Day)

Policy Adopted: July 13, 2020  
Policy Reviewed/Revised: November 13, 2024

InstructionTextbooks

Textbooks for use in school subjects shall be adopted by the Board of Education. The Superintendent shall make recommendations to the Board for textbook adoptions. The Superintendent should consult teachers and/or building principals and administrators concerned and obtain such other expert opinion as they can before recommending adoption of a new text. If requested by the Board, the Superintendent should make available copies of texts to be recommended for examination by Board members prior to action by the Board, and if the text is for a subject in history, civics, or social science, it must have the approval of a special committee of the Board on Americanism as provided by the law.

Ordinarily, textbooks will be adopted for a five to seven year period, but adoptions may be more frequent if sufficient changes are made in available textbooks to justify such action.

Legal Reference: 79-724 American Citizenship  
79-734 School books; equipment and supplies;

Policy Adopted: January 10, 1983  
Policy Reviewed/Revised: July 9, 2007; April 13, 2015; November 13, 2024

Instruction

no changes

Curriculum - Assessments

1. State Assessments.

The David City Public School District has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
  - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- e. Assistance During Assessments.
  - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
  - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to the Nebraska Student-Centered Assessment System (NSCAS) Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Policy Adopted: July 11, 2011

Policy Reviewed/Revised: April 13, 2015; June 10, 2019; November 13, 2024

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

Language Arts standards that were adopted by the State Board in September, 2021;  
Mathematics standards that were approved by the State Board in September, 2022;  
Science standards that were adopted by the State Board in September, 2024; and  
Social Studies standards that were adopted by the State Board in November, 2019.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. Sections 79-760 to 79-760.05

Policy Adopted: July 10, 2023  
Policy Reviewed/Revised: November 13, 2024

Instruction*no changes*Reading Instruction and Improvement

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student's reading progress. It is the District's intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-20 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first thirty days of the school year.

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:

- (a) Be provided to any student identified as having a reading deficiency;
- (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- (c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading

program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

(2) The supplemental reading intervention program may also include:

- (a) Reading intervention techniques that are based on scientific research and best practices;
- (b) Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- (c) Intensive intervention using strategies to match the weaknesses identified in the diagnostic assessment:
  - (i) Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
  - (ii) Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
  - (iii) Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- (d) Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- (e) Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student's parents or guardians either in writing or by electronic communication no later than fifteen working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to this policy. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to this policy until the student is no longer identified as having a reading deficiency.

Legal Reference: Nebraska Reading Intervention Act

Policy Adopted: June 11, 2018

Policy Reviewed/Revised: November 13, 2024

Students

*no changes*

Collection of Information Relating to Dyslexia

The District will collect and maintain the following information relating to dyslexia during each school year:

- (1) Testing for a specific learning disability in the area of reading, including tests that identify characteristics of dyslexia and the results of such tests;
- (2) The number of students identified as having a reading issue, including dyslexia, pursuant to the assessment administered under the Nebraska Reading Improvement Act and Policy 6213;
- (3) The number of students identified in Paragraph (2) that have shown growth on the measure used to identify the reading issue; and
- (4) All other data required by law and/or the District's special education obligations.

By July 1st of each year, the District will provide the Nebraska State Department of Education with information collected about dyslexia, as requested by the Department.

Any student or parent/guardian with questions or concerns about dyslexia are encouraged to contact the District's Director of Special Education.

Legal Reference: LB 298 (2023)

Policy Adopted: July 10, 2023

Policy Reviewed/Revised: November 13, 2024

Instruction

School Libraries

The Board of Education endorses the School Library Bill of Rights as drawn by the American Library Association, which asserts that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information that will enable pupils to make intelligent judgments in their daily life.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic and cultural groups and their contribution to our American heritage.
6. To place principle above person opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Policy Adopted: January 10, 1983  
Policy Reviewed/Revised: July 9, 2007; April 13, 2015; November 13, 2024

InstructionActivities*no changes*Concussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
4. Responsibility of Coaches.  
Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do is subject to disciplinary action, including but not limited to termination of employment.
5. Students and Parents.  
It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.
6. Effective Date.  
This policy becomes operative on July 1, 2012. The administration may, but shall not be required to, implement provisions of this policy prior to such date as it determines appropriate.

Legal Reference:       Laws 2011, LB 260

Policy Adopted:       August 8, 2011

Policy Reviewed/Revised:   July 13, 2020; November 13, 2024

### Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of David City Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” (2nd Edition)<sup>1</sup> and accompanying Appendix,<sup>2</sup> as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Any student, parent or guardian who suspects that the student sustained a concussion must immediately inform the student’s coach or building administrator. If a student is suspected of having a concussion, the student may not be permitted to participate or practice in any school-sponsored activity.

The District encourages full cooperation and support from both students and parents in each student’s return to learn protocol.

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<sup>1</sup> <https://cdn.education.ne.gov/wp-content/uploads/2019/08/Return-to-Learn-Bridging-the-Gap-7.31.2019.pdf>

<sup>2</sup> <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

Return to Learn Protocol

Policy Adopted: July 13, 2020

Policy Reviewed/Revised: November 13, 2024

Instruction*no changes*Initiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

Legal Reference: Neb. Rev. Stat. Sections 79-2,101 to 79-2,102  
Student Discipline Act, Neb. Rev. Stat. Sections 79-254 to 79-296  
Neb. Rev. Stat. Sections 28-311.06 to 28-311.07

Policy Adopted: July 10, 2023  
Policy Reviewed/Revised: November 13, 2024

Instruction*no changes*Student Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

Sixth grade boys or girls may participate when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls or a waiver is otherwise granted. The policy regulating participation for sixth graders is the same as other middle school students.

Elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls if the combined enrollment for seventh and eighth grade is fewer than 12 boys or 12 girls and if the school board has a policy regulating participation for sixth graders. The board's policy for participation of sixth graders is as follows: A sixth grade student may participate if (1) the student meets the same standards applicable to seventh and eighth graders and (2) participation in the activity is not prohibited by the bylaws of the Nebraska School Activities Association.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the school board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference: NDE Rule 10.004.02C  
Nebraska School Activities Association Middle Level Activities Bylaws,  
Article 9

Policy Adopted: January 14, 2019  
Policy Reviewed/Revised: November 13, 2024

Instruction

Activities

*no changes*

Return to Learn From Cancer

The Superintendent or designee shall make available training on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Legal Reference: Neb. Rev. Stat. §§ 79-2,148

Policy Adopted: July 7, 2016

Policy Reviewed/Revised: November 13, 2024

InstructionArtificial Intelligence*no changes*Introduction

David City Public Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Policy Adopted: July 10, 2023  
Policy Reviewed/Revised: November 13, 2024

Instruction

Selection of Library Materials

*no changes*

The David City Public Schools Board of Education recognizes the need for procedures for the careful, thoughtful selection of instructional and library materials.

Objectives of Selection

The primary objective of the school's educational media centers is to implement, enrich and support the educational programs of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Board of Education of David City Public Schools reaffirms the objectives of the Standards of School Media Programs and asserts that the responsibility of the school library media center is:

1. To provide a comprehensive collection of instructional materials (both print and non-print) selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.
2. To provide materials that will support and enrich the curriculum, taking into consideration the individuals' needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literacy, cultural aesthetic appreciation and ethical standards.
4. To provide a background of information which will enable students to make intelligent judgments in their daily life.
5. To provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation for different points of view on moral, ethical, intellectual, political, religious and cultural issues so that students may make intelligent judgments in their daily lives and develop under guidance, the practice of critical thinking and inquiry.
6. To provide materials which promote independent study and encourage recreational reading.
7. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

Responsibility for Selection of Materials

The David City Public Schools Board of Education is legally responsible for all matters relating to the operation of David City Public Schools.

The responsibility for the selection of instructional materials for the library media center is delegated to the professionally trained personnel employed by the school system.

The professional staff should select materials for the media programs in consultation with the administration, faculty and students. The final recommendation for purchase rests with the library media specialist.

#### Criteria for Selection of Instructional Materials

(The term, materials, as used in this policy, includes both print and non-print materials.)

- A. The needs of the individual school based on knowledge of the curriculum and the existing collection are given first considerations in the selection of materials. Requests from faculty and students are also given consideration.

Materials for purchase are considered on the basis of:

1. Importance of subject matter to the collection.
2. Authenticity of subject matter determined by the accuracy of the content and by the qualifications of the author and publisher or producer of the material.
3. Appropriateness of subject matter, vocabulary, content, concepts themes and style to the purpose and students for which the book was selected.
4. Contribution to literary appreciation and aesthetic growth by means of artistic presentation, insight into human and social conditions, and/or originality.
5. Contemporary significance or permanence of subject matter.
6. Providing representation of varying points of view.
7. Technical quality of material.
8. Format.
9. Price.

(An item need not meet all of the criteria above to be acceptable)

- B. Major areas of controversial materials are religion, ideologies, drugs, sex, politics, science and economics. Consideration should be given to the following areas when selecting controversial materials:
1. Provide factual, unbiased selections of literary merit and reality.
  2. Reflect the value of the entire work rather than isolated incidents or passages that may be contained therein.
  3. Materials of contrasting points of view should be provided.

#### Procedures for Selection

In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids. Faculty members are also consulted to help evaluate possible selections.

In specific areas the media specialist follows these procedures:

1. Gift materials are judged by the basic selection standards. The library

- personnel reserve the right to dispose of the gifts at their discretion.
2. Multiple items of outstanding and much in demand media are purchased as needed.
  3. Worn or missing standard items are replaced periodically.
  4. Out-of-date or no longer useful materials are withdrawn from the collection.
  5. Commercially sponsored materials should meet the same standards of criteria for selection as other library media materials. They should also be free from excessive advertising and contribute to the educational program of the school.

### Challenged Materials

Despite conscientious efforts to select valuable materials for student and teacher use, there may be occasional objections to a selection. If an objection is presented, the following procedure will be observed in recognizing the complaint in an impartial and factual manner.

The complainant should be treated with courtesy and invited to write a formal complaint and submit it to the media specialist and building principal.

The materials in question will be reviewed by a committee appointed by the Superintendent. The committee shall consist of three teachers from the school involved, the principal of that school, and the library media specialist.

The material in controversy should be temporarily placed in the reserved section until the review has been completed. After the review, the material will be withdrawn completely from use, placed in a reserved section for special use, or returned to the open stacks. Parents or guardians still retain the right to request that this objectionable material not be checked out to their child/children.

If the reviewers feel the selection is appropriate for student use, every effort should be made to vindicate the open use of the material based upon not only the credentials of the committee, but also upon current professional opinion (e.g. literary review, recommended college preparatory lists, ALA Booklist, Library Journal, etc.)

At no time should the complainant be expected to accept the approval of the material based solely upon the credentials of the members of the committee.

The committee will meet and review the appropriateness of the materials by:

1. Reading the materials completely.
2. Identifying the specific nature of the complaint. (What is objectionable?)
3. Checking the general acceptance of the materials.
4. Weighing the values and faults of the materials against each other and forming opinions based on the selection as a whole rather than on passages quoted out of context.

5. Discussing the merits and demerits of the material and writing a report on the outcome of the discussion.
6. Filing a copy of the report with the Superintendent.
7. Reporting the outcomes of the review to the complainant in writing.

Policy Adopted: January 10, 1983

Policy Reviewed/Revised: July 9, 2007; April 13, 2015; November 13, 2024



**Please respond to the following items.**

1. Did you examine the material in its entirety?
2. Identify those parts or aspects to which you object. Cite specific pages, passages or scenes.
3. What do you believe is the theme or purpose of this material?
4. State your reasons for considering the material objectionable and what you feel might be the result of exposure to students by this material?
5. For what age group would you recommend this work?
6. What professional reviews of this material have you read?
7. Is there anything good in this material? Please comment.
8. What action would you recommend the school district take on this material?  
\_\_\_\_\_ Do not assign it to my child.  
\_\_\_\_\_ Withdraw it from all students.  
\_\_\_\_\_ Re-evaluate its worthiness to the program.  
\_\_\_\_\_ Reserve it for special use under staff supervision.
9. Do you have a specific work in mind that would convey the subject in a similar perspective but of better quality? \_\_\_\_\_ If so, please specify work by title, publisher or producer.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return the completed form to the library media specialist or building principal.**

Policy Adopted: January 10, 1983  
Policy Revised/Revised: April 13, 2015; November 13, 2024

Instruction*no changes*Multicultural Education

David City Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall including professional development for administrators, teachers, and support staff which is congruent with the District and program goals.

5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: (a) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Legal Reference: Nebraska State Board of Education Rule 10

Policy Adopted: January 10, 1983  
Policy Reviewed/Revised: November 14, 2005 (formerly Policy 8130); July 9, 2007;  
April 13, 2015; July 9, 2015; June 13, 2016; May 9, 2017;  
June 11, 2018; May 13, 2019; May 11, 2020; May 10, 2021  
November 13, 2024

Instruction

*NDE model policy  
next year*

Parental Involvement and Parent Requests for Exclusion

It is the policy of David City Public Schools to foster and facilitate, to the extent appropriate, parental information about, and involvement in, the education of their children in the manner stated below.

Textbooks, tests, and other curriculum materials used in this school district are, and shall be, available for review by parents at school upon request.

Parents may, and are encouraged to, attend and monitor courses, assemblies, counseling sessions, and other instructional activities. Visitors to school buildings or school activities will be required to notify the administration of the school of their presence in the building, or at the school activity, and may be asked to leave if their conduct or presence interferes with the educational process or constitutes an interference with school purposes.

Parental requests to excuse students from testing, classroom instruction (**of a given book, instructional unit, or particular literary work**), and other school experiences will be granted when possible and educationally appropriate. Requests must be in writing and submitted to the proper teacher and **building** administrator in a reasonable amount of time prior to the testing, classroom instruction, or other school experience, and must be accompanied by a written explanation of why the student should be excused. **The Superintendent or designee shall determine whether to grant such requests based on legal requirements relating to the request, the reason given for the request, the effect of the request on the student's educational development and the educational program, and the availability of alternative materials or instruction for the student. The Superintendent or designee's decision shall be final and not subject to appeal.** A plan for an acceptable alternative shall be approved by the proper teacher and building administrator prior to, or as a part of, the granting of any parent request.

*working  
from  
school  
attorney*

Parents and others will be provided access to records of students according to school policies and law (e.g., Family Educational Rights and Privacy Act, 20 U.S.C. SS1232g or SS79-4,157, R.R.S.,et seq.).

Testing shall occur in this school district as determined appropriate from time to time by district staff to assure proper measurement of educational progress and achievement.

Participation in surveys of students shall occur in this district from time to time when determined appropriate by district staff for educational purposes. To the extent possible, parents will be notified prior to the administration of such surveys. Parental requests to remove students from such surveys will be granted when possible and educationally appropriate.

Policy Approved:	Nov 13, 1995
Policy Reviewed/Revised:	Oct 14, 2002; Nov 10, 2003; Nov 8, 2004; Nov 14, 2005; Oct 9, 2006; May 11, 2009; June 14, 2010; June 13, 2011; July 9, 2012; July 8, 2013; July 14, 2014; July 9, 2015; Aug 8, 2016; July 10, 2017; July 11, 2018; July 10, 2019; July 13, 2020; July 12, 2021; Nov 8, 2021; June 13, 2022; June 12, 2023; July 10, 2024; Nov 13, 2024

Instruction

no change

Combined District and School Title I Parent and Family Engagement Policy

David City Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

**In General**

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Date Adopted: June 10, 2019

Replaced Perry Law Firm Parental and Family Engagement Policy pursuant to ESSA.

