

David City Public School Board of Education
Regular Board Meeting
Wednesday, February 12, 2025 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. Student and Staff Involvement
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. Board Workshop/Conference Reports
 - 6.1. Community Engagement Meetings
 - 6.2. Current Legislation
7. Administrative Reports
 - 7.1. Dr. Denker
 - 7.2. Mr. Couch
 - 7.3. Mr. Lindsley

7.4. Ms. Greenfield

7.5. Ms. Romshek

7.6. Ms. Daniels

7.7. Mr. Hermelbracht

8. Discussion and Action Items

8.1. Discuss MTSS.

8.2. Discuss, consider, and take action to revise the 2025-26 school calendar.

8.3. Discuss, consider, and take action on the purchase of the K-5 Character Strong curriculum.

8.4. Discuss, consider, and take action to authorize the superintendent to sign a letter of intent with Facility Advocates, an energy services company (ESCO), to work with our school district.

8.5. Discuss, consider, and take action on preschool tuition for the 2025-26 school year.

8.6. Discuss, consider, and take action on updated policy 5320 Activity Transportation and Lodging.

8.7. Discuss, consider, and take action on a 14-passenger bus purchase.

9. Personnel

9.1. Discuss, consider, and take action on staff resignation(s).

9.2. Discuss, consider, and take action on new teacher contracts for the 2025-26 school year.

9.3. Discuss, consider, and take action on new school psych contracts for the 2025-26 school year.

9.4. Discuss, consider, and take action on building admin compensation for the 2025-26 school year.

9.5. Discuss, consider, and take action on speech-language pathologist compensation for the 2025-26 school year.

9.6. Discuss, consider, and take action on school nurse compensation for the 2025-26 school year.

9.7. Discuss, consider, and take action on technology director compensation for the 2025-26 school year.

9.8. Discuss, consider, and take action on classified staff (office staff, bus drivers, food service, paras, custodians, maintenance, etc) compensation for the 2025-26 school year.

9.9. Discuss, consider, and take action on full time substitute teacher compensation for the 2025-26 school year.

9.10. Discuss, consider, and take action on substitute teacher compensation for the 2025-26 school year.

10. Future Discussion and Action Items

11. Adjournment

Girls basketball placed fourth overall in conference with a close game but a loss against Sutton, on Saturday the 8th.

Boys basketball had a nice win over Superior in the conference game and placed tenth.

Boys wrestling headed to State Duals in Kearney and defeated Gothenburg and Syracuse and ended up getting overall Runner-Up at the meet.

Girls Blue River wrestling attended the McCook meet for districts and placed 12th overall as a team.

The annual Winter Sports Pep Rally on Wednesday the 5th had each winter sport and organization briefly talk about how the season/year was going.

For FFA there were a couple of teams that made it to state including the floriculture team and employment skills team.

The speech meet at Wakefield on Friday the 7th went well with the varsity team placing 1st and the JV team placing 3rd. There will also be an upcoming speech invite that DC will host this coming weekend.

The National Honor Society put together and set up a hot chocolate bar for staff here at DCHS for the RAOK as well as in honor of National Hot Chocolate Day.

Later this month the Student Council will put on the Sweetheart Dance for grades 9-12.

DC Supt Monthly Board Report
February 2025
Chad Denker, Supt

NASB and Strategic Plan Timeline

Thurs Feb 13 – Board Survey
Mon Mar 24 – Student Survey
Thurs Mar 27 – Parent Survey
Thurs Apr 17 – Staff Survey
Tues Apr 22 – Needs Analysis
Wed May 14 – SOC Mtg (Present Data Summary and Top Priorities)
Mon May 19 – Admin and School Improvement Mtg (Present Analysis)

Asbestos and Tile Removal

Bockmann Inc will remove tile in 3 school kitchens, 2 FFA classrooms, 1 FFA loft, and 1 water tank in Bellwood this summer.

Furniture

Eakes will send me a quote for furniture for the FFA rooms and loft. We will tear out the original cabinets in order to remove all of the asbestos tile. Aliesha Meusch was part of the discussion so she could get the furniture she wanted. Typically, we replace 3 or 4 classrooms of desks and chairs each year. Depending upon how the rest of the semester goes, we may request to replace the desks and chairs in the remaining four high school classrooms this summer instead of waiting until Christmas break. There is money set aside in the depreciation fund for the furniture in all of these areas.

Sidewalks

A contractor will replace some the sidewalks around the high school this summer. There are a few areas that need replaced, especially one area on the south side outside of the district office parking.

Maintenance

The elevator in the high school is now updated and operational. The second heater in the greenhouse is now working. We are still waiting on some HVAC equipment. Woolsey is looking for replacement heaters for the vestibules in Bellwood. They are now all not working and are obsolete. The water tank in Bellwood is leaking so we will replace it this summer. It is wrapped in asbestos so it will take some coordination to remove and replace it. There is a plumbing issue in the boys' restroom by the industrial tech shop so the maintenance guys have simply removed one of the urinals for now. It may take jackhammering out part of the floor and part of the wall to expose the problem.

Legislature

I am headed to Lincoln to meet with senators on Thursday. A group of superintendents from ESU 7 have scheduled meetings with our district representatives.

Board Report
February 10, 2025
Mr. Couch

MTSS and SAT

Mrs. Greenfield and I are going to present some basic information on Multi-Tiered Systems of Support at our Board Meeting on Wednesday. In my building, I think the biggest positive change will come when our teachers gain a clear picture of how MTSS (fairly new) and Student Assistance Teams (SAT, which have been around for a while) are related. Very often, when new frameworks and ideas come around, the knee-jerk reaction is to see it as “one more thing” that teachers have to do. In the case of MTSS, I don’t think it’s one more thing. I think it’s an integration of things we’re already doing in a new framework. I’d like to break that down in my report today just in case we don’t have time to get into this during our presentation on Wednesday.

The Student Assistance Team (SAT) process plays a crucial role within the Multi-Tiered Systems of Support (MTSS) framework by providing structured problem-solving and intervention planning for students who require additional academic, behavioral, or social-emotional support. In the past, when teachers have observed a student struggling, they would refer that student to the SAT team. The team would meet, come up with a plan, monitor for a period of time (usually 4-6 weeks), and then meet again to discuss whether or not the plan was working. That basic SAT structure supports what MTSS is all about in several ways.

1. **Early Identification & Intervention:**
 - The SAT identifies students who are struggling despite receiving Tier 1 universal supports and determines if additional interventions are necessary.
2. **Collaborative Problem-Solving:**
 - The team, which typically includes teachers, administrators, specialists, and sometimes parents, meets to analyze student data, discuss concerns, and develop a plan for targeted intervention.
3. **Development & Implementation of Targeted Supports (Tier 2 & Tier 3):**
 - The SAT recommends and monitors Tier 2 interventions (small group instruction, behavioral supports) or Tier 3 interventions (individualized, intensive supports).
 - Progress monitoring ensures that interventions are adjusted based on student response.
4. **Data-Driven Decision-Making:**
 - The SAT uses assessments, classroom performance, teacher observation, and behavioral data to track student progress and refine support strategies.
5. **Referral for Special Education (if needed):**
 - If a student does not show progress despite intensive interventions, the SAT may recommend further evaluation for special education services under IDEA (Individuals with Disabilities Education Act).

The SAT is important in MTSS, because it ensures that students receive proactive, evidence-based interventions before special education referral, which helps us to provide equitable support for all of our students. By integrating within MTSS, the SAT process helps bridge general education and specialized support, ensuring students have the resources they need to succeed.

Some of this may make more sense after Mrs. Greenfield and I present on Wednesday, but I just wanted to get this information out to you ahead of time as a little bit of prerequisite information. I look forward to our presentation on Wednesday, and any conversation that it sparks.

DAVID CITY

SECONDARY

NEWSLETTER

Middle School Science

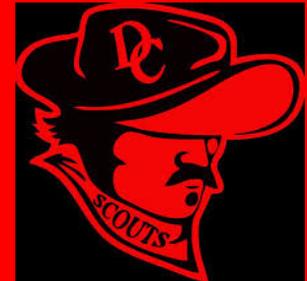
7th grade is working hard on learning all about atoms rearranging during a chemical reaction. We started the unit by discovering how properties of a substance will change when a chemical reaction occurs by mixing together two liquids and creating the same gel that is found in baby diapers! We have been placing a lot of emphasis on the fact that during a chemical reaction atoms only rearrange; they don't appear, disappear, or change. In the picture, Maddox Kobza is investigating the properties of our mystery reddish-brown substance to try and figure out what two reactants could have formed this product. 8th graders have been taking what they learned in elementary about Moon phases and applying it to this year's work to form a deeper understanding about why we see different Moon phases, where the Moon is in its orbit during specific phases, and what causes both lunar and solar eclipses to happen. We used an online simulation and a Moon Sphere Model (shown in the picture) to show how the Moon is always half illuminated, we just see different amounts of that half each night due to its orbit around Earth. The students also were able to find what Moon phase was in the night sky on the day they were born, and what phase it will be in this year for their birthday. If you ever look up at the Moon and wonder what phase it's in, ask an 8th grader to tell you!



Important Dates

February 12
Board Meeting

February 21
No School



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

Counselor's Notes

The Seniors were given the David City Foundation Scholarship application for several of the local scholarships last week. This application is due in the Guidance Office by Thursday February 13th. If any local application requires a separate application the application will be emailed to the Seniors.



David City Students Participate in UNK Honor Band and Choir



L-R: Rylee Thoendel, Caelan Olson, Trevin Jahde



L-R: Front Row-Lorelai Aldrich, Middle Row: Kaylee Dresch, Stanley Allen, Emma Hlavac, Abby Lindsley, Marissa Jack, Back Row-Chloe Foss, Zayne Mittleider, Neil Olson, Kurtis Harvey, Hannah Pokrinchak

Artist of the Month

This month we are featuring Deborah Llasaca Van Horn, a sophomore in Drawing class first semester. Her parents are Troy and Rebeca Van Horn. Students were asked to bring an old photo from their home to reproduce it in charcoal. This is what Deborah had to say about her drawing, "Charcoal is fun but a little difficult because it smears easily."



NEBRASKA
SMART
SUCCESS MADE ACCESSIBLE THROUGH RURAL TUTORING

**FREE VIRTUAL
TUTORING
FOR K-12
STUDENTS**

QUALIFIED TUTORS
FROM CHADRON,
PERU, AND WAYNE
STATE COLLEGES



LOCAL AGENCY SPOTLIGHT

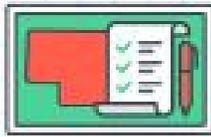


This month, we are spotlighting key pillars of public safety in Butler County: the Butler County Sheriff's Department and the David City Police Department. Both departments are dedicated to fostering a safe and secure community. Their mission is to protect citizens and property, prevent crime, and uphold the law. Additionally, the Sheriff's and Police Departments have generously offered our students valuable job shadowing experiences, providing hands-on learning opportunities. They have also participated in our annual career fair, where students can engage with officers, ask questions, and explore potential careers in law enforcement.

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



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



Source: Attendance Works



Chad Lindsley
Board Report
2/12/2025

It is hard to believe that in just a couple weeks we will be in March and starting spring sports. I know I am looking forward to more daylight and warmer temperatures. The last month has been extremely busy with lots of activity coverage but it is always great to see our students representing our school in their various activities. I am thankful for all our staff stepping up to help cover the various needs we have when hosting events. This month the majority of my time has been spent working on attendance meetings, behaviors, and activities. I have been able to get into some classrooms but not nearly as many as I would have liked. Below I have highlighted a few key items from this past month.