Date Reviewed/Revised: November 13, 2024

Instruction*no changes*Special Education

David City Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

**1. Free Appropriate Public Education**

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

**2. Full Educational Opportunity Goal**

The District shall take steps to ensure that its children with verified disabilities, through the school year in which the child reaches the age of twenty-one (21), have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

**3. Child Find**

All children from birth through the school year in which the children reach the age of twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an

evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

#### **4. Pre-Referral Interventions**

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

#### **5. Disability Verification and Eligibility**

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

#### **6. Individualized Education Program (IEP)**

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

#### **7. Least Restrictive Environment**

To the maximum extent appropriate, children with disabilities, through the school year in which the child reaches the age of twenty-one, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the

nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the “Least Restrictive Environment Rules”). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

### **8. Procedural Safeguards**

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

### **9. Disciplinary Removal of Children with Disabilities**

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension as long as those removals do not constitute a change of placement. The District defines a change of placement as it is defined under 92 NAC 51-016. The school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement has occurred. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the student’s IEP shall conduct a manifestation determination pursuant to 92 NAC 51-016. If the conduct which gave rise to the violation of the school code is determined to be a manifestation of the student’s disability, any change of placement for the student will only be made by a student’s IEP team. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

### **10. Evaluation, Identification, and Reevaluation Procedures**

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

#### **11. Confidentiality of Personally Identifiable Information**

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

#### **12. Transition of Children from Part C to Preschool Programs**

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

#### **13. Children in Nonpublic Schools**

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

#### **14. Personnel Standards and Personnel Development**

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

**15. Accessibility of IEP and Responsibility to Implement**

A child's IEP shall be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the IEP's implementation. Each of the aforementioned providers shall be informed of his or her specific responsibilities related to implementing the child's IEP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. All providers who are responsible for the implementation of a child's IEP are expected to implement the child's IEP according to its terms.

**16. Participation in and Reporting of State and District Wide Assessments**

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

**17. Suspension and Expulsion Rates**

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

**18. Access to Instructional Materials**

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

**19. Over-Identification and Disproportionality**

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

**20. Prohibition on Mandatory Medication**

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

**21. Transportation**

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

**22. Surrogates**

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

**23. Early Intervention Services – Consent**

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304  
Neb. Rev. Stat. Sec. 79-1110 to 79-1167  
92 NAC 51, 52 and 55

Policy Adopted: July 10, 2023  
Policy Reviewed/Revised: November 13, 2024

*no changes*

Instruction

Firearm Policy

It shall be the policy of the David City Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, including concealed firearms, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or Reserve Officers' Training Corps, peace officers, or qualified law enforcement officers or qualified retired law enforcement officers, as defined by and pursuant to state and federal law. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by someone other than a minor or prohibited person, as defined by law, and are enclosed in a case or inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.

Any unlawful use or possession of a firearm, including concealed firearms, as described in this policy and as described by statute shall as soon as is reasonably possible be reported to an appropriate peace officer. Nothing in this policy shall be construed to prevent the district from carrying out regular disciplinary procedures as have been adopted by the Board of Education or as otherwise authorized by law.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04

Policy Adopted: June 12, 2024  
Policy Reviewed/Revised: November 13, 2024

InstructionComputer

no changes

Internet Safety PolicyA. Internet Safety Policy

It is the policy of David City Public Schools to comply with the Children's Internet Protection Act (CIPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.  
The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.  
The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.
3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters.  
Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.  
This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.  
The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.
- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
  1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
  2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
  3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
  4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.

5. Users shall not copy, change, or transfer any software without permission from the network administrators.
  6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
  7. Users shall not engage in any form of vandalism of the technology resources.
  8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
  2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
  3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
  4. to engage in or promote violations of student conduct rules.
  5. to engage in illegal activity, such as gambling.
  6. in a manner contrary to copyright laws.
  7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254  
FCC Order adopted August 10, 2011  
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)  
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

Policy Adopted: August 10, 1998 (policy 5380)  
Policy Reviewed/Revised: May 15, 2001; Sept 11, 2006; July 9, 2007; Mar 12, 2012;  
June 11, 2012; Apr 13, 2015; November 13, 2024

David City Public Schools  
Addition to Employee Code of Conduct  
*Appendix "I"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of David City Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the David City Public School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Computer Acceptable Use Policy 6800 adopted by the David City Public School District, and I understand and will abide by those district guidelines and conditions for the use of the facilities of David City Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the David City Public Schools nor any of its employees or any of the institutions for networks providing access to David City Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Policy Reviewed/Revised: April 13, 2015; November 13, 2024

**Include this info in the faculty handbook instead of separate.**

**EMPLOYEE USE OF SCHOOL-OWNED COMPUTERS/TECHNOLOGY**

**6800R**

The purpose of 6800R is to find a practical solution to the issue of personal use of school computers/technology. As communication in today’s society has become more technology-based, it is very impractical to have a zero tolerance policy for the use of school computers/technology for personal use. Just as we do not expect a zero tolerance policy for the use of the school telephone, we should re-think the expectation for the use of the school owned computers/technology.

Some limited use of school computers/technology for personal use by staff is appropriate and practical. A lease for limited computer/technology use seems to be the best way to strike a compromise of two popular positions: (1) school computers/technology for educational use only and (2) limited personal use of school computers/technology. Staff may elect to lease the use of school computers/technology for limited personal use but it is not required. The lease will cost \$12 per year and is due August 15<sup>th</sup> of each school year.

Staff members should not have the expectation that email and other school computer/technology uses will be private.

Limited use is defined as follows:

1. Use before and/or after school hours and off school grounds when in the possession of the employee.
2. Use during a non-student contact time such as lunch.
3. Typical use would involve responding to an email, sending an email, using the internet to make a purchase and sending and receiving instant messages.
4. Participation in a chat room is not permitted with this lease agreement.
5. Access of “adult sites” or “pornographic sites” is not permitted with this lease agreement.
6. Access to gambling sites is not permitted with this lease agreement.
7. Downloading music that is not legally obtained is not permitted with this lease.
8. Extensive personal use during a planning period is not permitted with the lease agreement.

Staff members electing not to participate in this program will be subject to disciplinary action if they use school owned computers/technology for personal use. Depending on the level of abuse, disciplinary action could include loss of internet access, suspension without pay, and/or termination of employment.

**Agreement for Limited Computer Use**

I wish to participate in the limited use of school computers/technology program available to employees of David City Public Schools.

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Date

**Option Out of Agreement for Limited Computer Use**

I do not wish to participate in the limited use of school computers/technology program available to employees of David City Public Schools.

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Date

David City Public Schools  
Addition to Student Code of Conduct  
*Appendix "2"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of David City Public Schools community understand and agree to these rules of conduct, David City Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Computer Acceptable Use Policy 6800 adopted by the David City Public School District, and I understand and will abide by those district guidelines and conditions for the use of the facilities of David City Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the David City Public Schools nor any of its employees or any of the institutions for networks providing access to David City Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name: \_\_\_\_\_ Student's Grade: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Policy Reviewed/Revised: April 13, 2015; November 13, 2024

**Include this info in the student handbook instead of separate.**

David City Public Schools  
Addition to Student Code of Conduct  
*Appendix "3"*

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of David City Public Schools community understand and agree to these rules of conduct, David City Public Schools asks that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Computer Acceptable Use Policy 6800 adopted by the David City Public School District. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold David City Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the David City Public Schools nor any of its employees or any of the institutions for networks providing access to David City Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name: \_\_\_\_\_ Student's Grade: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Policy Reviewed/Revised: April 13, 2015; November 13, 2024

**Include this info in the student handbook instead of separate.**

David City Public Schools  
Addition to Student Code of Conduct  
*Appendix "4"*

PARENTAL AUTHORIZATION AND RELEASE FORM TO DISPLAY STUDENT WORK

The undersigned(s) is/are the parent(s), guardian(s), or person(s) ("parent") in charge of \_\_\_\_\_ ("the student").

The School District has requested authorization from the parent of the student to display the product of the student's school-related academic, athletic, musical and/or art work product in public places, including, but not limited to, school buildings and functions, public places in the community, school, local, state and national publications, and on the web page produced and operated by the School District.

Upon consideration of the request of the School District:

\_\_\_\_\_ I/We hereby authorize the School District to display the product of the student's school-related academic, athletic, musical and/or work product in public places, including, but not limited to, school buildings and functions, public places in the community, school, local, state and national publications, and on the web page produced and operated by the School District; and further I/We hereby waive any claims regarding copyright to the student's school-related academic, athletic, musical and/or art work product, and hereby release the School District and the Board of Education of the School District and all employees, agents, and representatives of the School District from any liability concerning the posting of the student's work on the School District's web page.

\_\_\_\_\_ I/We DO NOT authorize the School District to display the product of the student's school-related academic, athletic, musical and/or work produce in public places, including, but not limited to, school buildings and functions, public places in the community, school, local, state and national publications, and on the web page produced and operated by the School District.

Student Name: \_\_\_\_\_ Student Grade: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

Parent/Guardian Signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

Policy Reviewed/Revised: April 13, 2015; November 13, 2024

Instruction

Dispensing Medications

*no changes*

The administration of medication at school is strongly discouraged except when necessary for the student's health or education. The dosage intervals of many medications can be adjusted so the times for taking the medication come outside school hours. When possible, interval adjustment should be considered before administering medication at school. All medications administered by school district personnel shall be administered in accordance with the Medication Aide Act.

Legal Reference: Neb. Rev. Stat. 71-6718 to 71-6742

Policy Adopted: November 8, 1999  
Policy Reviewed/Revised: June 6, 2006; June 11, 2007; November 8, 2023;  
November 13, 2024

InstructionDispensing Medications

- A. Authorizations for Prescription Medications. Prescription medications which must be administered during school hours may be administered when the following are on file at school:
1. Physician's Authorization: A physician's signed, dated authorization including name of the medication, dosage, administration route, time to be given at school, and reason child is receiving the medication.
  2. Caretaker's Authorization: A caretaker's signed and dated authorization or permission to administer the medication during school. (Note: All references to "caretaker" in this policy shall mean a parent, foster parent, family member, or legal guardian who provides care for the student for whom medication is to be administered. The laws include a "friend" as a caretaker, but the school will not ordinarily recognize such an individual as a "caretaker" for the purposes of medication administration).
  3. Original Packaging: The medication is in its original packaging and is labeled as dispensed by the prescriber or pharmacist. The label must name the child and identify the medication, strength, time interval and route to be administered. Two labeled containers may be requested: one for home and one for school. If needed, the physician may be contacted for clarification on medication administration.
- B. Authorizations for Non-Prescription Medications. If a student must take non-prescription medication during school, procedures 2 and 3 above are to be followed before administration.
- C. Renewal of Authorizations. Medication authorizations must be renewed annually and updated immediately as changes occur.
- D. Documentation of Administration of Medication. The school district shall keep and maintain accurate medication administration records. A record of each dose of medication administered shall be documented reflecting the student's name, and the name of the medication, date, time, dosage, route, the signature and title of the person administering the medication and any unusual observations, and any refusal by the recipient to take and/or receive the medication. Medication documentation shall be kept confidential in accordance with the policies and practices concerning student records, provided that medication administration records shall be available to the Department of Education and the Department of Health and Human Services Regulation and Licensure for inspection and copying according to the Family Education Rights and Privacy Act (FERPA) requirements. Such medication administration records shall be maintained for not less than two (2) years.

- E. Storage of Medications. Medication shall be stored in a locked or otherwise secure area in accordance with the manufacturer's or dispensing pharmacist's instructions or temperature, light, humidity, or other storage instructions. Only authorized school personnel who are designated by the administration of the school district for administration of medications shall have access to the medications. The school nurse shall establish procedures for monitoring the storage and handling of medication, the medication's expiration date, and the disposal of medication.
- F. Receipt and Disposal of Medications. Medication shall be delivered to school personnel and picked up by the parent. When medication is received, the amount received should be documented. Medication which is either past the expiration date or not claimed by the parent by the end of the school year shall be destroyed. Procedures for destroying medication shall include witness and documentation.
- G. Administration of Medication by School Personnel.
1. Administration of Medication: Administration of medication includes, but is not limited to:
    - a. Providing medications for another person according to the "five rights" (getting the right drug to the right recipient in the right dosage by the right route at the right time);
    - b. Recording medication provision; and
    - c. Observing, monitoring, reporting, and otherwise taking appropriate actions regarding desired affects, side effects, interactions, and contraindications associated with the medication.
  2. Authorized School Personnel: Administration of medication shall only be done by the following school personnel:
    - a. Health Care Professionals (School Nurses). This means an individual who holds a current license from the Department of Health and Human Services Regulation and Licensure for whom administration of medication is included in the scope of practice. For purposes of this Policy, such individuals are referred to as "school nurses."
    - b. Medication Competent Staff. This means a staff member of the school who has been determined to be competent to administer medication by: (i) a recipient with capability and capacity to make an informed decision about medications (at a minimum, the recipient must be age 19 or older), (ii) a caretaker for the student, or (iii) by the school nurse.
      - (1) Determination of Competency by School Nurse: A staff member may be determined to be competent by a school nurse to administer medication where the staff member:
        - (i) passes a competency assessment every 3 years
        - (ii) that demonstrates the staff member can follow the minimal competencies

- (iii) to the satisfaction of the school nurse (school nurses are the school district's designated health care professionals).

Training is not required. The school nurse shall, however, provide such training as the school nurse determines in the exercise of professional judgment to be appropriate given the experience level of the staff member and the anticipated medication administration for which the staff member will be responsible.

- (2) Competency Certificate: Upon successful completion of the competency assessment, the school nurse shall give the Principal and the medication competent staff member written documentation of successful completion of competency assessment. The documentation may be by letter, certificate, or other written memoranda and shall include: the name of the school staff member who successfully completed the competency assessment; the date the competency assessment was conducted; and, the name, profession, and license number of the school nurse who conducted the competency assessment.
- (3) Maintain Records of Assessments: The school shall maintain written documentation of successful completion of competency assessments, identification of the individual providing direction and monitoring, and acceptance of the responsibility for direction and monitoring for a minimum of two (2) years.
- (4) Direction and Monitoring: A medication competent staff member is to be subject to direction and monitoring, which involves responsibility for observing and taking appropriate action regarding any desired effects, side effects, interactions, and contraindications associated with the medication. Direction and monitoring is to be done by a recipient with capability and capacity to make an informed decision about medications, a caretaker, or the school nurse. The school nurse is identified as a person being responsible for direction and monitoring and for each medication competent staff member is to accept responsibility for direction and monitoring of medication competent staff member in writing.
- (5) Errors. Medication competent staff members are to promptly report any medication errors or concerns to the school nurse.

### 3. Minimum Competencies:

The minimum competencies to be demonstrated by medication competent staff and to be implemented in practice by all school personnel engaged in medication administration are:

- (1) Maintaining confidentiality.
- (2) Complying with a competent recipient's right to refuse to take medication and, in the case of a non-competent, recognize the requirement to seek advice and consultation with the physician, physician's designee, or caretaker of the student providing direction and monitoring regarding the procedures and persuasive methods to be used to encourage compliance with medication provision. Recognizing that persuasive methods should not include anything that causes injury to the recipient.
- (3) Maintaining hygiene and current accepted standards for infection control.
- (4) Documenting accurately and completely.
- (5) Safely providing medications according to the "five rights" ("five rights" means getting the right drug to the right recipient in the right dosage by the right route at the right time).
- (6) Having the ability to understand and follow instructions.
- (7) Practicing safety in application of procedures for storage, handling and administration of medications.
- (8) Complying with limitations and conditions under which school personnel may provide medications.
- (9) Having an awareness of abuse and neglect reporting requirements.
- (10) Recognizing general unsafe conditions indicating that the medication should not be provided including change in consistency or color of the medication, unlabeled medication or illegible medication label, and those medications that have expired.
- (11) Recognizing that unsafe conditions should be reported to the caretaker, physician or physician's designee for direction and monitoring thereof.
- (12) Recognizing general conditions which may indicate an adverse reaction to medication such as rashes/hives, and general changes in recipient's condition which may indicate inability to receive medications, and that all such conditions shall be reported to the caretaker, physician or physician's designee responsible for providing direction and monitoring.

4. Routes of Medication Administered by School Personnel:

- a. Routine Medication via Oral, Inhalation, Topical, and Instillation Routes: School nurses and medication competent staff may provide routine medications (meaning the frequency of administration, amount, strength, and method are specifically fixed) by the following routes:
  - (1) Oral, which includes any medication given by mouth including sublingual (placing under the tongue) and buccal (placing between the cheek and gum) routes and oral sprays;
  - (2) Inhalation, which includes inhalers, and nebulizers. Oxygen may be given by inhalation;
  - (3) Topical application of sprays, creams, ointments, and lotions and transdermal patches; and
  - (4) Instillation by drops, ointments, and sprays into the eyes, ears, and nose.