- This past month we were fortunate to have Scott Stemper of NDE come present to our crisis team.
- On Feb. 12 I attended a level 2 threat communication training.
- The January newsletter has been completed and mailed out. I have attached a copy to this report for your reference.
- The girls wrestling team had 2 state qualifiers which are the first in program history.
- Congrats to the boys wrestling team for their state runner-up performance at the state dual tournament.

David City Elementary

February 2024-25 Board Report

100th Day of School

The 100th day of school was January 21st and we are officially 100 days smarter! DCE has never had a school-wide celebration, just independent classroom activities. Mrs. Moravec worked with the staff to do something collaboratively this year. Each classroom teacher and interventionists submitted photos of their students to make a 100-picture collage to hang in the hallway. Staff and students also participated in a 100 acts of kindness challenge. Everyone was given a kindness paper to fill out and hang at the designated space in the hallway. Students loved looking at the pictures and reading all the acts of kindness! The leadership team also asked classrooms to read 100 pages that day. Pictures of those classrooms were posted on the school's Facebook page. I really appreciate how Mrs. Moravec and her leadership team helped promote a positive school environment!

School Safety

Scott Stemper, Emergency Operations Plan & School Safety & Security Specialist from the Nebraska Department of Education spoke to the School Safety team at the January 24th Professional Development day. This was an amazing presentation and a great reminder to everyone of the importance of following our SRP protocol. We discussed different scenarios and the appropriate course of action to take. He also discussed the Psychological First Aid for Schools (PFA-S) program. It trains and equips school staff with effective crisis response strategies. The program's main objective is to ensure the safety and well-being of students, staff, and families by being prepared and responding quickly during crises. PFA-S focuses on eight core actions: initiating contact, ensuring safety, stabilizing emotions, gathering information, establishing support networks, teaching coping skills, and facilitating collaborative services. <https://www.youtube.com/watch?v=A8syQeFtBKc>

Reading Club

Mr. Wall organized a new before school reading club so students would have another option to pick from in the mornings. Several teachers signed up to monitor this club each week. Students are allowed to bring a book from home or one that they have checked out. Books will also be made available for students to choose from as well as a teacher doing a read aloud for students to listen to. This club starts at 7:20 AM and breakfast eaters may come after they finish eating. If students are not listening to the story or reading quietly, they will be sent out to the walking club on the playground.

Science Standards

On January 27th, the ESU#7 hosted a Science Standards Update. Isabel Schmid, Theresa Tvrdy, and Laurel Valentine attended on behalf of David City Elementary. They received some valuable resources, including the Crosswalk, Teacher Guides, and the Formative Task Repository. There were not a lot of changes specific to the elementary grades; however, the crosswalk clearly states what was changed. Surprisingly, the new science standards were not highly discussed at this workshop. A significant portion of the session focused on the Ambitious Science Teaching framework using 3-Dimensional Teaching. There was also discussion about High-Quality Instructional Materials that was less relevant because David City Elementary already uses one of the programs covered.

High Ability Learner Program (HAL)

MathCON is a nonprofit, prestigious two-round math competition that was founded in 2008 in Chicago, Illinois. The 4th through 6th grade HAL students took the MathCon test on Wednesday, Jan. 29, 2025. MathCON unfolds in two dynamic rounds allowing students across the country to showcase their mathematical skills. The first round is delivered as an online test that is accessible until March 7, 2025. The second round will be on May 10th in Chicago, Illinois and includes 628 top-scoring students from 4th to 12th grade. It would be really amazing if some of our brightest students earned a spot in this event!

Spanish Program

Teri Mohrmann's Spanish 4 students planned five lessons to share with first through sixth grade students. Ms. Mohrmann shared, "My Spanish 4 students (Seniors) enjoy the experience of working with the elementary students. They all put in a lot of effort and some really shine working with the elementary students. The high schoolers use a curriculum guide to plan their lessons and create their materials. From planning to teaching, it's a valuable experience for those planning to enter the world of education. Introducing elementary students to Spanish at a young age, as well as celebrating the language some of our students speak with their families, are both benefits I really appreciate about this partnership."

Valentine Parties

Parties will take place on Friday, February 14, 2025 and it is one of our exempt holidays for candy to be allowed as a treat. No home baked items are allowed and please avoid nuts, eggs, and food dyes for our students who have allergies to those items. All parent volunteers planning to help during the party must pass a background check from the district office prior to coming.

Preschool Roundup

Roundup is scheduled for Monday, February 10, 2025. This is being held earlier this year because of a new board policy that was implemented. We are anticipating several students signing up and the need for a waiting list. Priority will be given first to four year olds, three year olds, and then five year olds respectively.

PBiS

So far the staff has handed out 4,154 positive tickets and a group of kindergarten students completed our mystery picture as shown below. We have also honored 27 students with Future World Changer Awards. Each day we will continue to look for students who can model safe, respectful, and responsible behaviors as well as be able to own their actions when a mistake occurs. We have started a new mystery picture and challenge all students to fill it in the last four months of school. Our next Scout Camp day is scheduled for Thursday, March 13, 2025.

[February Newsletter Link](#)

Mrs. Greenfield,
David City Elementary Principal

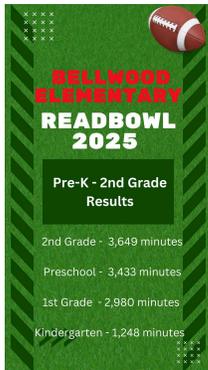


Bellwood Board of Education Report
February 2025

Another month of the school year is behind us. It is crazy how the school year is flying by.

ReadBowl

One of the exciting activities at Bellwood Elementary this month has been the ReadBowl, which the Bellwood Elementary Student Leadership Team sponsored. This is a national program started by Malcolm Mitchell, who used to play for the New England Patriots. He struggled with reading until he was in college, and he started programs to encourage literacy. Here is more information about the [ReadBowl](#). This was a four-week activity that ran from January 17th through February 7th. We had two teams of students competing against each other. Pre-K through 2nd grade students competed against each other, and 3rd through 5th competed against each other. The results were announced before the Super Bowl on Friday, February 7th. The winning classes each received one of Malcolm Mitchell's children's books and will receive an ice cream sundae party. 2nd grade won the preschool through 2nd-grade bracket with 3,649 minutes read, and they were the smallest class in that bracket with only eight students. 5th grade was the smallest class in the 3rd through 5th grade bracket, with only five students, and they won by reading 7,416 minutes. As a school, the students read 29,935 minutes in total. This equals almost 499 hours in total. I honestly was unsure of what to expect when we started this activity, and I am amazed by our participation. It motivated students to read, and they were excited to go home at night and read to accumulate more minutes. I am amazed by the total number of minutes 79 students can read outside of school in 4 weeks. It averages 6.35 hours per child!



100th Day of School

On Tuesday, January 21st, we celebrated our 100th day of school, and elementary schools are known for making this a fun day of school for students. During the morning announcements we counted to 100 as a school. Grade level teachers were then open to do activities if they chose to do so. Several teachers took advantage of this and made it fun for students.



Teacher Recruitment

Mrs. Greenfield and I attended the Wayne State College Teacher Fair on February 5, 2025. For the first hour, we were able to visit those who were currently student teaching and looking for positions. Since we were interviewing over the weekend, we were able to line up to interviews from candidates at the Teacher Fair. After the first hour, underclassman came through and visited with us. It is good to get our name out there and meet prospective teachers.

Preschool Roundup

Per the new board policy, we moved preschool roundup to February 10th at 5:30 pm. It will be held at the same time in both Bellwood and David City. It will be good to hold this earlier in the year so we can get a better idea of what our numbers in preschool will be for next year.

Senior Citizen Luncheon

One of the great things that we do at Bellwood Elementary is the involvement from the community that we get at school. On Monday February 10th we had our 3rd senior Citizen Luncheon for the year. This event has grown as the year has progressed as many students have begun inviting their grandparents to the event. We had 32 guests in for chili and cinnamon rolls. The students enjoy having guests, and it is always fun to open the school doors to the community.



February Newsletter

- Here is a link to Bellwood Elementary's January Newsletter: [Link](#)

Please let me know if you have any questions.

Peggy Romshek
Bellwood Elementary Principal

2/7/25

School Board Report: Special Education

Submitted by: Kari Daniels

We have applicants for our special education positions that we are looking forward to interviewing. It would be fantastic if we could get all of our special education positions filled, but it is just as important to us that we find the right person.

The fear of ICE involvement has impacted some families in our community. There has been some guidance offered by Nebraska attorneys in the education field. They reminded us that the Supreme Court decided, in 1982 in their Plyler v. Doe decision, that school districts are required to educate all students regardless of their immigration status. As a school district, I believe that is how we have always operated. In special education, we have a saying: "We take kids as they are." That saying applies to this situation as well.

Our progress report for year 2 'needs assistance' was submitted to the NDE Office of Special Education. As you may recall, the area in which we were classified as 'high risk' was preschool outcomes. To help remedy this, we adopted a district-wide preschool curriculum, Frog Street. This particular curriculum allows for differentiation for diverse learners. This program is closely aligned to Nebraska's Early Learning Guidelines. A big shout out needs to go to the elementary principals who provide support to our preschool teachers and who developed consistent times for these teachers to collaborate with each other. I look forward to watching this curriculum positively impact our students and their readiness for kindergarten.

ESU 7 is planning to expand enrollment for their Bridges program. This program was new this year. It was designed to provide extensive support to very young, school-age children with significant needs. This level of support could be beneficial for some of our learners. Many districts are vying for these expanded spots. The ESU will let districts know if they have room for their particular students within the next couple of weeks.

All Scouts Have Power

Activities Director Weekly Report 2/10/25

Celebrations

Boys Wrestling - State Runner-up at State Duals

Girls Basketball - Finishes 4th at SNC Basketball Tournament

Blue River Wrestling has 2 State Qualifiers (Bailey Turpitt (SRC), Danica Watts (SRC))

FFA State Qualifiers - Floriculture team - Kambri Andel, Hannah Gangwish, Addison Kuhlman, Natalia Thoendel

Upcoming events:

We will be hosting our David City Speech Invite on Saturday, February 15th. We currently have 31 schools signed up with over 700 entries.

District Boys Wrestling at Tekamah - Herman on Saturday, February 15th.

Sub District Girls Basketball appears to be heading back to Minden.

Schedule changes:

- Basketball game times for Friday Feb. 14th have been changed to JV games at 4:30 followed by girls varsity at 6:00 and boys varsity at 7:00 to accommodate parents night.
- Boys Middle School Basketball vs Central City has been cancelled.

Budget/ Staff/ Other:

SNC Benefit

Centennial did Pop-A-Shot at halftime at all conference basketball tournament games. All proceeds will go to support their assistant boys basketball Coach Jordan Ortmeier and Brian Styskal.

Wellness Committee

Met on January 24th.

- There was a lot of discussion on Student Wellness.
 - Stay - U has added Student Wellness as an agenda item in their meetings.
 - Topics that were discussed

Stay -U - High School is going to lead this area

Dillon Nerud - Had Stay-U members fill out Students Wellness Form

- Talked about putting Wellness Flyers in bathrooms
- Increase awareness and use of schools MHP
- Increased choices/ input on items in vending machines
- Student Survey on Snack Carts

DC Elementary- Student Leadership - Amy Moravec

- Created movement challenges - February
- Created prizes for incorporating movement
- Teachers earn badges and rewards for doing movement in the classrooms

Bellwood Elementary- Grace Lenz

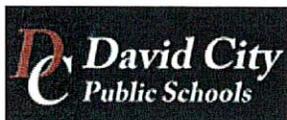
- Created Movement Club
- Thursdays after school
- Took part in November Turkey Trot

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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			
													31														

Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45 88	46 94+
January 5 - March 12	45	47
March 17 - May 22	44 89	46+ 93+
Total Days in Session	177	188
Teacher Contract Days		186
Aug 1 - New Teacher Training		
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		
2 snow days already built into the calendar, however, Mar 6, Mar 13, Apr 20 could be student days if necessary		

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 6, Mar 17
11-	1:30 Dismissal Aug 11 & May 21
	Jan 1,2,5 - School NOT in Session
	Jan 6 - 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 (45 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 (44/89 Days); 1:30 Dismissal
	May 22 - Staff Work Day 8am-12n; No School For Students

APPENDIX E			
2025-26 Teacher Contract Days			
188 Days; 2 Snow Days			
186 Per Contract			
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Aug 1 - New Teacher Only	Oct 13 (1)	Jan 5 - Teacher Only	Mar 17 (1)
Aug 4 - New Teacher Only	Oct 14 (2)	Jan 6 (1)	Mar 18 (2)
Aug 5 - Teacher Only	Oct 15 (3)	Jan 7 (2)	Mar 19 (3)
Aug 6 - Teacher Only	Oct 16 (4)	Jan 8 (3)	Mar 20 (4)
Aug 7 - Teacher Only	Oct 17 (5)	Jan 9 (4)	Mar 23 (5)
Aug 8 - 1.5 Teacher Only	Oct 20 (6)	Jan 12 (5)	Mar 24 (6)
Aug 11 (1)	Oct 21 (7)	Jan 13 (6)	Mar 25 (7)
Aug 12 (2)	Oct 22 (8)	Jan 14 (7)	Mar 26 (8)
Aug 13 (3)	Oct 23 - Teacher Only	Jan 15 (8)	Mar 27 (9)
Aug 14 (4)	Oct 27 (9)	Jan 16 (9)	Mar 30 (10)
Aug 15 (5)	Oct 28 (10)	Jan 19 (10)	Mar 31 (11)
Aug 18 (6)	Oct 29 (11)	Jan 20 (11)	Apr 1 (12)
Aug 19 (7)	Oct 30 (12)	Jan 21 (12)	Apr 2 - Teacher Only
Aug 20 (8)	Oct 31 (13)	Jan 22 (13)	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 (14)	Apr 8 (14)
Aug 25 (11)	Nov 5 (16)	Jan 27 (15)	Apr 9 (15)
Aug 26 (12)	Nov 6 (17)	Jan 28 (16)	Apr 10 (16)
Aug 27 (13)	Nov 7 (18)	Jan 29 (17)	Apr 13 (17)
Aug 28 (14)	Nov 10 (19)	Jan 30 (18)	Apr 14 (18)
Aug 29 (15)	Nov 11 (20)	Feb 2 (19)	Apr 15 (19)
Sept 2 (16)	Nov 12 (21)	Feb 3 (20)	Apr 16 (20)
Sept 3 (17)	Nov 13 (22)	Feb 4 (21)	Apr 17 (21)
Sept 4 (18)	Nov 14 (23)	Feb 5 (22)	Apr 21 (22)
Sept 5 (19)	Nov 17 (24)	Feb 6 (23)	Apr 22 (23)
Sept 8 (20)	Nov 18 (25)	Feb 9 (24)	Apr 23 (24)
Sept 9 (21)	Nov 19 (26)	Feb 10 (25)	Apr 24 (25)
Sept 10 (22)	Nov 20 (27)	Feb 11 (26)	Apr 27 (26)
Sept 11 (23)	Nov 21 (28)	Feb 12 (27)	Apr 28 (27)
Sept 12 (24)	Nov 24 (29)	Feb 16 (28)	Apr 29 (28)
Sept 15 (25)	Nov 25 (30)	Feb 17 (29)	Apr 30 (29)
Sept 16 (26)	Dec 1 (31)	Feb 18 (30)	May 1 (30)
Sept 17 (27)	Dec 2 (32)	Feb 19 (31)	May 4 (31)
Sept 18 (28)	Dec 3 (33)	Feb 20 (32)	May 5 (32)
Sept 19 (29)	Dec 4 (34)	Feb 23 (33)	May 6 (33)
Sept 22 (30)	Dec 5 (35)	Feb 24 (34)	May 7 (34)
Sept 23 (31)	Dec 8 (36)	Feb 25 (35)	May 8 (35)
Sept 24 (32)	Dec 9 (37)	Feb 26 (36)	May 11 (36)
Sept 25 (33)	Dec 10 (38)	Feb 27 (37)	May 12 (37)
Sept 26 (34)	Dec 11 (39)	Mar 2 (38)	May 13 (38)
Sept 29 - Teacher Only	Dec 12 (40)	Mar 3 (39)	May 14 (39)
Sept 30 (35)	Dec 15 (41)	Mar 4 (40)	May 15 (40)
Oct 1 (36)	Dec 16 (42)	Mar 5 (41)	May 18 (41)
Oct 2 (37)	Dec 17 (43)	Mar 9 (42)	May 19 (42)
Oct 3 (38)	Dec 18 (44)	Mar 10 (43)	May 20 (43)
Oct 6 (39)	Dec 19 (45)	Mar 11 (44)	May 21 (44)
Oct 7 (40)		Mar 12 (45)	May 22 - 0.5 Teacher
Oct 8 (41)			Last Day
Oct 9 (42)			
Oct 10 (43)			
43 Student	45 Student	45 Student	44 Student
48.5 Teacher	46 Teacher	47 Teacher	46.5 Teacher
	88 Student		89 Student
	94.5 Teacher		93.5 Teacher



Chad Denker <denker@dcscouts.org>

Character Strong

1 message

Peggy Romshek <romshekp@dcscouts.org>

Thu, Feb 6, 2025 at 11:14 AM

To: Chad Denker <Denker@dcscouts.org>, Melissa Glodowski <glodowskim@dcscouts.org>, Lindsey Greenfield <greenfieldl@dcscouts.org>

Dr. Denker,

Here is information to pass onto the board about Character Strong that Missy will talk about at the board meeting next week. We are just looking at K-5 adoption at this time.

We are recommending at this time that Tier 1 and Tier 2 be purchased. The cost is slightly higher the first year and then it will be a little less for every year after. I have attached a quote and crossed out the parts we are not wanting. Missy has submitted this entire amount to the Region to see if they will cover it.

- Tier 1 Scope and Sequence:
 - You can view the Elementary **Scope and Sequence** [here](#)
- **For the Tier 2 scope and Sequence shared below, the K-12 scope and sequence is linked but we are only looking at the K-5 portion.**
 - Tier 2 Scope and Sequence:
 - You can view the K-12 Tier 2 **Coping Scope and Sequence** [here](#)
 - You can view the K-12 Tier 2 **Regulation Scope and Sequence** [here](#)
 - You can view the K-12 Tier 2 **Relationships Scope and Sequence** [here](#)
 - You can view the K-12 Tier 2 **Self-Management Scope and Sequence** [here](#)
 - You can view the **CharacterStrong Tier 2 Overview** [here](#)
- I have also linked the Character Strong Employability Skills Framework.

Thanks!

Peggy

2 attachments

 **Employability Skills Framework & CharacterStrong Alignment Doc.pdf**
579K

 **no-reply@dcscouts.org_20250206_120224.pdf**
295K

CharacterStrong
 1402 Lake Tapps PKWY SE, STE F104 #128
 Auburn, WA 98092
 billing@characterstrong.com
 characterstrong.com



Estimate

ADDRESS
 Melissa Glodowski
 David City Public Schools
 750 D St
 David City, NE 68632 USA

SHIP TO
 Melissa Glodowski
 David City Public Schools
 750 D St
 David City, NE 68632 USA

ESTIMATE # 27657
DATE 01/21/2025
EXPIRATION DATE 06/21/2025

We would only order Tier 1 & 2 for K-5 at this time.

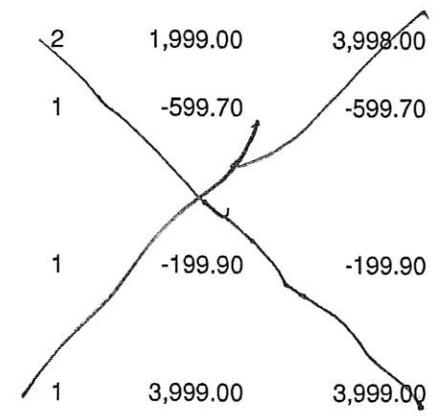
PRODUCT/SERVICE	QTY	RATE	AMOUNT
Elementary Tier 1 PurposeFull People PurposeFull People Pre-K through 5th Curriculum - A Social, Emotional, and Character Development Curriculum	2	2,999.00	5,998.00
Elementary Discount Bellwood - small school discount	1	-2,000.00	-2,000.00
Elementary Discount David City Elementary - 10% discount	1	-299.90	-299.90
Grade PreK-5 Tier 2 Solutions Elementary Tier 2 Solutions PreK-5	2	1,999.00	3,998.00
Tier 2 Discount CharacterStrong Tier 2 Discount - small school discount 30% off - Bellwood	1	-599.70	-599.70
Tier 2 Discount CharacterStrong Tier 2 Discount - 10% - David City Elementary	1	-199.90	-199.90
Grade K-5 Tier 3 Solutions Elementary Grade K-5 Tier 3 Solutions	2	1,999.00	3,998.00
Tier 3 Solution Discount Custom savings on CharacterStrong Tier 3 Solutions - small school discount 30% off - Bellwood	1	-599.70	-599.70
Tier 3 Solution Discount Custom savings on CharacterStrong Tier 3 Solutions - 10% - David City Elementary	1	-199.90	-199.90
MS Tier 1 Solutions SSEL 35 SEL and Character development lessons per grade level, 6th through 8th.	1	3,999.00	3,999.00

*Tier 1
 \$3,698.10
 (Renewal is \$2999)
 Tier 2
 \$3,198.40
 (Renewal is \$3120)*

*3,698.10
 + 3,198.40

 Total 6,896.50*

NO



Contracts, purchase orders, and payments can be mailed to CharacterStrong, LLC at the address above, or emailed to billing@characterstrong.com

EIN: 81-4174372 UBI: 604-043-554

CharacterStrong's Cancellation Policies can be found at:
<https://characterstrong.com/resources/cancellation-policies/>

Table of Contents

PurposeFull People Overviews

[Page 2](#) The 5 Parts of Each Week

Outcome Overviews

[Page 3](#) Be Kind (social skills)

[Page 4](#) Be Strong (executive functioning)

[Page 5](#) Be Well (emotion regulation)

[Page 6](#) Grade Level Skills Overview

Linked Scope & Sequence Pages

[Page 7](#) Proactive Bullying Prevention Lessons

[Page 8](#) Pre-K

[Page 10](#) Kindergarten

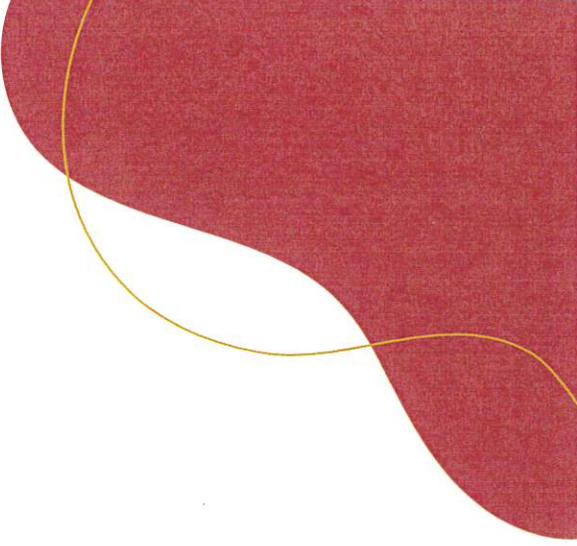
[Page 12](#) 1st Grade

[Page 14](#) 2nd Grade

[Page 16](#) 3rd Grade

[Page 18](#) 4th Grade

[Page 20](#) 5th Grade





Weekly Lesson Components: START, CONNECT, GROW, RESPOND, EXIT

These five components are the building blocks of PurposeFull People and are designed to be taught each week. Designed for flexibility, lessons can stand alone or be combined in a variety of ways. Educators can present all five lesson components in one 45-60 minute weekly lesson, deliver one component per day (10-20 minutes), or adjust lessons to meet a variety of scheduling needs.