- b. Administration of Medication via Additional Routes, PRN Medication, and Observing and Reporting: School nurses and medication competent staff may provide medication by additional routes not listed in subparagraph "a" above ("additional routes"), provide PRN medication (PRN medication means an administration scheme in which a medication is not routine, is taken as needed, and requires assessment for need and effectiveness), or participate in observing and reporting for monitoring medications only under the following conditions:
- (1) In the case of a medication competent staff member, a determination has been made by the school nurse or by the student's physician or duly licensed health care professional that that these activities can be done safely for the specified recipient by the medication competent staff member and the determination is placed in writing.
  - (2) Directions for additional routes must be for recipient specific procedures and must be in writing.
  - (3) Directions for PRN medication must be in writing and include parameters for provision of PRN medication.
  - (4) Directions for observing and reporting for monitoring medication must be in writing and include the parameters for the observation and reporting.
  - (5) School personnel administering the medication shall comply with the written directions.
- c. Injections: School nurses will ordinarily be responsible for medications that must be provided or administered by injection. A medication competent staff member will not ordinarily administer medications by injection without specific training on injection administration. Students may be authorized to self-administer medication as hereafter provided.
5. Refusal to Administer Medication: School personnel may refuse to give a medication at school if after a reasonable and prudent research by a school health care professional as set forth in subparagraph "e" below, a decision has been made that the dosage prescribed exceeds that which is recommended in the Physician's Desk Reference, Mosby's Nursing Drug Reference, the most recent edition of the Nursing Drug Handbook, or other pharmaceutical manuals handbook; or when a drug or substance is not currently approved by the FDA. When school personnel refuse to carry out a request to administer medication, the following procedure shall be followed:
- a. Notify the nursing supervisor who will notify Superintendent.
  - b. Notify attending physician by phone with follow-up in writing:
    - (1) State concern for dosage or particular medication, etc.

- (2) Make every attempt to work out a suitable solution - Example: Change of time of administration, change of dosage, change of medication;
  - (3) Follow-up in writing.
- c. Meet with parents:
- (1) State concern for dosage or medication;
  - (2) Offer alternatives - Example: Change of time so as not to be given during school hours.
- d. Consult with Nebraska State Board of Health for current procedures regarding refusal to follow written physician's orders.
- e. Research by health care professional:
- (1) Collect research articles from professional journals, organizations, etc.;
  - (2) Contact other physicians requesting their professional opinions and ask them to review current research;
  - (3) Contact state licensing boards and school nurse consultant;
  - (4) Consult with district's legal counsel;
  - (5) Assemble all data for review;
  - (6) Present data to review team organized by the Superintendent;
  - (7) Decision rendered and implemented;
  - (8) Parents and physician contacted in writing; and
  - (9) Alter and update policies and procedures as needed.

Legal Reference: Neb. Rev. Stat. §§ 71-6718 to 71-6742; NDE Rule 59

Policy Adopted: June 6, 2006

Policy Reviewed/Revised: June 11, 2007; November 8, 2023; November 13, 2024

Instruction*no changes*Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

- (1) written request of the student's parent or guardian;
- (2) authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
- (3) receipt of a signed no liability statement from the parent or guardian; and
- (4) development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition upon the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies.

Legal Reference: Neb. Rev. Stat. §§ 79-224 and 79-225

Policy Adopted: July 7, 2016

Policy Reviewed/Revised: November 13, 2024

**I. CONTACT AND PLAN INFORMATION**

**Student's Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
 (Month) (Day) (Year)

**Health Condition:**  Asthma  Anaphylaxis (For this Plan "Health Condition" means the condition(s) checked)

**Mother/Guardian:** \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

**Father/Guardian:** \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

**Student's Doctor/Health Care Provider:** \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Emergency Number: \_\_\_\_\_

**Other Emergency Contacts:** \_\_\_\_\_  
 Relationship: \_\_\_\_\_  
 Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

**II. PARENT OR GUARDIAN AUTHORIZATION, APPROVAL AND LIABILITY WAIVER**

The parents or guardians (hereinafter "Parent") request that [Name] Public Schools allow the Student to self-manage the health condition and accept and agree to this Medical Management Plan. The Guidelines for Asthma or Anaphylaxis Medical Management Plan are incorporated into and are a part of this Plan.

Parents understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary asthma or anaphylaxis medical supplies, Parents shall be responsible for any and all costs associated with such injury. Parents acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and Parents release same from any such claims and (b) Parents shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**III. STUDENT AGREEMENT**

I will use the prescription asthma or anaphylaxis medication only as prescribed and as permitted by the Plan. I will not share the medication with others and I will not create an unnecessary distraction to others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will promptly report self-administration and follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I release the school and its employees of any liability in any way related to this Plan or my use of the medication.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**IV. MEDICAL MANAGEMENT PLAN**

**A. Health care services the Student may receive at school relating to Student's Health Condition:** See Guidelines (Part V).

**B. Evaluation of Student's understanding of and ability to self-manage Student's Health Condition.**

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student's Health Condition as follows:

1. Access to Prescription Asthma/Anaphylaxis Medication

- May have medication in Student's possession at any time.
- May have medication in Student's possession when the health office is not accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities) but should otherwise be maintained in the health office.
- May not have medication in Student's possession except for emergency use.

2. Self-Administration of Prescription Asthma/Anaphylaxis Medication

- May self-administer independently and without supervision. The Student has had training and is proficient in self-administering medication.
- May self-administer when the health office or school staff authorized to administer medication are not readily accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities); but should otherwise have medication administered by the health office or authorized school staff.
- May not self-administer except for emergency use.

**C. It is agreed that this Plan permits regular monitoring of Student's self-management of Student's Health Condition by an appropriately credentialed health care professional.**

**D. Name, purpose and dosage of prescription asthma or anaphylaxis medication prescribed for Student:** See Student Asthma/Anaphylaxis Action Plan (Part IV(F)).

**E. Procedures for storage and access to backup supplies of such prescription medication for Student's Health Condition:**

1. The Student, when permitted to be in possession of medication, will have only the prescription medication that might be needed for the Student's own use. For example, the Student may have one inhaler, but not two, unless the first is nearly empty
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

Dated: \_\_\_\_\_

**F. Student Asthma/Anaphylaxis Action Plan**

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
 (Month) (Day) (Year)

**EXERCISE PRECAUTION** - Administer inhaler 15-30 minutes before exercise (eg, gym class, recess)

Albuterol inhaler (Proventil, Ventolin) 2 inhalations

**ASTHMA TREATMENT**

Give or self-administer *quick relief medication* when Student experiences asthma symptoms such as, coughing, wheezing, or tight chest.

**Quick relief medication:**

- Albuterol inhaler (Proventil, Ventolin) 2 inhalations
- Pirbuterol inhaler (Maxair) 2 inhalations
- Albuterol inhaled *by nebulizer* (Proventil, Ventolin)
  - 0.63 mg/3 mL
  - 1.25 mg/3 mL
- Levalbuterol inhaled *by nebulizer* (Xopenex)
  - 0.31 mg/3 mL
  - 0.63 mg/3 mL
  - 1.25 mg/3 mL
- May carry and self-administer metered-dose inhaler per Part IV(B) of Medical Management Plan.

**IF SCHOOL STAFF INVOLVED-- CLOSELY OBSERVE STUDENT AFTER QUICK RELIEF ASTHMA MEDICATION IS ADMINISTERED**

**If after 10 minutes:**

- Symptoms are improved, student may return to classroom after notifying parent/guardian.
- If no improvement in symptoms, repeat the above medication and notify parent/guardian immediately and determine student's ability to remain in school for the day.
- ***If student continues to worsen CALL 911 and INITIATE Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Asthma).***

**ANAPHYLAXIS TREATMENT**

Give or self-administer *epinephrine* when Student experiences allergy symptoms, such as hives, difficulty breathing (chest or neck "sucking in"), lips or fingernails turning blue, or trouble talking (shortness of breath).

The Student has severe allergies to the following:

Epinephrine injection (please specify):

- EpiPen 0.3 mg                       Twinject 0.3 mg
- EpiPen Jr. 0.15 mg                 Twinject 0.15 mg
- May carry and self-administer epinephrine injection per Part IV(B) Medical Management Plan.

**IF SCHOOL STAFF INVOLVED--CLOSELY OBSERVE STUDENT AFTER EPINEPHRINE IS ADMINISTERED**

- ***CALL 911 and closely observe the student.***
- Notify parent/guardian immediately.
- Even if student improves, the student should be observed for recurrent symptoms of anaphylaxis in an emergency medical facility.
- ***If student does not improve or continues to worsen, INITIATE Nebraska's schools Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Anaphylaxis).***

Possible adverse reactions to be reported to physician \_\_\_\_\_

Special instructions \_\_\_\_\_

I am the Student's Physician or other health care professional who prescribed the medication for treatment of the student's condition. Student has  Asthma  Anaphylaxis and has been prescribed the medication referenced above. Student has the ability to safely and responsibly self-manage Student's Health Condition in accordance with this Asthma or Anaphylaxis Medical Management Plan. I approve the Medical Management Plan and the Student Asthma/Anaphylaxis Action Plan and authorize Student to self-manage Student's Health Condition at school in accordance with the Plan.

Physician signature: \_\_\_\_\_

Date: \_\_\_\_\_

**V. GUIDELINES FOR  
ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN**

**Term of Plan:** The plan is effective for the current school year. A new plan must be established each school year or more often if changes occur to the student’s health or prescribed treatment or student’s ability to self-manage.

**Medications:** The parents or guardians are responsible for supplying any and all prescription asthma/anaphylaxis medications required under the Plan; the school is not responsible for providing the medications. Prescribed asthma/anaphylaxis medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name and the name of the medication, and where applicable, the strength and the dosage to be given. Inhalers must have a label attached to the inhaler itself, not on the packaging. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription and as necessary a new asthma/anaphylaxis action plan. Any non-prescription medication must be furnished in the original container from the manufacturer. The school will store any backup supply needed in accordance with its medication storage procedures. The student may have access to the backup supply when necessary by requesting such from the health office.

**Health care services the Student may receive at school relating to Student’s Health Condition.**

1. Standard health services available to all students.
2. Storage of backup asthma or anaphylaxis medication supplies.
3. Recording of student self-administration reports.

**Consultations:** The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

**Permitted Self-Management:** Pursuant to the Asthma or Anaphylaxis Medical Management Plan the Student shall be permitted to self-manage the Student’s asthma or anaphylaxis condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

**Student Reports of Self-Administration:** The Student shall promptly notify the school nurse, the school nurse’s designee, or another designated adult at the school when the Student has self-administered prescription asthma or anaphylaxis medication pursuant to the Plan.

**Responses to Student Misuse:** The possession of medications by Students is a violation of the school’s drug and student conduct policies and may result in an expulsion from school. To the extent this Asthma or Anaphylaxis Medical Management Plan permits the Student to be in possession of prescribed asthma/anaphylaxis medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription asthma or anaphylaxis medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student’s access to such medication; however, it is agreed that in the event of any such misuse, a re-evaluation of the Student’s understanding of and ability to self-manage Student’s Health Condition will occur and the re-evaluation may result in a modification or termination of this Plan.

**Sharing Plan:** It is agreed that this Asthma or Anaphylaxis Medical Management Plan may be shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the

**Asthma/Allergy Self-Management Log**

Student Name \_\_\_\_\_

Student Date of Birth \_\_\_\_\_

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

Date/time of report	Date/time administration	Observation/Complications	Employee Recording Student Report	Parent Notification
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form
				Date: _____ <input type="checkbox"/> Phone <input type="checkbox"/> Form

Parents/Guardian \_\_\_\_\_ Phone \_\_\_\_\_  
 Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Instruction*no changes*Seizure Safe Schools

Each school building will have a “seizure action plan” if the following criteria are met: (1) at least one student in that building has been identified as having a seizure disorder; and (2) that student’s parent or guardian and health care provider have worked with the school to develop a seizure action plan.

Every building with a seizure action plan will have at least one employee who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms.

In accordance with state law, except in the case of an emergency, prior to the administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms by a school employee, a student's parent or guardian must:

1. Provide the school with a written authorization to administer the medication at school;
2. Provide a written statement from the student's health care practitioner containing the following information:
  - a. The student's name;
  - b. The name and purpose of the medication;
  - c. The prescribed dosage;
  - d. The route of administration;
  - e. The frequency that the medication may be administered; and
  - f. The circumstances under which the medication may be administered.
3. Provide the medication to the school in its unopened, sealed package with the intact label affixed by the dispensing pharmacy; and
4. Collaborate with school employees to create a seizure action plan.

If permitted by the student's seizure action plan, a student shall be allowed to possess the supplies, equipment, and medication necessary to treat a seizure disorder in accordance with such seizure action plan.

Any authorization provided by a parent or guardian shall be effective only for the school year in which it is provided and shall be renewed each following school year.

Legal Reference: Neb. Statute 79-3201 to 3207

Policy Adopted: July 10, 2023

Policy Reviewed/Revised: November 13, 2024

Instruction*no changes*Behavioral Points of Contact

The Superintendent is delegated the authority to designate one or more behavioral awareness and health points of contact for each school building in the District. The behavioral awareness and health point of contact may be an administrator, nurse, psychologist, or another appropriate staff member. Each behavioral awareness and health point of contact will be trained in behavioral awareness and health and have knowledge of community service providers and other resources that are available for the students and families in the District. The District will maintain or have access to a registry of local mental health and counseling resources for students and parents.

The points of contact will be listed on the District's website and in the student handbook.

The Superintendent shall report the designated behavioral awareness and health points of contact to the Nebraska State Department of Education each year when requested by the Department.

In addition, all District employees who interact with students, as determined by the Superintendent, shall receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year. The Superintendent or designee shall be responsible for coordinating this training.

Legal Reference: Neb. Rev. Stat. § 79-11,159  
LB 705, § 4 (2023)

Policy Adopted: July 10, 2023  
Policy Reviewed/Revised: November 13, 2024

Instruction

*new*

General Policy Statement

The Board of Education delegates to the Superintendent the responsibility of maintaining the program of instruction and extracurricular activities.

The instructional program and extracurricular activities shall meet the accredited school system standard of the State Board of Education through the Nebraska Department of Education, Federal regulations, Nebraska School Activities Association regulations and the policies of the Board of Education.

The professional staff is responsible for the development of educational and activities programs which meet the objectives of David City Public Schools.

Policy Adopted: November 13, 2024

Instruction

*new*

Scope of Instructional Program

- A) The District shall provide instruction suitable to the needs of all who are legally eligible to attend school in the District.
  
- B) Except for special types of instruction, the instructional program may be arranged in units commonly designated as grades, each grade approximately the work of one (1) year. Such a program of instruction shall be organized into schools or other administrative units as follows:
  - 1. The elementary school shall provide for the instruction of children pre-kindergarten through sixth grade.
  
  - 2. The secondary school shall provide for the instruction of children in grades seven (7) through twelve (12). Within the secondary school, grades seven (7) and eight (8) may be treated as separate from grades nine (9) through twelve (12).
  
  - 3. Instruction appropriate to the needs of the community and individuals may be provided for adults and others beyond the age required to attend school.
  
  - 4. Departures from the above noted organizational plan for instruction may be made by the Superintendent upon approval of the Board of Education.

Policy Adopted: November 13, 2024

Instruction

new

School Day for Students

The school day shall be scheduled in such a way that students are given the best opportunity for their educational growth and development. The length of the day, and the arrangement of time segments within it, need not be uniform for all grade levels.