Intentional activities and rituals designed to build deep understanding of each character trait through the lens of social and emotional learning. START lessons include character-trait sing-alongs, stories, quotes, and illustrations to spark rich discussion and application.

Fun, engaging activities that build relationships among students, creating positive classroom culture. CONNECT lessons are slide-based, interactive, and embrace student choice.

These lessons are the heart of the content, centered around the grade level SEL focus, overarching outcome, and character trait. GROW lessons range from explicit SEL instruction to unique opportunities to put character traits into practice.

This section contains a toolkit of strategies and resources that can be used to help kids respond to a variety of situations. RESPOND includes calming activities for emotion regulation, brain boosters to increase energy and focus, and circle prompts that can be used for reflection and discussion in Morning Meetings, Community Circles, etc.

EXIT activities focus on connections and reflections, as well as challenging students to continue growing their character beyond the classroom. These activities create rituals and routines around the end of the day, building a positive classroom culture.



Be Kind: Social Skills Character Traits: Kindness, Empathy, Respect, Cooperation	
Component	Grade Levels
START 12 activities	PK-5
CONNECT 12 activities	PK-5
GROW	PK/KINDER Listening 9+ lessons
	1ST GRADE Friendship 9+ lessons
	2ND GRADE Understanding Conflict Resolution 9+ lessons
	3RD GRADE Perspective-Taking 9+ lessons
	4TH GRADE Practicing Conflict Resolution 9+ lessons
RESPOND 36 activities	5TH GRADE Leadership 9+ lessons
	PK-5
EXIT 12 activities	PK-5

Overview and SEL Skill Instruction

Use of definition, illustrations, quotes, and activities to foster understanding and application of Empathy, Respect, & Cooperation.

Activities that build relationships, foster engagement, and promote social skills

Explicit teaching of listening and working memory with a focus on Kindness, Empathy, Respect, & Cooperation.

Listening: understand the importance of listening and practice the strategy of Strong Listening: Our eyes are ready • Our ears are listening • Our brains are focused • Our hearts are caring

Explicit teaching and practice of friendship skills with a focus on Kindness, Empathy, Respect, & Cooperation.

Friendship: the ability to make and keep friends: Understanding how my actions impact others • Communicating with Kindness

Explicit teaching and practice of Conflict Resolution skills with a focus on Kindness, Empathy, Respect, & Cooperation.

Understanding Conflict Resolution: the ability to identify a conflict and work towards solving it: Identify the size of the problem • Name your emotion • Solve: Talk it out, move it out, breathe it out

Explicit teaching and practice of perspective-taking with a focus on Kindness, Empathy, Respect, & Cooperation.

Perspective-Taking: the ability to consider a situation from the other person's point of view: Work to understand what others may be seeing, thinking, or feeling in different situations • Consider how best to respond after understanding others point of view

Explicit teaching and practice of Conflict Resolution skills with a focus on Kindness, Empathy, Respect, & Cooperation.

Practicing Conflict Resolution: the ability to find peaceful solutions: Identify and determine size of problem • Communicate emotion • Make a choice to resolve the conflict

Explicit teaching and practice of leadership skills with a focus on Kindness, Empathy, Respect, & Cooperation.

Leadership: the ability to positively influence and support others: Positively influence others based on what you say and do • Role model what it looks like to be a positive member of the class or school

Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection

Use of reflection and classroom connection activities to end the day, week or month



Be Strong: Executive Functioning Character Traits: Courage, Responsibility, Perseverance		Overview and SEL Skill Instruction	
Component	Grade Levels		
START 12 activities	PK-5		Use of definition, illustrations, quotes, and activities to foster understanding and application of Courage, Responsibility, & Perseverance.
CONNECT 12 activities	PK-5		Activities that build relationships, foster engagement, and promote social skills
GROW	PK/KINDER Following Directions 9+ lessons		Explicit teaching and practice of listening skills with a focus on Courage, Responsibility, & Perseverance. Following Directions: the ability to follow what an adult is telling you to do: Follow 3-step instruction model: Pay attention, ask questions for understanding, and follow directions the first time
	1ST GRADE Focusing 9+ lessons		Explicit teaching and practice of attention, task completion with a focus on Courage, Responsibility, & Perseverance. Focusing: maintain attention and effort until a task is complete: Develop strategies to resist internal and external distractions (Strong Listening, ignoring distractions, thought awareness)
	2ND GRADE Engagement 9+ lessons		Explicit teaching and practice of active school and class involvement with a focus on Courage, Responsibility, & Perseverance. Engagement: being an active participant in school: Leading, contributing, and collaborating in groups • School and community involvement • Active participation in learning
	3RD GRADE Flexible Thinking 9+ lessons		Explicit teaching and practice of adaptation and flexibility with a focus on Courage, Responsibility, & Perseverance. Flexible Thinking: the ability to adapt to new situations and challenges: Finding multiple solutions to problems • Handling unplanned changes in schedules or situations
	4TH GRADE Organization 9+ lessons		Explicit teaching and practice of organization skills with a focus on Courage, Responsibility, & Perseverance. Organization: keeping track of time and things: Time management skills (prioritize, plan) • Organizing materials
RESPOND 36 activities	PK-5		Explicit teaching and practice of planning and time management with a focus on Courage, Responsibility, & Perseverance. Goal-setting: Setting an important target that you can work towards: Plan, prioritize and put into action • Accountability
EXIT 12 activities	PK-5		Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection Use of reflection and classroom connection activities to end the day, week or month



Be Well: Emotion Regulation Character Traits: Gratitude, Honesty, Creativity		Overview and SEL Skill Instruction	
Component	Grade Levels		
START 12 activities	PK-5	Use of definition, illustrations, quotes, and activities to foster understanding and application of Gratitude, Honesty, & Creativity.	
		Activities that build relationships, foster engagement, and promote social skills	
	PK/KINDER Identifying Emotions 9+ lessons	Explicit teaching of emotion vocabulary and emotion identification with a focus on Gratitude, Honesty, & Creativity. Identifying Emotions: the ability to name & notice my own emotions: Name and use 4 emotion words in PreK • Name and use 12 emotion words in Kinder	
		Explicit teaching of emotion vocabulary to build personal awareness with a focus on Gratitude, Honesty, & Creativity. Emotion Awareness: Understand what I am feeling and understand how it impacts myself or others: Identify body cues and physical feelings • Use emotion vocabulary to name my emotion	
		Explicit teaching and practice of emotion regulation skills with a focus on Gratitude, Honesty, & Creativity. Emotion Regulation: Ability to manage and respond to situations that trigger emotions. • Breathe It Out • Move It Out • Talk It Out	
GROW	3RD GRADE Emotion Advocacy 9+ lessons	Explicit teaching and practice of emotion advocacy with a focus on Gratitude, Honesty, & Creativity. Emotion Advocacy: share how I feel and ask for what I need: Use I-statements, I feel _____ when _____ and I would like _____.	
		Explicit teaching and practice of positive self-talk with a focus on Gratitude, Honesty, & Creativity. Positive Self-Talk: The ability to utilize positivity through thought awareness: Notice negative self-talk • Reframe • Practice positive self-talk	
	5TH GRADE Stress Management 9+ lessons	Explicit teaching and practice of stress management skills with a focus on Gratitude, Honesty, & Creativity. Stress Management: Learn and use strategies for coping with stress: Notice the body's reaction to feeling stress • Create plans and practice strategies to regulate stress	
		Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection	
		Use of reflection and classroom connection activities to end the day, week or month	
RESPOND 36 activities	PK-5	Emotion regulation tools and activities; circle prompts to build community and promote authentic reflection	
		Use of reflection and classroom connection activities to end the day, week or month	
EXIT 12 activities	PK-5	Use of reflection and classroom connection activities to end the day, week or month	

	 Be Kind <i>social skills</i>	 Be Strong <i>executive functioning</i>	 Be Well <i>emotion regulation</i>
Pre-K/ Kinder	<p>Listening: Understand the importance of listening and practice Strong Listening.</p> <ul style="list-style-type: none"> • Our eyes are ready • Our ears are listening • Our brains are focused • Our hearts are caring 	<p>Following Directions: The ability to follow what an adult is telling you to do and practice following a 3-step instruction model:</p> <ul style="list-style-type: none"> • Pay attention • Ask questions for understanding • Follow directions the first time 	<p>Identifying Emotions: The ability to notice & name my own emotions.</p> <p>Focus skills:</p> <ul style="list-style-type: none"> • Name and use 4 emotion words
1st grade	<p>Friendship: The ability to make and keep friends.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Understanding how my actions impact others • Communicating with Kindness 	<p>Focusing: Focusing: Maintain attention and effort until a task is complete. Strategies:</p> <ul style="list-style-type: none"> • Strong Listening • Ignoring distractions • Thought awareness 	<p>Emotion Awareness: Understand what I feel and how it impacts myself or others. Skills:</p> <ul style="list-style-type: none"> • Identify body cues and physical feelings • Use emotion vocabulary correctly
2nd grade	<p>Understanding Conflict Resolution: Identify a conflict and work towards solving it. Strategies:</p> <ul style="list-style-type: none"> • Is the conflict big or small? • Name your emotion • Talk it out, move it out, breathe it out 	<p>Engagement: Being an active participant in school. Skills:</p> <ul style="list-style-type: none"> • Leading, contributing, & collaborating in groups • School and community involvement • Building positive relationships 	<p>Emotion Regulation: The ability to manage and respond to situations that trigger emotions.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Breathe It Out • Move It Out • Talk It Out
3rd grade	<p>Perspective-Taking: To consider a situation from another person's point of view. Skills:</p> <ul style="list-style-type: none"> • Work to understand others' thoughts & feelings • Consider how to respond after understanding other people's point of view 	<p>Flexible Thinking: The ability to adapt to new situations and challenges. Skills:</p> <ul style="list-style-type: none"> • Finding multiple solutions to problems • Handling unplanned changes in schedules or situations 	<p>Emotion Advocacy: To appropriately share how I feel and ask for what I need. Skills:</p> <ul style="list-style-type: none"> • I-Statements: I feel ___ when ___ and I would like ___. • Use emotion vocabulary correctly
4th grade	<p>Practicing Conflict Resolution: The ability to find peaceful solutions. Skills:</p> <ul style="list-style-type: none"> • Identify and determine size of problem • Communicate emotion • Make a choice to resolve the conflict 	<p>Organization: Keeping track of time, tasks, and things (using the 3T's model-Time, Tasks, Things). Skills:</p> <ul style="list-style-type: none"> • Time management (prioritize & plan) • Organizing materials 	<p>Positive Self-Talk: Turn unhelpful thoughts into more helpful thoughts. Skills:</p> <ul style="list-style-type: none"> • Notice the unhelpful thoughts in response to a situation • Turn them into more helpful thoughts
5th grade	<p>Leadership: The ability to positively influence and support others. Skills:</p> <ul style="list-style-type: none"> • Positively influence others • Role model what it looks like to be a positive member of the class or school. 	<p>Goal Setting: Setting an important target that you can work towards. Skills:</p> <ul style="list-style-type: none"> • Target - Set a goal and visualize the result • Obstacles - Anticipate and plan for them • Plan - Plan at least 3 action steps 	<p>Stress Management: Learn and use strategies for coping with stress. Skills:</p> <ul style="list-style-type: none"> • Notice the body's reaction to feeling stress • Create plans and practice strategies to regulate stress and/or prevent stress