- A) The length of the school day in the secondary schools shall be no less than 420 minutes (currently 455 minutes 8:00am to 3:35pm).
- B) The hours of opening and closing each type of school shall be determined by the Superintendent of Schools. The time of opening and ending the school day may be modified where transportation or other conditions justify such a change upon the authorization of the Superintendent of Schools provided that the length of school sessions are not shortened.
- C) During the school year, all schools shall be in session five (5) days a week, Monday through Friday, except upon emergency authorization of the Superintendent of Schools or during authorized school breaks.
- D) In designing the student day, the following considerations are to be met:
  - 1. The learning activities of each student are carefully guided and supervised.
  - 2. Each student has opportunities to receive individual assistance from teachers outside of the regular school day.
  - 3. Parents shall be informed of late starts or early dismissal.
  - 4. Early dismissal for student employment shall be subject to approval of the building administration. Parental or guardian permission shall precede any early dismissal for work related activities. Early dismissal of other students shall be for reasons of health, etc., and must be validated by the student's parent or guardian.
  - 5. Changes in the school day shall be subject to the approval of the Superintendent.

Policy Adopted: November 13, 2024

Instruction

new

Safe Schools Policy

It is the mission of David City Public Schools to provide a safe, secure, drug-free and welcoming environment for all students, staff and community members. The administration is authorized and directed to adopt such regulations and take such actions as determined appropriate by the Board of Education to advance the mission of providing safe schools. Such regulations and actions may include, but not be limited to, school security measures, such as use of metal detectors, surveillance, searches and seizures, and security officers, as well as staff training and student educational programs.

Policy Adopted: November 13, 2024

Instruction

*new*

Curriculum - Development and Adoption

All major program adoptions and/or major course revisions shall be subject to the approval of the Board of Education.

Major program adoptions and/or major course revisions may be proposed by district-wide curriculum and/or building curriculum committees (consisting of teachers, curriculum coordinator, and building principal(s)) and approved, rejected or revised and approved by the Superintendent before being submitted to the Board of Education for final approval.

Policy Adopted: November 13, 2024

Instruction

*new*

Experimental/Innovative Program

The professional staff of the school system is encouraged to seek improvement of the educational program of the schools.

Experimental programs and "pilot studies" must have the approval of the Superintendent.

Policy Adopted: November 13, 2024

Instruction

new

Curriculum Guides

Curriculum pacing guides and course guides shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the Board.

The Superintendent or his/her designee shall have general coordinating authority over the formation of all courses of study and curriculum pacing guides and course guides. The building principals and the curriculum coordinator will help facilitate that process.

Policy Adopted: November 13, 2024

Instruction

new

Homework

Homework is a learning activity related to the experience within the school. Its purposes are to supplement and to enrich work done in the classrooms; to provide for individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned at the discretion of the classroom teacher.

Some generally accepted principles should govern the teacher in the assignment of homework.

1. There should be flexibility and differences in the assignment to individual students. These should stem from real needs and the consideration of the total education background of the individual student.
2. Homework should serve a definite purpose, to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning, not as "busy work."
4. Homework should not be ordinarily assigned as punishment.

Policy Adopted: November 13, 2024

InstructionGuidance

The classroom teacher is a key figure in the guidance of youth in both the elementary and secondary schools. The counselor and teachers, by pooling their knowledge and resources, accept the students where they are and help them reach their full potential. The students are helped to know and develop their abilities and to recognize and accept their limitations, and in this way to better understand themselves.

The guidance program includes five (5) basic services:

1. Inventory Service. Emphasis is placed upon a system of accurate and complete student records that accentuate the uniqueness of the individual students.
2. Informational Service. Information in the areas of occupational, educational and vocational guidance is made available to teachers, students and parents.
3. Counseling Service. For an effective program, all students are encouraged to seek individual counseling. Students with needs beyond that of the counseling program are encouraged to seek the services of private counseling from a professional such as a licensed mental health practitioner (LMHP).
4. Placement Service. This service assists students in the selection of appropriate occupations, educational institutions and work experiences.
5. Follow-up Service. A continuing follow-up of former students through surveys should be pursued in order to evaluate and improve the effectiveness of the school program.

Policy Adopted: November 13, 2024

Instruction

Field Trips

Field trips shall be considered as instruction and planned as such with definite objectives determined in advance.

Teachers or other certified personnel shall accompany pupils on all field trips and shall assume responsibility for their proper conduct.

An appropriate education experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in a field trip.

Policy Adopted:      November 13, 2024

InstructionActivities

A vital component of a comprehensive education program is a properly supervised activities program. Such activities, properly supervised and kept in proper perspective, shall be maintained in the school program in order to give students opportunities for experiences not possible in classroom activities. Care and consideration should be given by educators, coaches, sponsors and parents to the amount of time these activities take students away from school during school hours or away from studies on "school nights."

Policy Adopted: November 13, 2024

Instruction*new*Activity Funds Management

School activity funds may be expended only for purposes which may benefit the student body and staff of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safe-guarding, accounting and auditing of all monies received and derived therefrom are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

Policy Adopted: November 13, 2024

Instruction

Activities

School Colors

The official colors of David City Public Schools shall be red, white, and black. An additional color or colors may be used for trim, but the predominant colors shall remain red, white, and black.

The official colors of Blue River Panthers shall be blue, white, and black.

Policy Adopted:        November 13, 2024

Instruction

new

Plagiarism, Copyrights and PatentsPlagiarism

Plagiarism by staff or students is considered academic dishonesty, is prohibited, and may result in disciplinary action, including termination from employment or expulsion from school.

Plagiarism is the use or close imitation of the work, language or ideas of another and the representation of them as one's own original work. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to plagiarism. Teachers will instruct students in appropriate research and citation practices.

Copyrights and Patents

It is the intent of the District to adhere to the provisions of the U.S. Copyright Law and the Patent Act. All individuals within the District, including administrators, teachers, other staff members, and students, are prohibited from using, copying or transmitting materials not specifically allowed by fair use, copyright or patent law, licenses or contractual agreements or permission. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to copyright and patent rules, fair use, District licenses or contractual agreements and permissions. Individuals within the District who are uncertain as to whether a material is copyrighted must seek prior clarification from a supervisor or administrator before copying or transmitting such materials.

Anyone who disregards this copyright and patent policy is in violation of the law and this policy, assumes all responsibility for infringement, including possible civil liability and criminal prosecution and may be subject to disciplinary action including termination from employment. The District does not assume any legal responsibility for any infringement of copyrights, patents, or other proprietary rights.

All staff shall also respect the copyright, patent and proprietary rights of any materials accessed through the District's network system or technology resources. Staff may not use or duplicate copyrighted or patented materials, graphics, software (including District-owned or -licensed software) or other proprietary materials without permission from the copyright or patent holder, unless the use falls within fair use parameters, licenses or contractual agreements or permissions, whether for personal use or for the use of others.

Persons who secure permission, licenses or other contractual agreements shall maintain adequate records regarding the use of copyrighted or patented materials.

Legal Reference: 17 U.S.C. Sec. 101

Policy Adopted: November 13, 2024

Instruction

*new*

Dedications and Commencement

Traditions are a cherished part of the community life and David City Public Schools expresses an interest in maintaining those traditions which have a significance to the community. The graduation ceremony is considered an extracurricular activity and participation in it is a privilege.

Policy Adopted: November 13, 2024

Instruction*new*Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

David City Public Schools recognizes one of its educational goals is to advance the student's knowledge and appreciation of the role our religious heritage has played in the social, cultural and historical development of civilization.

Policy Adopted: November 13, 2024

Instruction

new

Acknowledgment of Religious Holidays

The practice of the David City Public School District shall be as follows:

1. The several holidays through the year which have a religious and a secular basis may be observed or recognized in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays included are Christmas, Easter, Passover, Hanukkah, Ramadan, Thanksgiving and Halloween.

Legal Reference: *Florey v. Sioux Falls School District 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)

Policy Adopted: November 13, 2024

Instruction

*new*

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about – and not of – religion be conducted in a factual objective and respectful manner. However, sectarian instruction of any kind is prohibited in this school.

Policy Adopted: November 13, 2024

Instruction*new*Purpose of Religion in the Curriculum

The practice of David City Public Schools shall be as follows:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Policy Adopted: November 13, 2024

Instruction

new

Controversial Issues

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues to the extent appropriate for their level of maturity and the educational mission of the District.

In considering such issues, it shall be the purpose of our schools to provide students the opportunity:

1. To study controversial issues concerning which the students, at their level of maturity, should have begun to form an opinion or to seek information about.
2. To have access to all relevant, educationally appropriate information, including the materials that circulate freely in the community.
3. To study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. To form, and in an appropriate manner and in appropriate forum, to express the students' own judgments on controversial issues.
5. To recognize that reasonable compromise is often an important facet in decision making in our society.
6. To respect the opinions of others.

Policy Adopted: November 13, 2024

Instruction*new*Controversial Issues in the Classroom

The following administrative and teaching regulations are to be observed:

For Principals:

1. Remind teachers that we do not teach controversial issues, but rather opportunities for their study.

For Teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Do not manufacture an issue. Take up only those that are current and real.
5. Do not expect or require that individual students or the class reach an agreement.
6. If you plan to address a controversial topic in your classroom, notify your Principal in advance. Similarly, if a controversial topic or discussion arises during instructional time, promptly notify your Principal. Students or parents who are upset about a controversial topic may contact the Principal, and the Principal needs to be prepared to have that conversation with parents.
7. Whenever you are in doubt about the advisability of taking up a given "hot" topic, consult with your Principal and or/Superintendent.
8. Remember that the policy of the Board is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

Policy Adopted: November 13, 2024

Instruction*new*Free and Reduced Price Meals

David City Public Schools has agreed to participate in the National School Lunch Program (NSLP) and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities, the school food authority:

- A) Agrees to serve meals free to children from families whose income is at or below that established by the NSLP for free meals.
- B) Agrees to serve meals at a reduced price to children from families whose income is at or below that established by the NSLP for reduced meals listed.
- C) Agrees to provide these benefits to any child whose family income falls within the criteria established by the NSLP for free or reduced meals after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household:
  - 1. Unusually high medical expenses
  - 2. Shelter costs in excess of 30 percent of reported income
  - 3. Special education expenses due to the mental or physical condition of a child
  - 4. Disaster or casualty losses

In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria established by the NSLP for free or reduced meals.

- D) Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to:
  - 1. Work for their meals
  - 2. Use a separate lunch room
  - 3. Go through a separate serving line
  - 4. Enter the lunchroom through a separate entrance
  - 5. Eat meals at a different time
  - 6. Eat a meal different from the one sold to children paying the full price
- E) Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
- F) Agrees to establish and use a fair hearing procedure for parental appeals of the school's decisions on applications and for school officials' challenges to the correctness of

information contained in an application or continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

1. A publicly-announced, simple method for making an oral or written request for a hearing
  2. An opportunity to be assisted or represented by an attorney or other person
  3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal
  4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing
  5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference
  6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses
  7. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference
  8. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official
- G) Agrees to designate the Superintendent or designee to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
- H) Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.
- I) The following information will be available in the office of the Superintendent.
1. Eligibility criteria for free and reduced meals
  2. Parent letter and application
  3. Public release
  4. Collection procedure

Legal Reference: National School Lunch Act, 42 U.S.C. Sec. 1751 et. seq.  
Child Nutrition Act, 42 U.S.C. Sec. 1771 et. seq.

Policy Adopted: November 13, 2024

Instruction

new

Chronic Infectious Disease Practice and ProcedureA. **Infectious Diseases**

1. This policy applies to any disease not known to be spread by casual, incidental contact. Such diseases include but are not limited to AIDS and Hepatitis B.
2. The safety and health of the students and staff of David City Public Schools is of ultimate concern. The determination of whether an infected student or employee of the David City Public School System should be permitted to attend classes, participate in school activities or remain on the job will be made on a case-by-case basis.
3. In making this determination the following factors will be taken into consideration:
  - a. The behavior, neurological development and physical condition of the infected person.
  - b. The expected type of interaction with others in the school setting.
  - c. The impact on both the infected person and others in that setting.
4. The determination of whether or not an infected person remains in the school or school system will be based solely on scientific and medical evidence. Legal advice may also be sought by the district.
5. If determination of whether or not an infected person poses an imminent threat to the health and safety of the school, community or the individual's conduct presents a clear threat to the physical safety of himself/herself or others, then with respect to an infected student, Nebraska Revised Statutes Section 79-264 will be followed concerning exclusion from school. With respect to an infected certified employee of the school district, the provision of Nebraska Revised Statutes, Section 79-838 will be followed with respect to leave of absence.
6. If an infected student in grades K through 12 is not permitted to attend classes, the school will make every reasonable effort to provide the student with an adequate alternative education.
7. Any person with an infectious disease will retain the rights of confidentiality and privacy. Information and discussion with regard to the case will be limited to those who must have information to deal with the situation. If

necessary, the community will be informed that an infectious disease is present in the school system and that the person will be excluded only if the situation warrants such action based upon medical and legal advice. No information will be given out about the individual, his/her medical record or about the family without written permission of the individual (adult) or parent/legal guardian of the student.

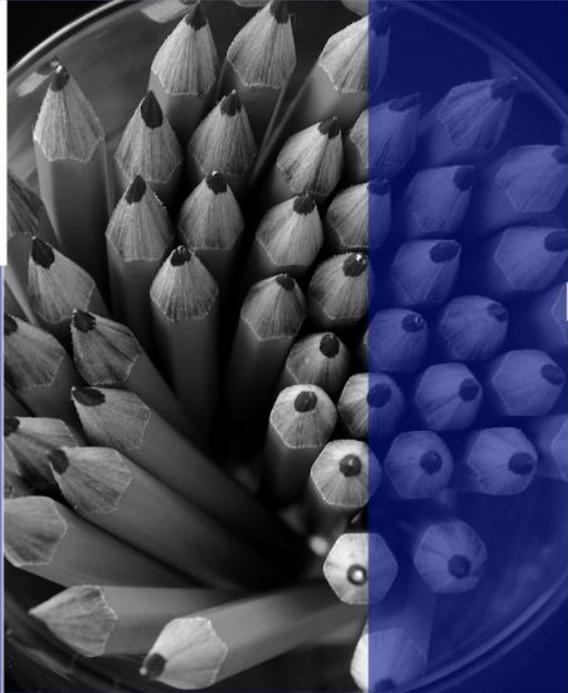
**B. Bloodborne Pathogens**

1. First aid may be rendered in situations involving the presence of blood or other potentially infectious materials (hereinafter "bloodborne pathogen situations") by the school nurse, and by such other employees as the Superintendent shall designate. All non-designated employees shall refer bloodborne pathogen situations to a designated employee, and shall not be required to personally render first aid in bloodborne pathogen situations or be disciplined for failure to personally render first aid in bloodborne pathogen situations.
2. An employee who has an employment related bloodborne pathogen exposure incident (an incident in which another person's blood or other potentially infectious material contacts the employee's eye, mouth, mucous membrane, non-intact skin, or pierced mucous membrane or skin barrier) shall promptly give notice of the incident and details of the incident to the Superintendent or the Superintendent's designee.
3. The Superintendent shall be authorized and required to take such action and adopt such plans as may be required to place this School District in compliance with OSHA regulations concerning bloodborne pathogens, in the event and at such time as this School District may become subject to OSHA regulation.