Proactive Bullying Prevention Lessons - Campus Resources

Proactive Bullying-Prevention Lesson	
Grade	
PreK	<p><u>What is Bullying and How Can We Respond?</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a 3. Prevent and respond: 3d
Kindergarten	<p><u>What is Bullying and How Can We Respond?</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a 3. Prevent and respond: 3d
1st Grade	<p><u>What is Bullying and How Can We Respond?</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a; b 3. Prevent and respond: 3d
2nd Grade	<p><u>What is Bullying and How Can We Respond?</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a; b; d 2. Know the impact: 2a 3. Prevent and respond: 3d
3rd Grade	<p><u>What is Bullying? Let's Stop, Support, Report!</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a; b; c; d 2. Know the impact: 2a 3. Prevent and respond: 3c; d
4th Grade	<p><u>What is Bullying? Let's Stop, Support, Report!</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a; b; c; d 2. Know the impact: 2a; b; c; d 3. Prevent and respond: 3c; d 4. Know your school's rules: 4a; b; c
5th Grade	<p><u>What is Bullying? Let's Stop, Support, Report!</u> Objective: Students will learn what bullying is, find out how to get help, and learn how to make school a safe and friendly place for everyone.</p> <ol style="list-style-type: none"> 1. Understand and define: 1a; b; c; d 2. Know the impact: 2a; b; c; d 3. Prevent and respond: 3c; d 4. Know your school's rules: 4a; b; c

Scope & Sequence

Pre-K				
Trait	Week 1	Week 2	Week 3	Week 4
Kindness Kickoff (2 weeks)	<u>2 Steps to Greeting with Kindness</u> Students will learn and practice how to greet others with Kindness.	<u>Kind Classroom Agreement</u> Students will create a classroom agreement on how to practice Kindness.		
Respect	<u>Be a Super Helper!</u> Students will practice Respect by learning to be a “super helper” and understand how to stop, support, and report bullying behavior.	<u>Strong Listening</u> Students will show Respect by practicing Strong Listening with a partner.	<u>Respect Role Playing Game</u> Students will practice showing Respect in different scenarios through role-playing.	<u>Respect Location Cards</u> Students will discuss how to show Respect in different locations of the school.
Responsibility	<u>Be Responsible</u> Students will identify Responsibility by showing what following directions looks like, sounds like, and feels like.	<u>Follow the Responsible Leader</u> Students will practice Responsibility by reviewing Strong Listening and playing a game.	<u>Question Mania</u> Students will practice asking questions for understanding.	<u>Stop & Start: Responsible Choices</u> Students will demonstrate Responsibility by following directions the first time.
Gratitude	<u>Gratitude Journal</u> Students will identify things they are Grateful for and the emotions they feel about them.	<u>Grateful for Emotions</u> Students will practice identifying and showing emotions.	<u>Emotion Charades</u> Students will build their emotion vocabulary and learn to interpret the feelings of others.	<u>Gratitude Surprise</u> Students will surprise someone in the school to show them Gratitude.
Empathy	<u>Listening with Terra</u> Students will demonstrate how to listen with Empathy.	<u>Big or Small Problem?</u> Students will learn about the Tree of Choices and what makes a big or small problem.	<u>What Can You Say?</u> Students will practice showing Empathy by using Kind words.	<u>Empathy Book</u> Students will create their Empathy book that shows the different ways we all show Empathy.

Scope & Sequence

Pre-K

	Week 1	Week 2	Week 3	Week 4
Trait				
Perseverance	<u>Balancing Act</u> Students will identify Perseverance by planning what to do when stuck.	<u>Made by Mistakes</u> Students will grow in Perseverance by turning mistakes into opportunities.	<u>The Floor is Lava</u> Students will use Perseverance by overcoming obstacles.	<u>Do 3 Things</u> Students will show Perseverance by practicing following 3-step directions.
Honesty	<u>Honest "I-Statements"</u> Students will practice identifying and sharing emotions.	<u>Honest Roll</u> Students will practice identifying and sharing emotions using I-Statements.	<u>Colors of Emotion</u> Students will practice Honesty by recognizing & sharing emotions.	<u>Red Light, Green Light</u> Students will review the trait Honesty and play a game to practice telling the truth.
Cooperation	<u>Classroom Cooperation Circle</u> Students will use Cooperation to work together to keep balloons from touching the ground.	<u>Cooperative Counting Game</u> Students will work together to practice listening & Cooperation in a game.	<u>Cooperate to Pass the Ball</u> Students will use Cooperation to problem- solve, moving a ball around a circle.	<u>Cooperation Artwork Challenge</u> Students will practice paying attention and Cooperating as a class to create a piece of art.
Courage	<u>Badge of Courage</u> Students will recognize Courage when trying new things.	<u>I Spy Some Courage</u> Students will show Courage by learning how to ignore distractions & pay attention.	<u>Superhero Courage</u> Students will explore how they feel when using Courage by demonstrating their own Superhero Courage.	<u>Courage In Our Community</u> Students will attribute Courage to making a difference in our community by following directions for including others.
Creativity	<u>Illustrate Emotions</u> Students will focus on emotions as they practice Creativity while drawing.	<u>Emotive Animals</u> Students will practice their Creativity while pretending to be different animals experiencing a variety of emotions.	<u>Complete the Picture</u> Students will practice their Creativity by drawing a picture with 2 given lines.	<u>Creative Thinking</u> Students will practice their Creativity by imagining what else objects could be.
Kindness Closure (2 weeks)	<u>If You're Kind and You Know It</u> Students will put Kindness into action through a song.	<u>Choose Kindness</u> Students will plan for ways that they can show Kindness this summer.		

Kindergarten		Scope & Sequence			
Trait	Week 1	Week 2	Week 3	Week 4	
Kindness Kickoff (2 weeks)	3 Steps to Greeting with Kindness Students will learn and practice how to greet others with Kindness.	Kind Classroom Agreement Students will learn and practice listening skills and create a Kind classroom agreement.			
Respect	Be a Super Helper! Students will practice Respect by learning to be a "super helper" and understand how to stop, support, and report bullying behavior.	Kindness Mission Students will review Strong Listening and create cards of Kindness and Respect.	Respectful Listening Students will review and practice Strong Listening to complete an independent project.	Differences Among Us Students will practice showing Respect to those that are different from them.	
Responsibility	Thumbs Up, Move Up Students will show Responsibility by learning what following directions looks like, sounds like, and feels like.	How Well Can We Listen? Students will practice Responsibility using their Strong Listening skills to follow directions in a drawing activity.	20 Questions Students will practice Responsibility by demonstrating how to ask questions for understanding.	Rolling Responsibility Students will practice following 2 and 3-step directions working with a partner.	
Gratitude	Moving Emotions Students will identify what emotion they might feel in different situations.	Gratitude Roll Students will understand emotions associated with Gratitude, practicing Gratitude through a variety of prompts.	Gratitude Surprise Students will surprise someone in the school to show them Gratitude.	Gratitude Wall Students will show what they have learned about Gratitude by making a Gratitude Wall.	
Empathy	Picture It Students will identify and practice the traits of an Empathetic Listener.	Big or Small Problem? Students will learn about the Tree of Choices and what makes a big or small problem.	Listening to Other People's Feelings Students will practice Strong Listening to connect with other people's feelings through I-statements.	Empathy in Action Students will practice identifying emotions and putting Empathy into action.	

Kindergarten					Scope & Sequence	
Trait	Week 1	Week 2	Week 3	Week 4		
Perseverance	<u>Perseverance or Not?</u> Students will hear scenarios and determine if the person showed Perseverance or not.	<u>Ida-Quest</u> Students will practice Perseverance by following directions to help Ida find her lost items.	<u>The Perseverance Push</u> Students will learn about Persevering through obstacles as they work together through different stations.	<u>Musical Chairs</u> Students will follow the directions of musical chairs and use Perseverance as they work to stay in the game.		
Honesty	<u>Being Bree</u> Students will practice identifying and showing emotions.	<u>Re-mEmber</u> Students will learn 4 emotion vocabulary words and practice showing Honesty when sharing their feelings.	<u>Sad and Glad</u> Students will discuss 8 emotion vocabulary words and create visuals of those emotions with a partner.	<u>Honesty Review</u> Students will determine if a situation is Honest or dishonest and identify emotions one might feel in situations.		
Cooperation	<u>Secret Agent Listening Game</u> Students will practice their listening skills as they Cooperate to pass along a secret message.	<u>Silent Toss</u> Students will put Cooperation skills like communication and attention into practice in a ball-toss challenge.	<u>Cooperation Scavenger Hunt</u> Students will Cooperate in teams to complete a scavenger hunt.	<u>Paper Chain Challenge</u> Students will use Cooperation skills and serve in specific group roles in order to create a paper chain as a team.		
Courage	<u>Courage Up</u> Students will follow directions as they learn ways to use Courage to try new things.	<u>The Courage to Ignore</u> Students will practice skills to handle distractions while following directions.	<u>Courageous Talk</u> Students will practice using Courage to ask for help from others.	<u>Courage to Include</u> Students will show Courage by practicing the three steps to include others.		
Creativity	<u>What If</u> Students will identify emotions they might feel in various scenarios and plan their reactions.	<u>Creative Feelings</u> Students will practice identifying emotions with a partner by Creatively drawing a picture.	<u>Emotion Motion</u> Students will review emotions while practicing Creativity through art and dance.	<u>Do-dads & Tinkers</u> Students will create something with a small group that can be used to help others and identify their emotions during different stages of the task.		
Kindness Closure	<u>Crowns of Kindness</u> Students will review elements of Kindness and create crowns that demonstrate and celebrate all the ways we practice Kindness.	<u>Kindness Chaos!</u> Students will identify ways that they can show Kindness to others this summer.				

1st Grade					Scope & Sequence				
Trait	Week 1	Week 2	Week 3	Week 4					
Kindness Kickoff (2 weeks)	Be a Friend to Make a Friend Students will practice Kindness and Strong Listening with a partner.	Kind Classroom Agreement Students will learn and practice listening skills and create a Kind classroom agreement.							
Respect	Be a Super Helper! Students will practice Respect by learning to be a "super helper" and understand how to stop, support, and report bullying behavior.	Classroom Puzzle Students will discover the importance of individuality and how they come together to make a connected group.	Red, Yellow, Green Light Students analyze scenarios to determine if they are bad signs, warning signs, or good signs in a friendship.	Wrinkled Heart Students will identify how words and actions affect others in a positive or negative way.					
Responsibility	Everybody is Responsible Students will learn ways to practice Responsibility with their hands, feet, ears, eyes, and mouths.	Distraction Action Students will explore what it feels and looks like to manage distractions.	Distraction Decision Students will practice anticipating and overcoming distractions to better focus on Responsibilities.	Shapes & Self-Monitoring Students will identify and describe ways to be Responsible by self-monitoring to stay focused on important tasks.					
Gratitude	Musical Emotion Cards Students will practice identifying and communicating how they would feel in different scenarios.	Give Gratitude a Hand Students will identify and share different things they are Grateful for.	Emotion Commotion Students will make a plan for how to respond and act when feeling certain emotions.	Attitude of Gratitude Students will reflect on a time they have felt Grateful and identify their emotions during that time.					
Empathy	Friendship BINGO Students will practice showing Empathy during conflict with friends using the Tree of Choices and a game of BINGO.	Share the Stage Students will practice positive listening skills with friends.	The Friendship Chain Students will create a list of friendship skills and reflect on their own strengths and areas to grow.	How Is My Friend Feeling? Students will discuss and practice recognizing how other people could feel in different situations.					

Scope & Sequence

1st Grade

	Week 1	Week 2	Week 3	Week 4
Trait				
Perseverance	<u>Memory Madness</u> Students will explore different Focusing strategies, then put their Focusing abilities to the test in a memory game.	<u>Picking Up Perseverance</u> Students will discuss different types of distractions, then practice overcoming distractions using Perseverance.	<u>Tongue Twisting Mistakes</u> Students will practice learning from mistakes as they face a challenge	<u>Persevere with Perseverance!</u> Students will demonstrate Perseverance and focus while working with a team to correctly spell the word Perseverance.
Honesty	<u>Honesty Tic-Tac-Toe</u> Students will share examples of Honesty and how it makes them feel while playing a game.	<u>Stop or Go</u> Students will identify whether or not a scenario is Honest and discuss ways to show Honesty.	<u>Honest-I</u> Students will practice using I-Statements to be Honest about their feelings.	<u>Filter Out Unkind Words</u> Students will decide whether certain Honest thoughts should be kept inside their minds or said out loud.
Cooperation	<u>Build A Story</u> Students will work Cooperatively to help each other create a story from an image.	<u>Just Listen. Don't Look!</u> Students will practice Cooperation by focusing on communication skills such as giving clear instructions & listening.	<u>The Ant and the Dove</u> Students will Cooperate in a way that helps others achieve a common goal.	<u>Sneak a Peek</u> Students will practice the communication skills needed to Cooperate with others.
Courage	<u>Going on a Focused Bear Hunt</u> Students will learn to apply focusing strategies by going on a bear hunt.	<u>Would You Rather</u> Students will choose between different situations that require Courage and explain their responses.	<u>Super Courage</u> Students will set a Courage goal to try something new and share it with a partner.	<u>Courage Showcase</u> Students will create a class art piece that demonstrates everything they have learned about Courage and focusing.
Creativity	<u>3D Emotions</u> Students will review emotion awareness and work in groups to Creatively show their understanding.	<u>Emotion Map</u> Students will identify emotions using Creativity to design an Emotion Map.	<u>Learning To Love Limits</u> Students will produce Creative works of art using limiting instructions.	<u>This is a What?</u> Students will practice Creative thinking and problem solving.
Kindness Closure (2 Weeks)	<u>Character Trait Charades</u> Students will review their character growth and strengths through a game of charades.	<u>Kindness and Character Parade</u> Students will reflect on ways they have shown Kindness this year and plan a parade to celebrate.		

2nd Grade

Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Kindness Kickoff (2 Weeks)	<u>Find a Friend</u> Students will practice Kindness by following prompts to find different partners, then getting to know them.	<u>Kind Classroom Agreement</u> Students will create detailed guidelines based on Kindness to build a positive classroom environment.		
Respect	<u>How to be a Super Helper</u> Students will practice Respect by learning to be a "super helper" and understand how to stop, support, and report bullying behavior.	<u>Sort the Situation</u> Students will identify a problem and determine if it is big or small.	<u>Communication Connection</u> Students will practice communicating with Respect using I-Statements.	<u>Apples Don't Fall Far From the Tree of Choices</u> Students will identify ways to resolve conflict using the Tree of Choices.
Responsibility	<u>Community Circle Agreements</u> Students will discuss and demonstrate what a Responsible community circle looks like.	<u>Engage in Community Circle</u> Students will show Responsibility by reviewing community circle agreements and engaging in a community circle.	<u>ResponsiBINGO</u> Students will come up with actions that demonstrate Responsibility at school.	<u>Team Scavenger Hunt</u> Students will demonstrate how having a specific Responsibility impacts others.
Gratitude	<u>Grateful Guessing</u> Students will practice expressing Gratitude as a way to regulate emotions.	<u>Grateful To Be Me</u> Students will identify different things they are Grateful for and proud of within themselves.	<u>Gratitude Collage</u> Students will express what they are Grateful for by making a Gratitude Collage.	<u>Gratitude Balloon</u> Students will understand how feelings of Gratitude can help them balance out big emotions.
Empathy	<u>Empathy in a Tree</u> Students will review the Tree of Choices and learn the connection between conflict and Empathy.	<u>What's the Solution?</u> Students will practice using Empathy to resolve conflict.	<u>Sincere Sorry</u> Students will strengthen Empathy through specific apologies.	<u>A Map of Empathy</u> Students will create a school map of Empathy that includes how they will show Empathy around the school.

2nd Grade

Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Perseverance	<p><u>Decision Time</u> Students will show engagement by being active learners of the character trait Perseverance.</p>	<p><u>Improving our World!</u> Students will reflect on ways to engage in the world to make it a better place and create a plan with a partner.</p>	<p><u>Exploring Roles</u> Students will engage in small groups with specific roles to create a mascot for Perseverance.</p>	<p><u>A Structure of Perseverance</u> Students will Persevere and engage in group roles to build the tallest structure they can.</p>
Honesty	<p><u>What's Your Superpower?</u> Students will identify ways to show Honesty by evaluating strengths they can use to feel more confident and focused.</p>	<p><u>Honest with Our Emotions</u> Students will practice Honesty while identifying emotions and discussing strategies to regulate emotions.</p>	<p><u>Redesign Regulation</u> Students will identify emotions that make it hard to be Honest and practice strategies to regulate those emotions.</p>	<p><u>Emotional Regulation Game</u> Students will learn about and try out different strategies that would help with regulating emotions.</p>
Cooperation	<p><u>Collaborative Drawing</u> Students will practice Cooperation skills like sharing ideas and taking turns while drawing collaboratively.</p>	<p><u>Music To My Ears</u> Students will Cooperate to create music using different sounds.</p>	<p><u>Animal Cooperation</u> Students will Cooperate while working with classmates to create a new animal.</p>	<p><u>Chain of Strength</u> Students will create a chain to showcase their individual strengths.</p>
Courage	<p><u>Gallery of Courage</u> Students will use visualization skills to create a Gallery of Courage that shows each student engaging in something Courageous.</p>	<p><u>Tower of Courage</u> Students will engage in a small group challenge by sharing their ideas and encouraging others.</p>	<p><u>Engaging with Powerline</u> Students will evaluate their overall classroom engagement, then work together to create fun reminders to improve engagement.</p>	<p><u>Courage Charades</u> Students will engage in Courage Charades through acting out and identifying different acts of Courage.</p>
Creativity	<p><u>Not a Box</u> Students will think Creatively to generate unique coping strategies.</p>	<p><u>Statuses of Strategies</u> Students will identify and practice using movement regulation strategies.</p>	<p><u>Labyrinths & Long Exhales</u> Students will identify and practice breathing regulation strategies.</p>	<p><u>Emotion Elements Theater</u> Students will act out the different emotional elements and ways to regulate emotions.</p>
Kindness Closure (2 Weeks)	<p><u>Character Class Bingo</u> Students will review the character traits they have learned about this year through a game of BINGO.</p>	<p><u>Summer Kindness Quest</u> Students will create a Kindness Quest to end the school year with Kindness and carry it through the summer.</p>		

3rd Grade					Scope & Sequence				
Trait		Week 1		Week 2		Week 3		Week 4	
Kindness Kickoff (2 weeks)		<p><u>Circles of Kindness</u> Students will learn about the skills they will be working on this year. Then, they will play a game to practice Kindness and get to know their classmates.</p>		<p><u>Kind Classroom Agreement</u> Students will work collaboratively to create a Kind classroom agreement.</p>					
Respect		<p><u>How to be an Upstander</u> Students will learn the impact of upstander behavior and identify ways to Stop, Support and Report.</p>		<p><u>Respectful Recipe</u> Students will discover and identify how to show Respect through creating a recipe.</p>		<p><u>See The Good</u> Students will practice Respect by identifying the good in others.</p>		<p><u>Guess & Check</u> Students will practice perspective-taking by guessing someone else's point of view and then checking their guess.</p>	
Responsibility		<p><u>Responsibility in All Forms</u> Students will identify a variety of ways in which they can show Responsibility in specific situations.</p>		<p><u>Responsibility TOPs the Charts</u> Students will explore TOP goals and create a Mountain TOP Goal for themselves.</p>		<p><u>Response – Ability</u> Students will identify obstacles or challenges related to goal setting and practice flexible thinking.</p>		<p><u>Plan Into Action</u> Students will work in groups to create skits about flexible thinking, goal setting, and Responsibility.</p>	
Gratitude		<p><u>Collaborative Drawing</u> Students will identify emotions and explain why they are Grateful for their emotions.</p>		<p><u>Moving the Scale to Gratitude</u> Students will find reasons for Gratitude in disappointing situations.</p>		<p><u>What's In My Control?</u> Students will understand how they have control over big emotions and can advocate for help.</p>		<p><u>Gratitude Scavenger Hunt</u> Students will create a poster of Gratitude using I-Statements to express what they are thankful for.</p>	
Empathy		<p><u>Climbing the Tree of Choices</u> Students will apply perspective-taking to conflict resolution strategies in the Tree of Choices.</p>		<p><u>A Little Perspective</u> Students will practice Kindness with their partners by listening to other people's perspectives.</p>		<p><u>The Other Side</u> Students will explore and identify different perspectives and understand perspective-taking.</p>		<p><u>Read the Cues</u> Students will practice understanding and connecting with other people's feelings.</p>	