Policy Adopted: November 13, 2024

<b>Special Building Fund</b>	<b>~ \$1,443,687 per year tax levy (currently)</b>		
<b>Phase I - COMPLETED</b>	Weight Room & Commons	\$2,100,000	
2013-2018	RRs and Concessions		
	10,000 sq ft		
<b>Phase II - COMPLETED</b>	Elem Café Addition & Kitchen Freezer	\$1,400,000	
2013-2018	4 Sped Classrooms; Offices; Conf Rm		
	6,000 sq ft		
<b>Phase III - COMPLETED</b>	2 District Offices & Board Mtg Rm	\$8,000,000	
2019-2022	9 High School Offices & 2 Mtg Rms		
	High School Classrooms - 8 Total		
	3 Science, 3 Math, 1 Art, 1 Sped		
	Update/Replace High School Fire Alarm System & Elevator		
	30,000 sq ft		
	Re-purpose/Update Classrooms		
	PreK, Science (2), Ind Tech		
	Re-purpose AP Office & Nurse Office		
	Greenhouse	\$200,000	
<b>***** 5 Year Plan; Nothing Officially Approved by the Board *****</b>			
<b>Phase IV</b>	Purchase Properties West of DC Elem	\$250,000	
2022-2027	Additional Parking		
	HS Partial Roof Replacement	\$500,000	summer 27
	HS & DCE HVAC Replacement	\$1,000,000	summer 27
<b>***** 10 - 20 or 25 Year Plan; Nothing Officially Approved by the Board *****</b>			
<b>Phase V</b>	Theater & Band/Choir Room(s)	\$5,750,000	make
2027-2034	600 Seat		bigger? 800
	Approve Initial Design Apr 2027		
	Accept Bids Nov 2027	Addition to Current Competition Gym	\$2,000,000 separate
	Start Construction Mar 2028	60 Ft on the East End	project?
	Ready Aug 2029		
	7 Year Lease Purchase Financing		
<b>Phase VI</b>	Locker Rooms & Wrestling Room	\$3,750,000	move
2034-2037	10,000 sq ft		earlier?
<b>Phase VII</b>	20 Classrooms & 6 RRs	\$11,250,000	
2037-2044	32,000 sq ft		
in the meantime	<b>OR</b>		
tuckpointing bricks of 1916 portion	Renovate Current 3 Story Building	\$7,500,000	
ridge cap on roof line	Media Ctr, 3 Business, 3 Soc Sci, 2 FCS, ELL, Alt Ed		
metal sheeting over porous bricks	4 English, 2 Sped, Music, Health, Spanish		
<b>Phase VIII</b>	Competition Gym	\$5,000,000	instead of
2044-2047	12,000 sq ft		Phases V/VI?
<b>Phase IX</b>	Bus Barn and/or Additional Parking	\$750,000	remove?
2047-2048	Wash Bay, Work Bay, & 10 Stalls		
related bus replacement schedule			

# Exit Presentation



**Prepared For:**

David City Public Schools

November 6 & 7, 2024



## **EXTERNAL TEAM MEMBERS:**

**Team Lead:** Dr. Christopher Prosocki

**Team Member:** Dr. Laura Barrett

**Team Member:** Derek Niss

**Team Member:** Joel Bednar

**Team Member:** Jamie London

**Team Member:** Scott Axt



# Purpose:

*The primary purpose of the visitation team is to validate efforts taken by the school to ensure student growth and to suggest actions to meet specific needs. Professional experiences, viewpoints, and analysis of data in the spirit of collaboration, provide valuable insight to meet the expectations of Continuous Improvement.*

## **92 NAC Chapter 10, 009.01B**

*The school improvement process includes a visitation by a team of external representatives **to review progress and provide written recommendations**. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.*



# Visitation Data

## Evidence of Processes:

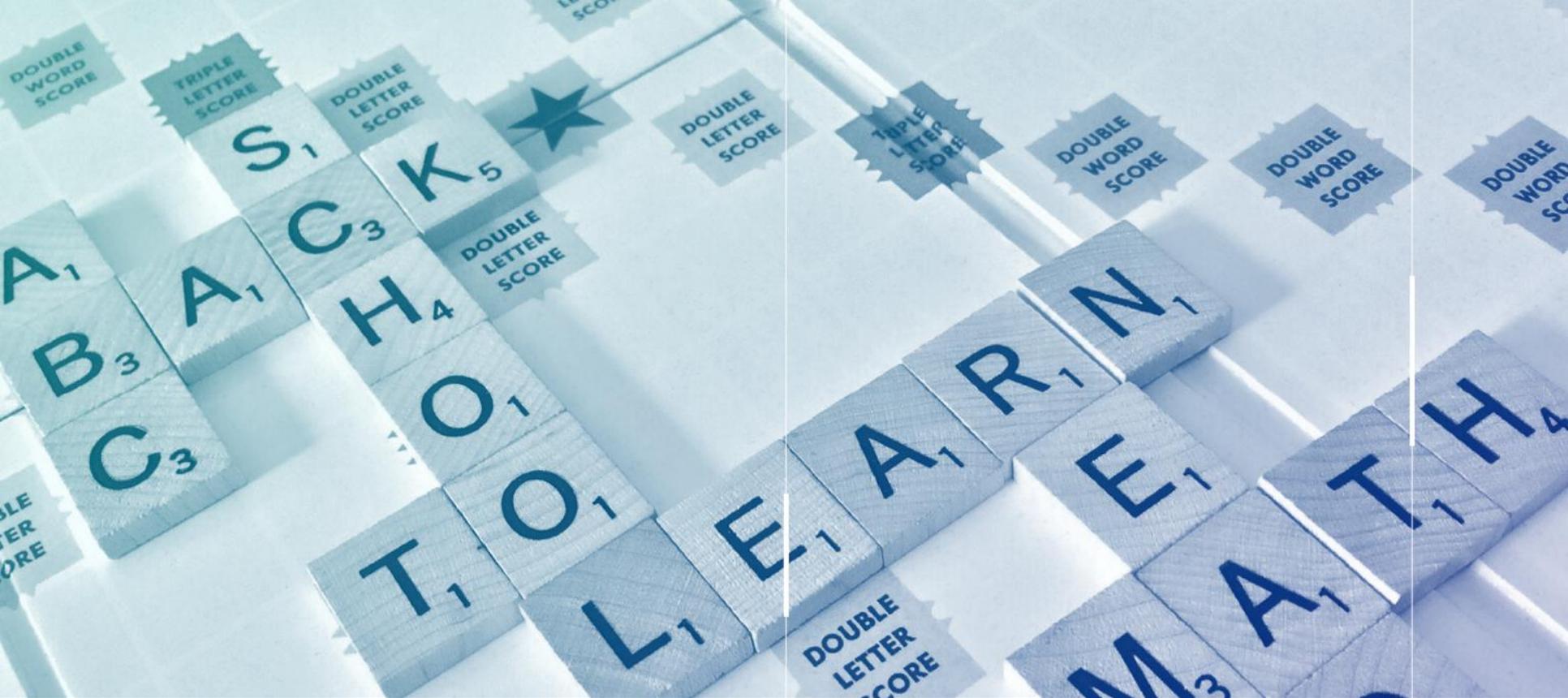
Action Plan  
School Profile  
Assessment Data  
Opening Presentation  
Perceptual Data

## Focus Group Interviews:

Administration - 6  
Board Members - 6  
Classified Staff - 8  
Parents - 8  
Students - 8  
Teachers - 8

## Classroom Visits:

Elementary School Visits  
- Bellwood Elementary  
and David City  
Elementary  
  
David City Junior and  
Senior High School



**Progress on Goals**



# Goal #1

## Goal #1: Student Achievement Opportunities and Programming

### STRATEGIES from the Action Plan:

- College and Career Readiness Opportunities at all levels
- Extensive community involvement
  - Banking in Schools
  - Business of the Month Spotlight
  - Provide work release/WBL opportunities for students at Timplte, St. Joseph's Villa, AKRS, Moravec Financial Advisors, etc.
  - 4-H Extension Office
- Ag, Business Tech, Human Services and STS

### OBSERVATIONS:

- Presentation and interviews



# Goal #2

## Goal #2: High-Quality Instruction and Learning

### STRATEGIES from the Action Plan:

- Implemented new curriculums
- NSCAS Scores are trending upward
- Priority Standards, Proficiency scales, assessments
- Curriculum Mapping
- Intervention times in place
- K-5 Triple C time

### OBSERVATIONS:

- Classroom visits
- Student Interviews



# Goal #3

## Goal #3: Communication and Stakeholder Engagement

### STRATEGIES from the Action Plan:

- Communication tools in use
- Updated and enhanced website
- Behavior Rubrics
- Summer Lunch Program

### OBSERVATIONS:

- Presentations
- Classroom Visits
- Student Tours
- Signage - Rubrics in classrooms



# Goal #4

## Goal #4: District Resources and Personnel Effectiveness

### STRATEGIES from the Action Plan:

- New staff
  - Assessment and Curriculum coordinator, CTE coordinator, LMHP, AD/AP
- Marzano Instructional Model
- Teacher Mentorship
- Updated Facilities
- Pay and Incentives, Bonus

### OBSERVATIONS:

- Presentations, Tour, Interviews



# Developing Themes



# Focus Group Interviews

**Method for gathering qualitative about student, staff, and community beliefs and experiences with the school system. Focus Group Interviews allow for deeper discussions on Continuous Improvement implementation by the school system.**

## **Core Questions:**

- Continuous Improvement processes and communication.
- “What words would you use to describe this school?”
- “What would you like to see changed at this school?”
- Student learning and support with academics.

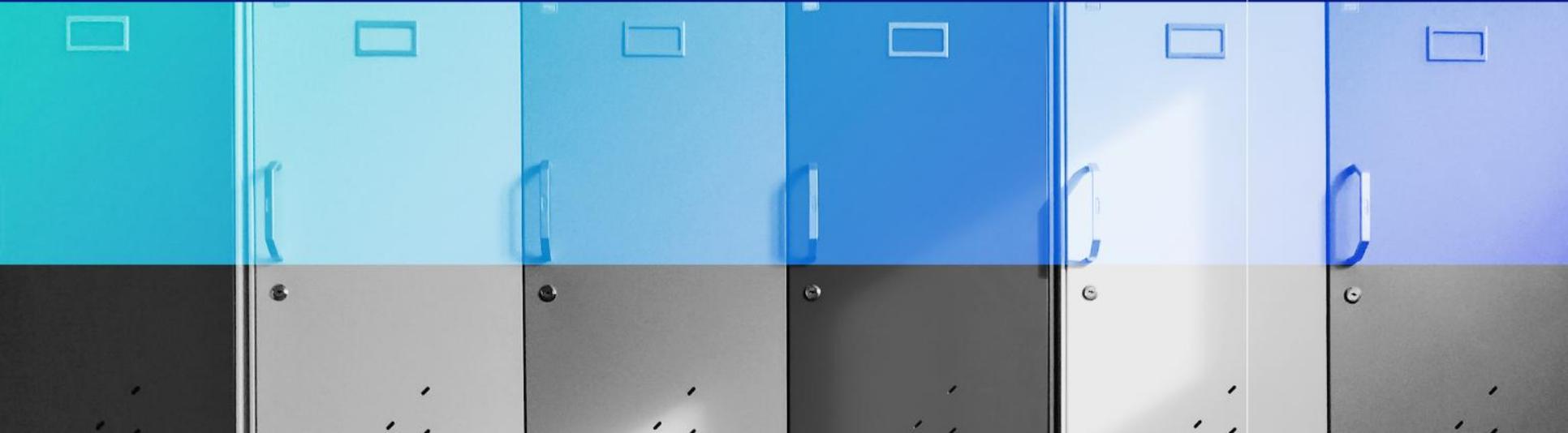


# Themes from Focus Groups

## All Scouts Have Power

- Safe and conducive learning environment.
- It takes a village to raise a child.
- Teacher dedication to students.
- Culture of caring.
- Welcoming environment.
- Team Oriented
- Accommodating student needs.
- Staff does whatever they need to support students.
- Scout PRIDE!

# Commendations & Recommendations





# Commendations

1. Collaborative District
  - Superintendent, Board, Administration, Staff
2. Forward Thinking
  - Facility Planning, LMHP, Personnel
3. Relationships
  - Community partnerships, Aquinas



# Recommendations CIP

## 1. System Alignment

- MTSS, SI, Strategic Plan, ILCD

## 1. Build on current MTSS Foundation

- Increase shared leadership
- Establish decision rules for intensification of interventions
- Communicate process for staff and parent awareness



# Recommendations

## 1. Communication

- Evaluate consistency and effectiveness of current methods
- Address EL communication needs
- District-wide communication

## 2. District Calendar

- Strategic PD Opportunities
- Collaboration time (MTSS, SPED, Title, EL, etc.)
- Mentorship time



Office of  
Accountability,  
Accreditation, and  
Program Approval

*The External Team would like to thank the school community for welcoming us and allowing us to experience your school system.*

**Team Lead:** Dr. Christopher Prosocki

**Team Member:** Dr. Laura Barrett

**Team Member:** Derek Niss

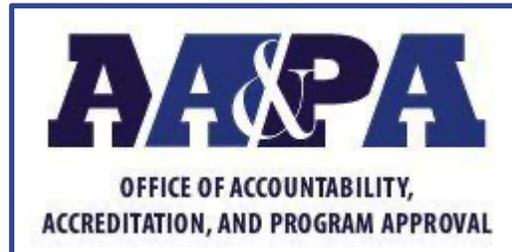
**Team Member:** Joel Bednar

**Team Member:** Jamie London

**Team Member:** Scott Axt

# NEBRASKA CONTINUOUS IMPROVEMENT EXTERNAL REPORT

*(Revised, July, 2022)*



<b>Prepared For:</b>	David City Public Schools
<b>Head Administrator:</b>	Dr. Chad Denker, Superintendent
<b>Dates of Visit:</b>	November 6 & 7, 2024



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## Introduction and Purpose of the Visit

### 92 NAC 10 "Regulations and Procedures for the Accreditation of Nebraska Schools"

**Section 009 of Rule 10** describes Continuous Improvement as, "A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals."

The purpose of the External Visit is to review the documentation and efforts for continuous improvement by the school system and to affirm compliance with Section 009 of Rule 10. External visits also provide meaningful feedback that can be used to continue improving goals. In Nebraska, a network of professional peers' volunteer to serve on External Teams. Before the visit team members verse themselves on best practices and data literacy for Continuous Improvement.

David City Public Schools invited the 2024 External Team to review their school improvement process to fulfill the accreditation requirements under Rule 10. The purpose of the visit was to review the David City Public Schools Continuous Improvement Process and provide feedback on the identified school improvement goals, and the related action plan implementation. In addition, the team commended the school's successes and provided recommendations for moving forward in the continuous improvement process.

David City Public Schools last external visit occurred on October 23 & 24, 2019. There were a variety of recommendations that were based specifically by building and the overall Continuous Improvement process.

Christopher Prosocki, External Team Leader, contacted Dr. Chad Denker & Peggy Romshek, in February of 2024 to discuss initial plans for the external review. The group established a review date of November 6 & 7, 2024, and opened lines of communication to prepare for the visit. Between February 2024 through November 2024, Christopher Prosocki communicated with Peggy Romshek, Elementary School Principal, and Dr. Chad Denker, Superintendent, to create the external review agenda and plan the logistics of the visit.

David City Public Schools emailed documents and distributed items through the Google website containing information on their continuous school improvement

process to team members in November of 2024. This information, which included the school improvement goals and action plans, was reviewed by individual team members. Christopher Prosocki, External Team Leader, communicated team members' expectations through an initial Zoom call and corresponding emails.

The day of the visit, as described in the agenda, was spent interviewing school board members, school improvement committee members, district leadership team, certified staff, classified staff, community members, and students to build a better understanding of David City Public Schools continuous improvement process and progress on identified goals. The team was also given a tour of the facilities and observed different classrooms during the visit.

The external team appreciates the hospitality of the administration, staff, and students. Our visit was productive due to the preparations made by the committees and administration. David City Public Schools were both welcoming and helpful as the team conducted its work. It was evident through our interviews that staff and administration are committed to providing a safe and conducive learning environment for all students at David City Public Schools. The team wishes the staff and its students' success through the continuous improvement process and in the years ahead.

## **External Visitation Team**

The responsibilities of the External Team include:

- 1) Review school system evidence of Continuous Improvement.
- 2) Observe educational services provided by the school system.
- 3) Assess the progress and effectiveness of the Action Plan.
- 4) Provide feedback for continued improvement.

Peer review is a common strategy for supporting school and teacher improvement. Research suggests the potential value of peer review as a part of larger school improvement initiatives. Of particular note, some suggest that peer reviews may reduce “top-down” accountability mindsets and generate greater practitioner-driven innovations. Several states utilize peer review as part of their larger school quality, accountability, or accreditation processes, though peer review is rarely linked to a broader CI process (*Data Literacy Workbook, Hanover Research, February 2022*).

Serving as an External Visit volunteer is an important responsibility. The Nebraska Department of Education (NDE) appreciates the leadership skills and peer collegiality of educators throughout the state who volunteer for this role.