3rd Grade				
Scope & Sequence				
Trait	Week 1	Week 2	Week 3	Week 4
Perseverance	<p><u>Personal Best</u> Students will practice Perseverance by breaking down goals and action items.</p>	<p><u>Grouping Game</u> Students will implement ideas on what to do when they are stuck while working on a challenging task.</p>	<p><u>Persevere or Procrastinate?</u> Students will contrast Perseverance with procrastination, then use flexible thinking to adjust plans as needed.</p>	<p><u>Toss Across</u> Students will integrate Perseverance with flexible thinking to adapt to new challenges in a game.</p>
Honesty	<p><u>Fiery Feelings</u> Students will build emotion vocabulary by analyzing the feelings associated with Fire & create I-Statements.</p>	<p><u>My Earthy Essence</u> Students will build emotion vocabulary by analyzing the feelings associated with Earth & create I-Statements.</p>	<p><u>Up in the Air</u> Students will get Honest about their feelings by creating and sharing I-Statements on paper airplanes.</p>	<p><u>Water Ways</u> Students will explore the Water emotions, evaluate situations, and create an I-Statement.</p>
Cooperation	<p><u>Spiderman vs. Superman</u> Students will look at other people's perspectives and practice Respectful, persuasive communication skills.</p>	<p><u>Collaborative Storybooks</u> Students will Cooperate and share their perspectives to create a picture and story to go with it.</p>	<p><u>Cooperation Relay</u> Students will practice Cooperation by completing challenges to get the from point A to point B.</p>	<p><u>Hot Seat</u> Students will Cooperate with one another in order to help their teammates guess hidden words.</p>
Courage	<p><u>Courage Comic Strip Adventures</u> Students will develop flexible thinking skills to help us demonstrate Courage to do what is right, even when it's hard.</p>	<p><u>Courage With Change</u> Students will explore how Courage and flexible thinking skills can be used when they experience change.</p>	<p><u>Connections: Comfort or Courage?</u> Students will use Courage and flexible thinking when stepping outside of their comfort zone in social connections.</p>	<p><u>Mountain TOP Goals</u> Students will set Courageous character TOP goals and make a plan for flexible thinking.</p>
Creativity	<p><u>Creative Solutions</u> Students will apply a formula for Creative problem-solving, empowering them to advocate for their needs.</p>	<p><u>Mixed Up Emotions</u> Students will learn about mixed emotions and how to Creatively express how they feel.</p>	<p><u>Creative Categories</u> Students will show Creativity advocating for themselves after the game.</p>	<p><u>Creative Expression</u> Students will create an emotion mind map and share it with a small group.</p>
Kindness Closure (2 weeks)	<p><u>Character Catchphrase</u> Students will review the 10 character traits through a game of Character Catchphrase.</p>	<p><u>The Kindest Ending</u> Students will choose ways to practice Kindness by sharing their appreciation for the adults who have helped them this year at school.</p>		

4th Grade
Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Kindness Kickoff (2 weeks)	<u>Say Hello!</u> Students will learn about the skills they will be working on this year. Then, they will play a game to practice Kindness and get to know their classmates.	<u>Kind Classroom Agreement</u> Students will create detailed guidelines based on Kindness to build a positive classroom environment.		
Respect	<u>How to be an Upstander</u> Students will learn the impact of upstander behavior and identify ways to Stop, Support and Report.	<u>The Tree of Choices</u> Students will learn how to use the 3 steps in the Tree of Choices to resolve conflict.	<u>The Power in Our Differences</u> Students will practice appreciating, learning from, and Respecting other people's opinions and ideas.	<u>A Scenario of Respect</u> Students will use scenarios to discuss how to show Respect to others during conflict.
Responsibility	<u>How Organized Are You?</u> Students will assess the importance of organization and learn the 3 T's model.	<u>Telling Time</u> Students will put time-management skills into practice to grow in Responsibility.	<u>All of the Things!</u> Students will determine the importance of organizing their things and choose organization strategies.	<u>Big Goals, Small Steps</u> Students will learn how to organize tasks to achieve their goals.
Gratitude	<u>Talking to Ourselves...About Gratitude</u> Students will use positive self-talk to put Gratitude into practice.	<u>Gratitude for Me and You</u> Students will express Gratitude to others and to themselves, creating tools for practicing positive self-talk.	<u>Mirror, Mirror, Flip!</u> Students will practice reframing negative self-talk to positive self-talk.	<u>Posting Positivity</u> Students will share Gratitude and positive self-talk with others in the school community.
Empathy	<u>Resolving Conflict with the Tree of Choices</u> Students will learn to use the 3 steps in The Tree of Choices to resolve conflict.	<u>I-Statements</u> Students will learn how to use I-Statements to communicate emotions.	<u>Resolving Conflicts In Action</u> Students will learn that we may have different opinions and that at times we must agree to disagree.	<u>Fingerprints of Empathy</u> Students will learn about and plan 3 ways to practice meaningful Empathy.

4th Grade

Scope & Sequence

Trait	Week 1	Week 2	Week 3	Week 4
Perseverance	<p><u>Over the Top Organization</u> Students will practice breaking down large goals into smaller action items.</p>	<p><u>Let's Play 3T's!</u> Students will learn and practice the If...Then strategy for facing organizational obstacles by playing a game.</p>	<p><u>Top Priority</u> Students will practice organizing tasks by learning to prioritize.</p>	<p><u>3T's - Your Way</u> Students will synthesize organization skills and Perseverance to create their own 3T's game.</p>
Honesty	<p><u>Who To Listen To?</u> Students will play a game to practice choosing helpful, Honest thoughts that lead to positive actions.</p>	<p><u>Act it Out with Honesty</u> Students will determine how to respond to various situations with positive self-talk and Honesty.</p>	<p><u>Reframe It!</u> Students will work together to reframe negative thoughts.</p>	<p><u>Positively Honest</u> Students will practice positive Honesty by creating posters that encourage others.</p>
Cooperation	<p><u>Cooperation Cup Challenge</u> Students will Cooperate and apply conflict resolution strategies to complete a challenge as a team.</p>	<p><u>Cooperative Act It Out</u> Students will work in groups to complete a short skit about Cooperation using I-Statements to resolve conflict.</p>	<p><u>Cooperation Flag</u> Students will work Cooperatively to create a flag representing each group member as well as something they have in common.</p>	<p><u>Let's Play the Conflict Game!</u> Students will work Cooperatively to answer questions during an interactive game resolving conflicts.</p>
Courage	<p><u>Courage to Dream</u> Students will identify how Courage is used to reach their Character Goals by creating and executing a plan.</p>	<p><u>Creating Time For Others</u> Students will organize their time to create space to grow relationships with others.</p>	<p><u>Time = Values</u> Students will use Courage by planning a schedule that reflects their values.</p>	<p><u>Let's Get Organized</u> Students will help create a rubric for organizing their things, then put their skills into practice.</p>
Creativity	<p><u>Looking Back to Look Ahead</u> Students will create a collage of memories from their lives and add positive self-talk statements to each.</p>	<p><u>Positive Self-Talk Project</u> Students will use Creativity to create a positive self-talk project.</p>	<p><u>Creatively Positive</u> Students will use Creativity to make a positive self-talk tool.</p>	<p><u>Timelines</u> Students will practice using positive self-talk by creating a project for their future selves.</p>
Kindness Closure (2 weeks)	<p><u>The Power of Your Words</u> Students will reflect on what they have learned about character traits this year and create their own quote poster to inspire others.</p>	<p><u>A Cool, Kind Summer</u> Students will work together to brainstorm ways to put Kindness into action this summer.</p>		

5th Grade					Scope & Sequence			
Trait	Week 1	Week 2	Week 3	Week 4				
Kindness Kickoff (2 weeks)	<u>Getting to Know You</u> Students will learn about the skills they will focus on this year. Then, they will practice Kindness while getting to know their classmates.	<u>Kind Classroom Agreement</u> Students will create detailed guidelines based on Kindness to build a positive classroom environment.						
Respect	<u>How to be an Upstander</u> Students will learn the impact of upstander behavior and identify ways to Stop, Support and Report.	<u>Respect For Self and Others Online</u> Students will reflect on how they can show Respect while using social media.	<u>Lead with Positivity</u> Students will learn how their words impact others and put positive school leadership into practice.	<u>The Compliment Project</u> Students will practice how to give effective, meaningful compliments as a leadership strategy.				
Responsibility	<u>Mountain TOP</u> Students will explore TOP Goals and create a Mountain TOP Goals poster.	<u>Co-Climbing The Mountain</u> Students will work in groups to create a TOP Goals plan for achieving various Responsibility goals.	<u>A Matter of Time</u> Students will evaluate the way they spend their time and build time-management skills.	<u>You Can Count on Me</u> Students will create meaningful TOP Goals and establish accountability partners.				
Gratitude	<u>Cooking Up Some Calm</u> Students will evaluate stress management tools by creating a Gratitude recipe for coping with stress.	<u>Unexpected Gratitude</u> Students will practice Gratitude as a way to manage stressful situations.	<u>Who's Your Person?</u> Students will each identify and show Gratitude for a person who can help them manage their stress.	<u>Stress Supports PSA</u> Students will work together to create a Public Service Announcement to communicate ways to manage stress.				
Empathy	<u>Leadership Line Up</u> Students will learn to identify the qualities of a good leader and build awareness of their own strengths and areas of growth.	<u>Goals that Matter!</u> Students will set goals that will utilize their strengths and interests as leaders to make a difference in the world.	<u>Leading at Home and School</u> Students will practice leadership skills by responding with Empathy to other people's problems.	<u>Make Kindness Normal</u> Students will strategize ways to lead the charge to make Kindness normal at school.				

5th Grade					Scope & Sequence			
Trait	Week 1	Week 2	Week 3	Week 4				
Perseverance	<p><u>Overcoming Obstacles</u> Students will demonstrate Perseverance by creating if... Then plans for overcoming obstacles.</p>	<p><u>Big Plans!</u> Students will learn to make goals more attainable by breaking them into smaller tasks.</p>	<p><u>BHAGS with Purpose, Part 1</u> Students will practice Perseverance by setting big goals and creating a timeline.</p>	<p><u>BHAGS with Purpose, Part 2</u> Students will plan for practicing Perseverance by setting big goals and creating a timeline.</p>				
Honesty	<p><u>Preventing Stress Honestly</u> Students will understand the connection between stress and dishonesty, using Honesty as a stress-prevention tool.</p>	<p><u>Honesty With Peers</u> Students will analyze how stress impacts us and discuss how they might manage stress in various situations.</p>	<p><u>Balancing Act</u> Students will analyze the impact of various stressors and work with a partner to choose a management tool for each.</p>	<p><u>Lighten Up!</u> Students will explore how stress and dishonesty feel and brainstorm tools for stress management.</p>				
Cooperation	<p><u>A Leader in Action</u> Students will work in groups to create a Profile of a Leader showcasing what a true leader looks like.</p>	<p><u>Leading Through Conflict</u> Students will collaborate to lead others through positive resolutions to potential conflicts using the Tree of Choices..</p>	<p><u>Leadership Project: Part 1</u> Students will Cooperate to create recess activities for a younger grade level.</p>	<p><u>Leadership Project: Part 2</u> Students will Cooperate to create recess activities for a younger grade level.</p>				
Courage	<p><u>Character: Courage or Comfort Zone?</u> Students will reflect on their level of Courage or comfort in a variety of situations that require character.</p>	<p><u>Corners of Courage</u> Students will explore strategies for practicing Courage to stand up for others.</p>	<p><u>TOP Character Goals</u> Students will use the TOP Goal model for building out their character goals.</p>	<p><u>Courage to Try New Things</u> Students will grow in Courage by setting goals around trying new things.</p>				
Creativity	<p><u>Creative Stress-Relief</u> Students will engage in Creative activities of their choice that can help manage stress.</p>	<p><u>Creating Solutions</u> Students will work together to Creatively solve problems to manage stress proactively and reactively.</p>	<p><u>Creation Rotation Stations, Part 1</u> Students will rotate through stations to practice critical thinking, Creativity, and stress management strategies.</p>	<p><u>Creation Rotation Stations, Part 2</u> Students will rotate through stations to practice critical thinking, Creativity, and stress management strategies.</p>				
Kindness Closure (2 weeks)	<p><u>PurposeFull Yearbook (or Yearbook Addition!)</u> Students will recognize growth in their classmates through a character yearbook signing event.</p>	<p><u>Leave a Legacy</u> Students will practice Kindness by leaving a legacy for the 5th graders who will come in next year.</p>						



CharacterStrong Tier 2 (CST2)

Processes and Supports to Promote Student Success

Tier 2 is a coordinated process that delivers targeted support for students with additional needs beyond Tier 1 universal supports.