### External Team Roster

	Name	Position	Phone	Email
<b>Team Leader</b>	Dr. Christopher Prosocki	Superintendent, Southern School District	402-645-3326	<a href="mailto:cprosocki@southernschools.org">cprosocki@southernschools.org</a>
<b>Member</b>	Dr. Laura Barrett	Administrator, ESU #13	308-635-3696	<a href="mailto:lbarrett@esu13.org">lbarrett@esu13.org</a>
<b>Member</b>	Derek Niss	6-12 Principal/AD, Pawnee City Public Schools	402-852-2988	<a href="mailto:derekniss@pawneecityschool.net">derekniss@pawneecityschool.net</a>
<b>Member</b>	Joel Bednar	Elementary Principal, McCook Public Schools	308-344-4550	<a href="mailto:jbednar@mccookbison.org">jbednar@mccookbison.org</a>
<b>Member</b>	Jamie London	Elementary Principal, Norfolk Public Schools	402-644-2500	<a href="mailto:jamielondon@npsne.org">jamielondon@npsne.org</a>

## On-Site Agenda

### Wednesday, November 6

Time	Event	Where	Who
4:00 p.m. – 5:45 p.m.	Check Inn	Hotel	External Visitation Team
5:45 p.m. – 6:00 p.m.	External Visitation Team Arrives	ESU 7	External Visitation Team
6:00 p.m. – 6:45 p.m.	Dinner	ESU 7	Administration, External Visitation Team, & School Improvement Team

6:45 p.m. – 7:30 p.m.	School Improvement Journey Presentation	ESU 7	Administration, Board Members, External Visitation Team, & School Improvement Team
7:30 p.m. – 8:15 p.m.	Interview with Board Members	ESU 7	External Visitation Team & Board Members
8:15 p.m. – 8:45 p.m.	Team Debriefing & Review of Schedule	ESU 7	External Visitation Team

#### Thursday, November 7

Time	Event	Where	Who
7:15 a.m. – 7:30 a.m.	Light Breakfast	David City Public Schools	Administration & External Visitation Team
7:30 a.m. – 9:40 a.m.	Tour of Buildings	David City Public Schools	Administration & External Visitation Team
9:40 a.m. – 10:05 a.m.	Interviews with Classified Staff	David City Public Schools	Certified Staff & External Visitation Team
10:10 a.m. – 10:35 a.m.	Interviews with Certified Staff	David City Public Schools	Classified Staff & External Visitation Team
10:40 a.m. – 11:10 a.m.	Interviews with Parents/Patrons	David City Public Schools	External Visitation Team & Parent/Patrons
11:15 a.m. – 11:45 a.m.	Interviews with Students	David City Public Schools	External Visitation Team & Students (6 Students)
11:45 a.m. – 12:30 p.m.	Lunch	David City Public Schools	External Visitation Team

12:30 p.m. – 1:00 p.m.	Interview with the District Leadership Team	David City Public Schools	Administration &
1:00 p.m. – 3:30 p.m.	Team Artifact Review & Discussion/Draft Commendations & Recommendations	David City Public Schools	External Visitation Team & External Visitation Team
3:30 p.m. – 4:00 p.m.	Preliminary Findings Presentation	David City Public Schools	District Leadership Team & External Visitation Team
4:00 p.m.	Oral Report	David City Public Schools	All Certificated Staff & External Visitation Team

## Review of Continuous Improvement Process

**NAC 92 Chapter 10**  
**009.01A** The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability.

David City Continuous Improvement Process (CIP) consists of recommendations from the last external visit. A school improvement website was shared by David City Public Schools and it included comprehensive information regarding the decisions and changes made during the previous 5-year cycle. Charts and tables were used to depict action planning and outcomes including professional development, instructional strategies, and data analysis. The district also provided information regarding its instructional framework and board goals.

Teaching and learning are extremely complex and dependent on numerous factors, including curriculum development, a supportive teaching and learning environment, and the motivation of students and staff. Given the unique context, instructional time must be optimized by aligned content standards using varied instructional strategies, and the consistent use of formal and informal assessment data to diagnose and inform instruction.

Focus group interviews signaled the importance of educational opportunities through the following statements:

- Safe and conducive learning environment
- It takes a village to raise a child
- Teacher dedication to students
- Culture of caring
- Welcoming environment
- Team oriented
- Accommodating student needs
- Staff does whatever they need to support students
- Scout PRIDE!

**009.01A1** Review and update of the mission and vision statements.



## ***All Scouts Have Power***

**009.01A2** Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

During the initial presentation, the external team learned about the district motto, All Scouts Have Power. The Leadership team articulated the efforts made to improve teaching and learning within the walls of all of their buildings. Through the presentation, it was very clear that David City has a

deep passion for their school. This is evident because many alumni returned to work and or live in the district. Also, those who make David City their home, feel comfortable and confident in the school district.

Another highlight from the presentation was the efforts made for students to be involved in a variety of activities and clubs. This enhances students' sense of well-being, which can increase self-determination and help prepare them for the future.

It was also evident through the data observed that there has been steady growth in their NSCAS scores over time. In addition, the presentation explained the concentrated efforts used to improve student data. A common language has been created among all stakeholders regarding Marzano instructional strategies and the use of the High Reliability Schools model.

**009.01A3** Selection of improvement goals. At least one goal is directed toward improving student academic achievement

1. Student Achievement Opportunities and Programming
2. High-Quality Instruction and Learning
3. Communication and Stakeholder Engagement
4. District Resources and Personnel Effectiveness

**009.01A4** Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.

**009.01A5** Evaluation of progress toward improvement goals.

**Commendations:**

1. Collaborative District
  - Superintendent, Board, Administration, Staff
1. Forward Thinking
  - Facility Planning, LMHP, Personnel
2. Relationships
  - Community partnerships, Aquinas

### **Recommendations:**

1. System Alignment
  - MTSS, SI, Strategic Plan, ILCD
2. Build on the current MTSS Foundation
  - Increase shared leadership
  - Establish decision rules for the intensification of interventions
  - Communicate process for staff and parent awareness
3. Communication
  - Evaluate the consistency and effectiveness of current methods
  - Address EL communication needs
  - District-wide communication
4. District Calendar
  - Strategic PD Opportunities
  - Collaboration time (MTSS, SPED, Title, EL, etc.)
  - Mentorship time

## **Summary**

The 2019 to 2024 Continuous Improvement cycle brought unique challenges and opportunities for growth to the David City Public Schools. The COVID-19 pandemic presented additional barriers to in-person instruction and staffing shortages and added to the disruption of learning routines. Team members were appreciative of the journey shared and supported the ongoing efforts to improve environmental and instructional contexts for the students being served. "Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment." The concept of self-efficacy is especially important when staff and students are teaching and learning.

"Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses a person's confidence in themselves to control their behavior, exert an influence over their environment, and stay motivated in the pursuit of their goal. People can have self-efficacy in different situations and domains, such as school, work, relationships, and other important areas" (Cherry, 2023).

The External Team applauds the continuous improvement efforts made by David City educational staff over the past 5 years and believes conditions are being made where students and staff can interact optimally to make gains in teaching and learning. As outlined in the Commendations and Recommendations, System Alignment, Building on the Current MTSS Foundation,

Communication, and Revised District Calendar, will result in increased collective efficacy.

1. Finalize the report and download as a PDF.
2. Submit the PDF, including the Improvement/ Action Plan, via email to the school system and the NDE at: [nde.accreditation@nebraska.gov](mailto:nde.accreditation@nebraska.gov)



**NEGOTIATED  
AGREEMENT**

**BETWEEN**

**DAVID CITY PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**AND**

**DAVID CITY EDUCATION  
ASSOCIATION (DCEA)**

**FOR THE**

**2025-2026**

**SCHOOL YEAR**

**Board Approved Wednesday, November 13, 2024**

## NEGOTIATED AGREEMENT

### PREAMBLE

This agreement made and entered into this 13th day of November, 2024 by and between the Board of Education of the School District of David City in the county of Butler, in the State of Nebraska (hereinafter referred to as the "Board") and the David City Education Association (hereafter referred to as the "Association"). This agreement shall be effective for the 2025-2026 school year. For purposes of this agreement, contract years shall be mean for compensation and benefit purposes the 2025-2026 fiscal year of the School District beginning September 1, 2025 and ending August 31, 2026, and for certificated employee employment purposes the 2025-2026 school year as set forth in the 2025-2026 school year calendar adopted by the Board of Education. Notwithstanding any of the provisions of this agreement, as used herein, the term teacher, certificated employee, or employee, means the David City Public School District's certificated employees as defined by Neb. Rev Stat. § 79-824, excluding administrators as defined in Neb. Rev Stat. § 79-101.

### I

#### RECOGNITION

The Board recognizes the Association as the exclusive and sole collective bargaining representative for all teachers employed by the District.

Teacher shall mean all certificated teaching personnel employed by the District and shall specifically exclude the Superintendent, principals, special services director, activities director, school psychologist, speech pathologists, school nurses, and full-time substitute teachers.

### II

#### SALARIES

The salary for the teachers shall be determined by the salary schedule attached as Appendix A to this agreement.

- A. A teacher wishing to move horizontally on the salary schedule must meet the following criteria:
1. All hours beyond the BA must be graduate hours. All hours beyond the BA must be earned after the bachelor's degree was completed and all hours beyond the MA must be earned after the master's degree was completed. Graduate credit must be in a college recognized to give graduate credit, and must be listed as graduate hours by the institution.
  2. Additional courses must be in the teacher's teaching assignment area or be a part of an approved program working toward an advanced degree in education.
  3. If a teacher wishes to take courses not meeting the criteria in parts (1) or (2) of this section, and wishes to count them toward advancement on the salary schedule, this may be done providing the Superintendent gives written approval in advance.
  4. Credits earned after the opening day of school will not be counted towards the salary schedule until the next contract year.
  5. It is a teacher's responsibility to notify the Superintendent's office in writing no later than October 15th if the teacher intends to move horizontally on the salary schedule for the coming school term. The information will be used for negotiations and budgeting purposes. If the teacher fails to notify the Superintendent's office by June 15th, the teacher may not be advanced horizontally for the coming school year.
  6. It is the responsibility of the teacher to see that complete transcripts of all college credit earned, which are pertinent to the teacher's placement on the salary schedule or pertinent to meeting state accreditation standard, shall be on file in the Superintendent's office.

7. If a teacher wants to move horizontally on the salary schedule, the official transcripts, or other official verification as approved by the Superintendent, must be in the Superintendent's office on or before September 1.
- B. Allowable experience must have been gained from a comparable position. In all cases, years of experience must be verified and be for full-time employment.
- C. A teacher may make only one vertical step per year unless they were previously frozen. A teacher may move more than one column horizontally.

### **III EXTRA DUTY PAY**

The extra duty pay for the teachers shall be determined by the extra duty pay schedule attached as Appendix B to this agreement.

Allowable coaching experience must have been gained from a comparable position. In all cases, years of coaching experience must be verified and the administration/Board of Education will have final discretion in placement on the extra duty schedule for allowable coaching experience.

When moving up to a higher position in the same type of duty, no experience will be allowed. The exception to this will be when dollars will be lost by the individual when accepting a higher position. In this event, the individual will be placed on the schedule at the point where no dollars will be lost and will begin their experience at the first year on that step.

When moving from a higher position to a lower position in the same type of duty, all years of experience will be allowed but may result in lower pay. (Example: teacher moves from head football to junior high football.)

Experience will accumulate only from the time a duty became a paid position.

### **IV MISCELLANEOUS**

- A. All teachers will be required to work three (3) extracurricular events. For each extra duty assignment that a teacher fulfills, one event will be subtracted from the three-event requirement. For example, a teacher who coaches two sports would only be required to work one event instead of three. Compensation will be subject to Board Policy 4410. A teacher who helps with concessions will be paid and it will count towards the three-event requirement as long as they are not there as the sponsor of the organization. For example, if FCCLA is working concessions, the FCCLA sponsor could not count that towards the three-event requirement. Additional assignments to work an event will be made at the discretion of the Superintendent and/or their designee (Activities Director) and will be considered mandatory unless a suitable replacement can be found by the teacher assigned and it is approved by the Superintendent and/or their designee.
- B. The Association and its members shall be allowed to make reasonable use of the School District's communication system to conduct DCEA business. Such use shall not cause an interruption of the educational programs of the school.
- C. All teachers and their families (spouse and children in 12<sup>th</sup> grade or below) will be admitted to home extracurricular events free.

V  
INSURANCE

**A. Health Insurance**

1. The Board of Education will pay insurance equal to Blue Preferred--\$1050 deductible premium for full Employee, Employee and Children, Employee and Spouse, or Employee, Spouse and Children membership health insurance through Blue Cross/Blue Shield each month the contract is in force. Eligible employees may choose the \$3800 high deductible HSA plan instead of the \$1050 deductible plan and the District will contribute the 12-month difference in premiums (September through August) into the employees' HSA account in January of 2025. For example, with the current premium rates, an employee with single insurance would receive \$1618.68; an employee with employee and children insurance would receive \$2994.36; an employee with employee and spouse insurance would receive \$3398.88; and an employee with family insurance would receive \$4564.08. Employees who do not fulfill their contractual obligations would be required to return the prorated portion to the district upon their resignation or cancellation/termination of their contract. Single dental will be paid for PPO 100% A, 75% B, and 50% C coverage (Option 2). If both husband and wife are employed by the School District, the Board of Education will also pay family dental insurance.
2. For teachers who are employed less than full time, the Board will pay the pro rata share of the premium which equals the percentage employment.
3. For each teacher who remains in the employ of the Board for the full school year, the Board shall make payment of insurance premiums to provide insurance coverage for the full twelve (12) month period.

**B. Disability Insurance**

The Board will make available a long-term disability insurance program. All premiums will be paid by the employee.

VI  
**EXTRA COMPENSATION PAY AND TUITION REIMBURSEMENT**

1. Upon successful completion of a Master's Degree, a one-time sum of \$500 will be paid to the teacher.
2. Teachers who cover another teacher's class during their prep period will be compensated at \$16.00 per 50-minute class period or \$8.00 per 25-minute class period covered. Assignments will be at the discretion of the administration and will be considered mandatory.
3. Teachers involved in writing curriculum will be compensated for "extra" time at the rate of \$20.00 per hour. The time involved must be pre-approved by the Superintendent or Superintendent's designee.
4. Teachers involved with school improvement projects, acting as a project leader or investing extended time in the development, data collection, or research will be compensated for "extra" time at the rate of \$20.00 per hour. The time involved must be pre-approved by the Superintendent or Superintendent's designee.
5. Teachers who cover detention duty after school or Saturday school will be compensated at the rate of \$16.00 per hour.
6. Teachers who supervise the weight room before or after school or during the summer will be compensated at the rate of \$16.00 per hour.
7. Teachers chosen to teach summer school, such as Jump Start or STEM Camp, will be compensated at the rate of \$30.00 per hour.

8. The Board of Education will allocate \$15,000 each contract year (August 1 – July 31) for tuition reimbursement to certified staff who take master's level courses in a field of study that would allow them to teach dual credit courses. For example, a math teacher could take graduate level math courses so they could eventually teach a dual credit course such as college algebra or statistics. Teachers could also take graduate level courses so they could earn an endorsement in an area the district recognizes as a need. For example, an elementary teacher could take special education courses so they could eventually receive an endorsement and teach special education courses. Priority will be given to teachers willing and able to teach dual credit courses. In order to qualify for tuition reimbursement, the certified staff member would make a request to the Superintendent and seek approval prior to taking the course. Upon successful completion of the course, the certified staff member would bring a copy of the transcript and paid statement to the Superintendent who would submit the reimbursement request at the August school board meeting. Reimbursement is contingent upon the certified staff member teaching in the school district the following year. For example, a certified staff member asking for tuition reimbursement for a class taken in the fall of 2025, spring of 2026, or summer of 2026 would receive reimbursement in August of 2026 only if the certified staff member teaches in the district the 2026-27 school year. A certified staff member would be limited to 9 credit hours for reimbursement purposes each contract year. The application deadlines would be August 1st for the fall semester, December 1st for the spring semester, and May 1st for the summer term. Applications cannot be submitted more than 15 days in advance of each deadline.
9. Teachers who teach a distance learning course will be paid \$500 per course per section per semester.
10. Teachers who teach a dual credit course will be paid \$500 per course per section per semester.
11. Teachers who are newly hired for the 2025-26 school year will receive a \$1500 signing stipend in August of 2025 if they are new to the profession. Teachers who are newly hired for the 2025-26 school year will receive a \$750 signing stipend in August of 2025 if they are new to the school district but not new to the profession.
12. DCEA will allow the district to apply for grants targeted at attracting and retaining quality staff. For example, if the school district receives a grant from the Department of Labor or the Nebraska Department of Education, the funds can be paid to the eligible employees. DCEA President and Head Negotiator will be notified in advance of funds being distributed.

## VII PROFESSIONAL LEAVE

A certified school employee who is an officer or director of a state, regional, or national professional organization or who is appointed or elected as a delegate to the business meeting of such an organization in accordance with the rules or by-laws of such organizations, or who is appointed to serve on a work committee of such an organization, will be granted, not to exceed two days of leave annually, without the loss of pay from school duties to attend a state, regional or national meeting of the organization to fulfill such duties. But such leave with pay shall not occur more frequently than three years out of every five years while employed by the District.

A school employee who is requested by a recognized state educational agency, such as the State Department of Public Instruction, The State Department of Vocational Education, or a state teacher-education institution, to serve on a work committee may also be granted two days of leave annually.

Each certified teacher shall also be allowed two (2) days of non-cumulative professional leave per year. The professional leave is to be used at the approval of the administration. This leave is to be used for attending professional functions, observing other educational programs, or other programs which may reasonably be expected to enhance the employee's professional capabilities.

**VIII  
SABBATICAL LEAVE**

After a teacher has been employed by the District for a period of five (5) years, the teacher may apply for a leave of absence of up to one year with or without pay to do further study, to travel abroad, to teach in a college or university. The Board will carefully consider such a request, and if a suitable substitute teacher can be employed for the period of such absence, the request may be granted. Requests must be made in writing to the Superintendent no later than March 1 of the school year prior to the leave. Any teacher granted such leave shall be restored at request to their former teaching position at the completion of said leave.

**IX  
SICK LEAVE**

At the beginning of the year, each contracted employee shall be credited for ten (10) days per year sick leave without loss of pay. The time granted under this leave may be used for personal illness, personal disability, or family health care that cannot be handled during non-school hours. Family health care is defined as parents, father-in-law, mother-in-law, children, grandchildren, brother, sister, spouse, grandparents, and great-grandparents. The unused portion of sick leave shall be accumulative from year to year up to a total of forty- five (45) days.

Once the maximum accumulation for sick leave is reached, unused sick leave days remaining from a prior contract year shall be subtracted from the number of sick leave days the employee is to be given for the following contract year, such that the total sick leave days at the beginning of each contract year be no more than the maximum accumulation (ex. if the employee has 40 unused accumulated sick days, the employee would get only 5 additional days in the subsequent contract year, and begin the year with 45 sick days). There is no pay for unused sick leave except as provided in the negotiated agreement.

If the Superintendent or School Board so requests, employees claiming sick leave privileges shall file a doctor's certificate attesting to such personal illness or personal disability, further attesting to the dates which such employee was medically unable to work. Also included is death in employee's immediate family defined as parents, children, grandchildren, brother, sister, spouse, grandparents, great-grandparents, brother-in-law, sister-in-law, uncle, aunt, cousin, niece, and nephew of employee and his/her spouse. Also included is attendance of a funeral of anyone else the employee has a relationship with and attendance would be reasonably expected (for example, but not limited to, a friend, neighbor, current or former coworker or colleague).

An employee who is temporarily ill or disabled from a medically determined condition relating to pregnancy, termination of pregnancy and child delivery, shall be considered personally ill or personally disabled under this policy.

Sick days will be granted in quarter-day (2 hour) increments ie. one-quarter (2 hours), one-half (4 hours), three-quarters (6 hours), or full-days (8 hours).

**UNUSED SICK LEAVE**

In the event a teacher leaves the district, payment in the amount of \$25 per day for up to twenty (20) days of unused sick leave will be granted to the teacher if they have completed 5 to 10 years of employment with the district; \$25 per day for up to 25 days of unused sick leave will be granted to the teacher if they have completed 11 to 15 years of employment with the district; \$25 per day for up to thirty (30) days of unused sick leave will be granted to the teacher if they have completed 16 to 20 years of employment with the district; and \$25 per day for up to thirty-five (35) days of unused sick leave will be granted to the teacher if they have completed more than 20 years of employment with the district.

**X**  
**PERSONAL LEAVE**

Each certified employee shall be eligible for three (3) days of personal leave per year with no carry over to the next year. After ten years of continuous employment, a certified staff member shall be eligible for one (1) additional day of personal leave per year (total of four - 4) with no carry over to the next year. After twenty years of continuous employment, a certified staff member shall be eligible for two (2) additional days of personal leave per year (total of five - 5) with no carry over to the next year.

Restrictions are:

1. Principal (or in the absence of the principal--the Superintendent) is to be notified of the employee's intentions at least three (3) days in advance (except in case of emergency).
2. No more than two teachers per day-per building will be granted personal leave. In special circumstances, the administration has the authority to allow more than two (2) personal leaves per building.
3. Teachers should realize this is a privilege and that this leave should not be abused.
4. Teachers will not be granted personal leave on professional development days or parent-teacher conference days without unanimous approval from the Superintendent, building principal, DCEA President, and DCEA lead negotiator.

Personal days will be granted in quarter-day (2 hour) increments ie. one-quarter (2 hours), one-half (4 hours), three-quarters (6 hours), or full-days (8 hours).

**UNUSED PERSONAL LEAVE**

In the event a teacher does not use their personal leave, payment in the amount equal to the daily substitute teacher pay for up to five (5) days of unused personal leave will be granted to the teacher.

**XI**  
**GRIEVANCE PROCEDURE**

**PURPOSE**

The purpose of the grievance procedure is to secure, at the lowest possible level, equitable solutions to problems which may from time to time arise concerning the interpretation, application, or meaning of terms and conditions of employment in this School District.

**DEFINITION OF TERMS**

1. Grievance - claim based upon an event or condition which affects the welfare and/or terms and conditions of employment of a teacher, or group of teachers, and/or the interpretation, meaning or application of any of the policies, rules, or terms of this agreement.
2. Grievant - Teacher or group of teachers making the claim.
3. Party in Interest - Teacher or group of teachers making the claim, any person who might be required to act, or against whom action might be taken, in order to resolve the claim.
4. The term "days" shall mean days when school is in session except that when a grievance is filed on or after May 15, "days" shall refer to Mondays through Fridays, excepting legal holidays.
5. No grievance shall be recognized unless it is filed at the appropriate level within fifteen (15) days after the occurrence of the event which is the subject of the grievance.

6. The inclusion of time limits in this policy is for the purpose of insuring prompt action. In circumstances where the grievant does not pursue the next step of the procedure within the time period specified, unless there is a mutually agreed extension of time, the grievance shall be deemed settled and no further action shall be required. In the absence of a written reply to a grievance by the appropriate administrator within the required time period, the grievance shall be considered to have been denied and the grievant may submit the grievance in writing to the next level.
7. No reprisals of any kind shall be taken against any employee who utilizes the grievance procedure.
8. All grievance meetings and hearings under this procedure shall be conducted in private and shall only include the administration's representatives and the grievant and their designated representatives. All parties shall have the right to record the proceedings of any hearing or meeting at all formal steps of the grievance procedure. Hearings before the Board of Education shall be closed, unless both parties agree to an open meeting.

## **PROCEDURES**

### *LEVEL ONE*

The grievant shall first make an appointment, within fifteen (15) days of the incident, to discuss the matter with his or her principal or immediate supervisor. Every effort will be made to resolve the grievance informally at this level. The principal or immediate supervisor shall give an oral response to the grievant within five (5) days after the initial discussion.

### *LEVEL TWO*

In the event the grievant is not satisfied with the disposition of the grievance at Level One, the grievant shall put the grievance in writing, sign it, and submit it to the principal or immediate supervisor within five (5) days after the oral response at Level One. The principal or immediate supervisor must submit a written answer within five (5) days after receipt of the written grievance.

### *LEVEL THREE*

In the event the grievant is not satisfied with the resolution of the grievance at Level Two, the grievant may submit the written grievance within five (5) days thereafter to the Superintendent. The Superintendent of Schools will respond in writing to the written grievance within five (5) days thereafter.

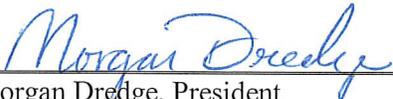
### *LEVEL FOUR*

In the event the grievant is not satisfied with the disposition of the grievance at Level Three, the grievant may submit the written grievance to the Board of Education who will convene a grievance committee. The grievance committee will consider all relevant evidence presented in connection with the grievance and may request individuals to testify before the committee. Within twenty (20) days after receipt of the written grievance, the grievance committee shall report to the Board of Education, and within five (5) days the Board of Education shall provide written response determining what action, if any, should be taken to resolve the grievance.

**XIII  
AGREEMENT**

This agreement shall be effective as of the beginning of the 2025-2026 school year and shall continue in effect until the first contract day for 2026-2027.

In witness whereof the parties hereto caused this agreement to be signed by their respective presidents, attested by their respective chief negotiators, and their signature to be placed hereon all on this 13<sup>th</sup> day of November, 2024.

  
\_\_\_\_\_  
Morgan Dredge, President  
David City Education Association (DCEA)

\_\_\_\_\_  
Stephanie Summers, President  
David City Public Board of Education

  
\_\_\_\_\_  
Jarod Ockander, Chief Negotiator  
David City Education Association (DCEA)

\_\_\_\_\_  
Stephanie Summers, Chief Negotiator  
David City Public Board of Education

The David City Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

Brian Hermelbracht, District Title IX Coordinator: 750 D Street David City, NE 68632  
Phone: (402)367-3187 Email: [hermelbracht@dscouts.org](mailto:hermelbracht@dscouts.org)

For information regarding the David City Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy on the district website.

**Updated Wednesday, November 13, 2024**

Appendix A: 2025-26 Salary Schedule

Appendix B: 2025-26 Extra Duty Salary Schedule

Appendix C: 2025-26 Insurance Rates

Appendix D: 2025-26 School Calendar (not part of the negotiated agreement)

Appendix E: 2025-26 Teacher Contract Days

APPENDIX A									
DAVID CITY PUBLIC SCHOOLS									
SALARY SCHEDULE									
		Base	42,600					School Yr	2025-2026
# of Years		Salary							
Experience	STEP	BA	BA+9	BA+18	BA+27	MA	MA+9	MA+18	MA+27
0	1	1.00 \$42,600	1.04 \$44,304	1.08 \$46,008	1.12 \$47,712	1.16 \$49,416	1.20 \$51,120	1.24 \$52,824	1.28 \$54,528
1	2	1.03 \$43,878	1.07 \$45,582	1.11 \$47,286	1.15 \$48,990	1.19 \$50,694	1.23 \$52,398	1.27 \$54,102	1.31 \$55,806
2	3	1.06 \$45,156	1.10 \$46,860	1.14 \$48,564	1.18 \$50,268	1.22 \$51,972	1.26 \$53,676	1.30 \$55,380	1.34 \$57,084
3	4	1.09 \$46,434	1.13 \$48,138	1.17 \$49,842	1.21 \$51,546	1.25 \$53,250	1.29 \$54,954	1.33 \$56,658	1.37 \$58,362
4	5	1.12 \$47,712	1.16 \$49,416	1.20 \$51,120	1.24 \$52,824	1.28 \$54,528	1.32 \$56,232	1.36 \$57,936	1.40 \$59,640
5	6	1.15 \$48,990	1.19 \$50,694	1.23 \$52,398	1.27 \$54,102	1.31 \$55,806	1.35 \$57,510	1.39 \$59,214	1.43 \$60,918
6	7	1.18 \$50,268	1.22 \$51,972	1.26 \$53,676	1.30 \$55,380	1.34 \$57,084	1.38 \$58,788	1.42 \$60,492	1.46 \$62,196
7	8	1.21 \$51,546	1.25 \$53,250	1.29 \$54,954	1.33 \$56,658	1.37 \$58,362	1.41 \$60,066	1.45 \$61,770	1.49 \$63,474
8	9	1.24 \$52,824	1.28 \$54,528	1.32 \$56,232	1.36 \$57,936	1.40 \$59,640	1.44 \$61,344	1.48 \$63,048	1.52 \$64,752
9	10	x	1.31 \$55,806	1.35 \$57,510	1.39 \$59,214	1.43 \$60,918	1.47 \$62,622	1.51 \$64,326	1.55 \$66,030
10	11	x	x	1.38 \$58,788	1.42 \$60,492	1.46 \$62,196	1.50 \$63,900	1.54 \$65,604	1.58 \$67,308
11	12	x	x	x	1.45 \$61,770	1.49 \$63,474	1.53 \$65,178	1.57 \$66,882	1.61 \$68,586
12	13	x	x	x	x	1.52 \$64,752	1.56 \$66,456	1.60 \$68,160	1.64 \$69,864
13	14	x	x	x	x	x	1.59 \$67,734	1.63 \$69,438	1.67 \$71,142
14	15	x	x	x	x	x	x	1.66 \$70,716	1.70 \$72,420
15	16	x	x	x	x	x	x	x	1.73 \$73,698
All hours beyond the BA must be earned after the bachelor's degree was completed.									
All hours beyond the MA must be earned after the master's degree was completed.									

<b>APPENDIX B</b>							
<b>DAVID CITY PUBLIC SCHOOLS</b>						Base	42,600
<b>EXTRA DUTY SALARY SCHEDULE</b>						School Yr	2025-2026
Each employee shall be paid the following percent of the base salary for each extra duty assigned.							
	1-5 YEARS		6-10 YEARS		11+ YEARS		
<b>HIGH SCHOOL ATHLETICS</b>							
Head Coach FB, VB, BB, WR, TR	11.00%	\$4,686	13.75%	\$5,858	16.50%	\$7,029	
Head Coach SB, Golf, XC	9.25%	\$3,941	11.00%	\$4,686	12.75%	\$5,432	
Fresh/Assistant Coach	7.50%	\$3,195	9.25%	\$3,941	11.00%	\$4,686	
Assistant Golf	3.75%	\$1,598	4.75%	\$2,024	5.75%	\$2,450	
Strength & Condition Program Coord	7.50%	\$3,195					
Weight Room Supervisor	\$12 per hour		max 2 hrs school days; 4 hrs summer days				
<b>MIDDLE SCHOOL ATHLETICS</b>							
Head Coach FB, VB, BB, WR, TR	5.50%	\$2,343	7.50%	\$3,195	9.50%	\$4,047	
Head Coach XC (& Asst HS XC)	3.75%	\$1,598	5.50%	\$2,343	7.25%	\$3,089	
Assistant Coach	3.75%	\$1,598	4.75%	\$2,024	5.75%	\$2,450	
Additional 2% will be paid to middle school football coaches if a co-op with another school exists.							
<b>FINE ARTS DEPARTMENT</b>							
Secondary Music	11.00%	\$4,686	13.00%	\$5,538	14.75%	\$6,284	
Elementary Music	4.00%	\$1,704	6.00%	\$2,556	8.00%	\$3,408	
Speech	11.00%	\$4,686	13.00%	\$5,538	14.75%	\$6,284	
Assistant Speech	5.50%	\$2,343	7.25%	\$3,089	9.00%	\$3,834	
Junior High Speech	3.75%	\$1,598	5.50%	\$2,343	7.25%	\$3,089	
Play Production	9.25%	\$3,941	11.00%	\$4,686	12.75%	\$5,432	
Assistant Play Production	4.75%	\$2,024	6.50%	\$2,769	8.25%	\$3,515	
Yearbook & Scoop	6.75%	\$2,876	8.75%	\$3,728	10.75%	\$4,580	
Assistant Yearbook & Assistant Scoop	4.75%	\$2,024	6.75%	\$2,876	8.75%	\$3,728	
<b>CLUB SPONSORS</b>							
FFA	5.50%	\$2,343	7.50%	\$3,195	9.25%	\$3,941	
Assistant FFA	5.50%	\$2,343	7.50%	\$3,195	9.25%	\$3,941	
FCCLA	9.50%	\$4,047	11.25%	\$4,793	13.00%	\$5,538	
Dance	4.75%	\$2,024	6.50%	\$2,769	8.25%	\$3,515	
Assistant Dance	2.00%	\$852	3.00%	\$1,278	4.00%	\$1,704	
Cheer	7.50%	\$3,195	8.50%	\$3,621	9.50%	\$4,047	
Assistant Cheer	3.00%	\$1,278	4.00%	\$1,704	5.00%	\$2,130	
E-Sports	3.75%	\$1,598	4.75%	\$2,024	5.75%	\$2,450	
Quiz Bowl	3.75%	\$1,598	4.75%	\$2,024	5.75%	\$2,450	
High School Student Council	2.75%	\$1,172	3.75%	\$1,598	4.75%	\$2,024	
Elementary Student Council (2)	1.00%	\$426	2.00%	\$852	3.00%	\$1,278	
STAY-U (Drug Free Group)	2.75%	\$1,172	3.75%	\$1,598	4.75%	\$2,024	
National Honor Society	2.75%	\$1,172	3.75%	\$1,598	4.75%	\$2,024	
Senior Class (2)	1.00%	\$426	2.00%	\$852	3.00%	\$1,278	
Junior Class	2.75%	\$1,172	4.75%	\$2,024	6.50%	\$2,769	
Assistant Junior Class	2.00%	\$852	3.00%	\$1,278	4.00%	\$1,704	
Sophomore Class	1.00%	\$426	2.00%	\$852	3.00%	\$1,278	
Freshmen Class	1.00%	\$426	2.00%	\$852	3.00%	\$1,278	
Ambassadors (School Unity Group)	1.00%	\$426	2.00%	\$852	3.00%	\$1,278	
EHA Reps (2)	1.00%	\$426	2.00%	\$852	3.00%	\$1,278	
School Improvement Member	5.50%	\$2,343					
New Teacher Mentor	2.00%	\$852					
<b>Extra 2% incentive for high school coaches and sponsors</b>							
FB if team qualifies for round of 16 in playoffs OR finishes in the top 12 in wildcard standings							
SB/VB/BB if team is district champion or district runner-up (top 16)							
XC/Golf if team qualifies for state (top 12)							
WR/TR/Speech if team finishes in the top 10 at state meet/tournament							
Play Production if team is district champion or district runner-up							

**Educators Health Alliance**  
**Renewal Rates for Health, Dental, and Dual Choice Options**  
**Effective September 1, 2025**  
**Standard Rates Only (Excluding Discounts or Surcharges)**

Health Coverage - Active Employees	Network	Renewal Rates -- Standard			
		Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
\$650 Deductible	NEtwork Blue	\$910.28	\$1,684.02	\$1,911.57	\$2,566.75
\$850 Deductible	NEtwork Blue	\$885.68	\$1,638.54	\$1,859.96	\$2,497.44
\$1,050 Deductible	NEtwork Blue	\$863.10	\$1,596.76	\$1,812.52	\$2,433.76
\$1,200 Deductible	NEtwork Blue	\$848.46	\$1,569.62	\$1,781.71	\$2,392.39
\$1,450 Deductible	NEtwork Blue	\$833.99	\$1,542.95	\$1,751.39	\$2,351.70
\$1,900 Deductible	NEtwork Blue	\$798.95	\$1,478.09	\$1,677.79	\$2,252.87
\$4,000 Deductible HSA-Eligible	NEtwork Blue	\$647.31	\$1,197.58	\$1,359.39	\$1,825.29
\$2,500 Deductible (Dual Choice Only)	NEtwork Blue	\$728.21	\$1,347.23	\$1,529.28	\$2,053.42
\$3,800 Deductible HSA-Eligible (Dual Choice Only)	NEtwork Blue	\$728.21	\$1,347.23	\$1,529.28	\$2,053.42

Health Coverage - Retirees	Network	Renewal Rates			
		Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
\$400 Deductible	PSBC/Blueprint Health	\$894.95	\$1,586.52	\$1,879.37	\$2,375.69
\$1,050 Deductible	NEtwork Blue	\$966.81	\$1,713.89	\$2,030.28	\$2,566.45
\$4,000 Deductible HSA-Eligible	NEtwork Blue	\$725.13	\$1,285.43	\$1,522.76	\$1,924.82
\$2,500 Deductible	NEtwork Blue	\$815.75	\$1,446.05	\$1,713.02	\$2,165.37
\$3,800 Deductible HSA-Eligible	NEtwork Blue	\$815.75	\$1,446.05	\$1,713.02	\$2,165.37

Dental Coverage	Network	Renewal Rates			
		Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
100% A, 75% B Coverage - Option 1	Network BLUE Dental	\$29.51	\$54.56	\$61.92	\$83.18
100% A, 80% B, 70% C Coverage - Option 3	Network BLUE Dental	\$62.64	\$115.91	\$131.55	\$176.65
PPO - 100% A, 75% B, 50% C Coverage - Option 2	Network BLUE Dental	\$31.78	\$58.76	\$66.70	\$89.61
PPO - 100% A, 80% B, 80% C, 50% D Coverage - Option 4	Network BLUE Dental	\$57.03	\$105.51	\$119.79	\$160.88
PPO - 100% A, B, & C Coverage - Option 5	Network BLUE Dental	\$62.41	\$115.48	\$131.09	\$176.06

**Educators Health Alliance**  
**2025-26 Benefit Summary for PPO Health Coverage**

Benefit Plan	Preferred	Non-Preferred
<b>Each PPO Subgroup may choose 1 of 6 Deductible Options:</b>		
<b>Individual Deductible</b>		
Deductible Option 1	\$650	\$1,300
Deductible Option 2	\$850	\$1,700
<b>Deductible Option 3</b>	<b>\$1,050</b>	\$2,100
Deductible Option 4	\$1,200	\$2,400
Deductible Option 5	\$1,450	\$2,900
Deductible Option 6	\$1,900	\$3,800
<b>Family Deductible Maximum</b>	<b>2x Individual</b>	2x Individual
<b>Coinsurance - All Options</b>		
	20%	40%
<b>Individual Out-of-Pocket Maximum by Deductible Option</b>		
Deductible Option 1	\$5,600	\$11,200
Deductible Option 2	\$5,750	\$11,500
<b>Deductible Option 3</b>	<b>\$5,900</b>	\$11,800
Deductible Option 4	\$6,000	\$12,000
Deductible Option 5	\$6,150	\$12,300
Deductible Option 6	\$6,500	\$13,000
<b>Family Out-of-Pocket Maximum</b>	<b>2x Individual</b>	2x Individual
<i>Combined Maximum includes Deductible, Coinsurance, and Copays for all services including Prescription Drugs</i>		
<b>Lifetime Maximum</b>		
	Unlimited	
<b>Office Visit Copay</b>		
Primary Copay	\$35	Ded & Coins
Specialist Copay	\$55	Ded & Coins
<b>Inpatient Hospital</b>		
	Ded & Coins	
<b>Outpatient Hospital</b>		
	Ded & Coins	
<b>Emergency Services</b>		
Urgent Care	\$55 Copay, Ded & Coins	
Emergency Room	\$85 Copay, Ded & Coins	
<b>Prescription Drugs</b>		
Generic Copay	25% Coins (\$10 minimum, \$40 maximum)	
Formulary Brand Copay	25% Coins (\$50 minimum, \$100 maximum)	
Non-Formulary Brand Copay	50% Coins (\$75 minimum, \$150 maximum)	
In Network Specialty Copay (30 Day Supply)	25% Coins (\$125 minimum, \$250 maximum)	
Out of Network Specialty Copay (30 Day Supply)	N/C	
Formulary Diabetic Supplies	20%	
Non-Formulary Diabetic Supplies	30%	
Mail Order Maximum	180 Days Supply	
Mail Order Copay	1 Copay per 30 Days Supply with 5 Copay Maximum	
Preauthorization Programs Included	Gastroprotective NSAIDs and Proton Pump Inhibitors	
<b>Preventive Services</b>		
	Covered at 100%	Ded & Coins
<b>Mental Health and Substance Abuse</b>		
Inpatient	Ded & Coins	
Outpatient	Ded & Coins	
Office Visit	Covered at 100%	Ded & Coins

Please note: This Schedule of Benefits Summary is intended to provide you with a brief overview of your benefits. It is not a contract and should not be regarded as one. For more complete information about your plan, including benefits, exclusions and contract limitations, please refer to the master group contract. In the event there are discrepancies between this document and the contract, the terms and conditions of the contract will govern.

July							August							September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6				1	2	3	4	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23*	24	25
27	28	29	30	31	24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31							
							31																				

November							December							January							February							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1		1	2	3	4	5	6						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30	31											
30																												

March							April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2*	3	4						1	2	1	2	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	28	29	30										

Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45 88	46 94+
January 5 - March 12	46	47
March 17 - May 22	44 90	46+ 93+
Total Days in Session	178	188
Teacher Contract Days		186
Aug 1 - New Teacher Training TBD		
Aug 4 - New Teachers and Mentors Work Day		
Aug 5,6,7,8 - Staff Prof Dev Days; No School For Students		
Aug 8 - Open House; Elem - 5pm; HS - 6pm		
Aug 11 - First Day of School For Students; 1:30 Dismissal		
Sept 1 - Labor Day; School NOT in Session		
Sept 29 - Staff Prof Dev Day; No School For Students		
Oct 10 - End of 1st Quarter (43 Days)		
Oct 13 - 2nd Quarter Begins		
Oct 23 - pK-12 P/T Conf 12noon-8pm; No School For Students		
Oct 24 - School NOT in Session		
Nov 26,27,28 - Thanksgiving; School NOT in Session		
Dec 19 - End of 2nd Qtr (45/88 Days); 1:30 Dismissal		
Dec 24 through 28 - NSAA Practice Moratorium		
Dec 22 through Jan 2 - School NOT in Session		
<b>2 snow days already built into the calendar, however,</b>		
<b>Mar 6, Mar 13, Apr 20 could be student days if necessary</b>		

Key	
23*	pK-12 P/T Conf 12noon-8pm; No School For Students
10	End of Quarter Oct 10, Dec 19, Mar 13, May 22
1	School NOT in Session
29	Staff Prof Dev Day; No School For Students
14	New Quarter Aug 11, Oct 13, Jan 5, Mar 17
11-	1:30 Dismissal Aug 11, Dec 19, May 21
Jan 1 & 2 - School NOT in Session	
Jan 5 - 3rd Quarter Begins	
Jan 23 - DC WR Inv; Staff Work Day; No School For Students	
Feb 13 - School NOT in Session	
Mar 6 - School NOT in Session	
Mar 12 - End of 3rd Qtr (46 Days)	
Mar 13 - School NOT in Session	
Mar 16 - School NOT in Session; Possible Dist Speech Host	
Mar 17 - 4th Quarter Begins	
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students	
Apr 3 - School NOT in Session	
Apr 6 - Staff Prof Dev Day; No School For Students	
Apr 20 - School NOT in Session	
May 13 - Seniors Last Day	
May 16 - Graduation at 1pm	
May 21 - End of 4th Qtr (44/90 Days); 1:30 Dismissal	
May 22 - Staff Work Day 8am-12n; No School For Students	

<b>APPENDIX E</b>			
<b>2025-26 Teacher Contract Days</b>			
<b>188 Days; 2 Snow Days</b>			
<b>186 Per Contract</b>			
<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
Aug 1 - New Teacher Only	Oct 13 (1)	Jan 5 (1)	Mar 17 (1)
Aug 4 - New Teacher Only	Oct 14 (2)	Jan 6 (2)	Mar 18 (2)
Aug 5 - Teacher Only	Oct 15 (3)	Jan 7 (3)	Mar 19 (3)
Aug 6 - Teacher Only	Oct 16 (4)	Jan 8 (4)	Mar 20 (4)
Aug 7 - Teacher Only	Oct 17 (5)	Jan 9 (5)	Mar 23 (5)
Aug 8 - 1.5 Teacher Only	Oct 20 (6)	Jan 12 (6)	Mar 24 (6)
Aug 11 (1)	Oct 21 (7)	Jan 13 (7)	Mar 25 (7)
Aug 12 (2)	Oct 22 (8)	Jan 14 (8)	Mar 26 (8)
Aug 13 (3)	Oct 23 - Teacher Only	Jan 15 (9)	Mar 27 (9)
Aug 14 (4)	Oct 27 (9)	Jan 16 (10)	Mar 30 (10)
Aug 15 (5)	Oct 28 (10)	Jan 19 (11)	Mar 31 (11)
Aug 18 (6)	Oct 29 (11)	Jan 20 (12)	Apr 1 (12)
Aug 19 (7)	Oct 30 (12)	Jan 21 (13)	Apr 2 - Teacher Only
Aug 20 (8)	Oct 31 (13)	Jan 22 (14)	Apr 6 - Teacher Only
Aug 21 (9)	Nov 3 (14)	Jan 23 - Teacher Only	Apr 7 (13)
Aug 22 (10)	Nov 4 (15)	Jan 26 (15)	Apr 8 (14)
Aug 25 (11)	Nov 5 (16)	Jan 27 (16)	Apr 9 (15)
Aug 26 (12)	Nov 6 (17)	Jan 28 (17)	Apr 10 (16)
Aug 27 (13)	Nov 7 (18)	Jan 29 (18)	Apr 13 (17)
Aug 28 (14)	Nov 10 (19)	Jan 30 (19)	Apr 14 (18)
Aug 29 (15)	Nov 11 (20)	Feb 2 (20)	Apr 15 (19)
Sept 2 (16)	Nov 12 (21)	Feb 3 (21)	Apr 16 (20)
Sept 3 (17)	Nov 13 (22)	Feb 4 (22)	Apr 17 (21)
Sept 4 (18)	Nov 14 (23)	Feb 5 (23)	Apr 21 (22)
Sept 5 (19)	Nov 17 (24)	Feb 6 (24)	Apr 22 (23)
Sept 8 (20)	Nov 18 (25)	Feb 9 (25)	Apr 23 (24)
Sept 9 (21)	Nov 19 (26)	Feb 10 (26)	Apr 24 (25)
Sept 10 (22)	Nov 20 (27)	Feb 11 (27)	Apr 27 (26)
Sept 11 (23)	Nov 21 (28)	Feb 12 (28)	Apr 28 (27)
Sept 12 (24)	Nov 24 (29)	Feb 16 (29)	Apr 29 (28)
Sept 15 (25)	Nov 25 (30)	Feb 17 (30)	Apr 30 (29)
Sept 16 (26)	Dec 1 (31)	Feb 18 (31)	May 1 (30)
Sept 17 (27)	Dec 2 (32)	Feb 19 (32)	May 4 (31)
Sept 18 (28)	Dec 3 (33)	Feb 20 (33)	May 5 (32)
Sept 19 (29)	Dec 4 (34)	Feb 23 (34)	May 6 (33)
Sept 22 (30)	Dec 5 (35)	Feb 24 (35)	May 7 (34)
Sept 23 (31)	Dec 8 (36)	Feb 25 (36)	May 8 (35)
Sept 24 (32)	Dec 9 (37)	Feb 26 (37)	May 11 (36)
Sept 25 (33)	Dec 10 (38)	Feb 27 (38)	May 12 (37)
Sept 26 (34)	Dec 11 (39)	Mar 2 (39)	May 13 (38)
Sept 29 - Teacher Only	Dec 12 (40)	Mar 3 (40)	May 14 (39)
Sept 30 (35)	Dec 15 (41)	Mar 4 (41)	May 15 (40)
Oct 1 (36)	Dec 16 (42)	Mar 5 (42)	May 18 (41)
Oct 2 (37)	Dec 17 (43)	Mar 9 (43)	May 19 (42)
Oct 3 (38)	Dec 18 (44)	Mar 10 (44)	May 20 (43)
Oct 6 (39)	Dec 19 (45)	Mar 11 (45)	May 21 (44)
Oct 7 (40)		Mar 12 (46)	May 22 - 0.5 Teacher
Oct 8 (41)			Last Day
Oct 9 (42)			
Oct 10 (43)			
43 Student	45 Student	46 Student	44 Student
48.5 Teacher	46 Teacher	47 Teacher	46.5 Teacher
	88 Student		90 Student
	94.5 Teacher		93.5 Teacher