Some students have social, emotional, and behavioral needs that warrant additional support to Tier 1 universal support. There is a need for targeted, evidenced-based support and small group skills instruction that can be precisely tailored to the underlying reason why students' social, emotional, and behavioral needs exist.

A key component of the CharacterStrong Tier 2 solution is Small Group Skills Instruction.



1. Coping

Internalizing Emotions

2. Regulation

Externalizing Emotions

3. Relationships

Social Skills

4. Self Management

Executive Functioning

The Small Group Skills Instruction curriculum is designed to be used with small groups of students who are in need of acquiring skills in one of four common areas:

1. **Coping:** Teach students emotion regulation and coping skills to manage situations that cause Internalizing Emotions and behaviors (anxiety, stress).
2. **Regulation:** Teach students emotion regulation and coping skills to manage situations that cause Externalizing Emotions and behaviors (anger, frustration).
3. **Relationships:** Teach students social skills to establish, maintain, and restore relationships with other students and resolve conflicts productively.
4. **Self-Management:** Teach students self-management skills and tools to improve executive functioning and promote meeting daily expectations with limited disruption and support from others.





Product Highlights

- **Elementary and Secondary Curriculum Bands** that meet the developmental needs of students.
 - **POWERed Up:** Elementary curriculum that is developmentally broken down into grades K-2 and 3-5 curricula
 - **Group:** Secondary curriculum that is developmentally tailored to grades 6-8 and 9-12
- **Research-based:** All curriculum is grounded in scientific research and Dr. Cook's (Chief Development Officer) research on designing effective Tier 2 interventions gathered over the past decade.
- **Three Components** in each curriculum band:
 - **Small Group Instruction:** Eight 30-minute skill-building lessons; 2 individual coaching sessions
 - **Home Family Support:** Families play an important role in helping students generalize skills beyond group sessions. The curriculum has two Family Focus Supports:
 - 3 Learning modules that educators share with families to increase their knowledge and skills to support their student at home
 - 8 pre-scripted updates educators can send to families each week to increase awareness about their student's learning and how to support it in the home environment
 - **Daily Structured Mentoring:** Daily structured mentoring involves assigning each student in the group a mentor who meets with students at the front and backend of each day to support them in generalizing and applying what they learned in the group sessions
- **Common Lesson Structures** that aid the educator and students with predictability and consistency.
 - **Connection:** Relational activities to build connection and a sense of safety among the group members before engaging in learning
 - **Learn:** Explicit teaching and engaging content with the following sequence:
 - Review: A reminder of the skill and focus from the last lesson
 - Learn and Practice: Structured teaching of new skills and time for modeling and practicing the new skills
 - Apply: Time to map out how to use the new skills day in and day out
- **Digital Curriculum** that is visually appealing and has minimal prep requirements (10-15 minutes).
- **Data Collection Tools:**
 - **Access to Social, Emotional, and Behavioral Screening Tools:** Strength and Needs Screener (SNS) and Youth Needs Screener (YNS)
 - **An Intervention Precision Tool** that allows you to guide students to the most appropriate skill-building curriculum or performance-based intervention
 - **Tools to Assess Proficiency** for students applying the learned skills
- **Performance-Based Interventions**
 - Access to 6 interventions that support students who possess knowledge and skills but need more environmental support to encourage and motivate behavior to use their skills
 - Fidelity checklists for each of the performance-based interventions
 - Resources and tools that will support the delivery of the interventions



CharacterStrong Tier 2 (CST2)

Scope and Sequence for Grades K-5 (Elementary)



Elementary K-5 Coping

(Emotion Regulation and Coping Skills for Internalizing Emotions and Behavior)

Session Name	Purpose	Learning Objectives
Session 1: Intro to Group	The purpose of this session is to introduce students to the group, establish Community Agreements, and understand the purpose of learning skills to better manage how Internalizing Emotions show up in response to certain situations.	<ul style="list-style-type: none">● Students understand the purpose of the group.● Students can explain the different parts of the support (group lessons, school mentor, family support).● Students know when, where, and how they will come to group sessions each week.● Students are curious or interested in participating in the group and celebrating at the end.
Session 2: 3Bs (Brain, Body, and Behavior)	The purpose of this session is to teach students about strong Internalizing Emotions (sad, worry, fear) and how emotions show up in their Brain, Body, and Behaviors (3Bs).	<ul style="list-style-type: none">● Students understand it is normal to have strong Internalizing Emotions.● Students understand that strong emotions can sometimes get in the way of making positive choices.● Students can explain how strong emotions show up in their Brains, Body, and Behavior.



Session 3: Notice Your Buttons	The purpose of this session is to teach students about the situations that cause strong Internalizing Emotions to show up (i.e., buttons) in their 3Bs. This supports students in developing greater self-awareness of situations that cause strong emotions.	<ul style="list-style-type: none">● Students can explain how strong emotions are caused by situations (i.e., buttons).● Students explore specific buttons that cause strong Internalizing Emotions to show up.● Students begin to understand and identify their personal buttons that cause strong emotions.
Session 4: Name It	The purpose of this session is to teach students how to notice strong emotions in response to buttons and how to 'Name It' as the first step to feeling better and making positive choices.	<ul style="list-style-type: none">● Students are able to explain why it is important to first notice strong emotions in their 3Bs.● Students can describe how to Name It in order to use a power to Tame It.● Students practice naming strong emotions to prepare for their coaching session.
Coaching Session 1: Develop Your Plan	The purpose of the individual coaching session with each student is to begin developing a personalized plan that establishes goals they want to achieve, identifies buttons that get pushed, describes how to name the emotions that show up in their Brain, Body, and Behavior, and reviews When, Then Plans.	<ul style="list-style-type: none">● Students will have personalized plans that:<ul style="list-style-type: none">○ Identifies the specific emotion that gets in the way○ Establishes goals○ Identifies buttons○ Describes how the emotion shows up in 3Bs○ Names the strong emotion
Session 5: Brain Powers	The purpose of this session is to teach students why it is important to manage their Unhelpful Thoughts when their button gets pushed by using 2 Brain Powers (Turning Down Thoughts into Up Thoughts; Hero Power).	<ul style="list-style-type: none">● Students can describe why it is important to use Brain Powers to manage Unhelpful Thoughts.● Students can describe 2 Brain Powers: (1) Turn Down thoughts into Up Thoughts and (2) Hero Power.● Students practice using Brain Powers to gain experience with how to use them when needed.



Session 6: Body Powers	The purpose of this session is to teach students why it is important to manage feelings in their bodies in order to calm down, feel better, and make positive choices by using 2 Body Powers (Five Finger Breathing; Calm Body).	<ul style="list-style-type: none">● Students can describe why it is important to manage behavior when having a strong emotion.● Students can describe 2 Behavior Powers: (1) Opposite Power and (2) Asking for Help.● Students practice using Behavior Powers to gain experience with how to use them when needed.
Session 7: Behavior Powers	The purpose of this session is to teach students why it is important to manage behavior after a button is pushed and causes a strong emotion to show up in order to make positive choices by using 2 Behavior Powers (Opposite Power, Asking for Help).	<ul style="list-style-type: none">● Students can describe why it is important to use Body powers to calm down feelings in the body.● Students can describe 2 Body Powers: (1) 5 Finger Breathing and (2) Calm Body.● Students practice using Body Powers to gain experience with how to use them when needed.
Coaching Session 2: Finalize Your Plan	The purpose of spending individual coaching time with each student is to finalize their personalized plans by reviewing goals and incorporating specific Brain, Body, and Behavior Powers in their When, Then plans.	<ul style="list-style-type: none">● Review and finalize goals around improving coping skills to manage strong emotions.● Finalize personalized plans to include the specific Brain, Body, and Behavior Powers the student finds most helpful with managing strong emotions when their buttons get pushed.● Finalize the plan to be shared with and referenced by the school mentor and student's family to promote skill generalization.
Session 8: Ceremony and Celebration	The purpose of this session is to engage students in a final review of key topics including Brain, Body, and Behavior Powers, hold a ceremony to recognize each student's achievement and celebrate the	<ul style="list-style-type: none">● Students review key topics and the 3B Powers.● Students feel a sense of accomplishment and achievement.● Students have fun celebrating the achievement of completing the group together.



	achievement by having fun together.	<ul style="list-style-type: none">• Students are motivated to continue using their personalized plans in order to improve relationships with others.
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CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Small Group for Coping (Emotion Regulation & Coping of Internalizing Emotions)

Scope & Sequence Grades 6-12

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Connect with students to help them understand what to expect, connect relationally as a group, and establish Community Agreements.	<ul style="list-style-type: none">• Students understand the purpose of the group and what they will get out of it.• Students can describe Community Agreements needed to create a safe and supportive space.
Session 2: How Emotions Show Up	Teach students positive mindsets about emotions (emotions as malleable mindset and emotions as enhancing) and how Internalizing Emotions show up in our Brain, Body, and Behavior.	<ul style="list-style-type: none">• Students have positive mindsets about emotions:<ul style="list-style-type: none">◦ Emotions as malleable◦ Emotions as enhancing• Students can describe how Internalizing Emotions:<ul style="list-style-type: none">◦ Are normal and often helpful◦ Can be managed when the volume gets too high by using skills to turn the volume down and feel confident to make helpful and healthy decisions◦ Show up in their Brain, feelings in their Body, and their Behavior
Session 3: Situations that Switch on Emotions	Teach students about why it is important to identify situations that cause strong emotions (i.e., switches that	<ul style="list-style-type: none">• Students can explain different situations that switch on Internalizing Emotions.• Students can describe how



	turn on the emotion) through a process that increases self-awareness and management of emotions in order to make positive choices.	certain situations cause strong emotions and show up in their Brain, Body, and Behavior. <ul style="list-style-type: none">● Students can describe the Emotion Regulation Process<ul style="list-style-type: none">○ Know switches○ Notice the Internalizing Emotion (Brain, Body, Behavior)○ Change the volume○ Be confident in making a positive choice
Session 4: REAL Goals: Goals and a Plan	Teach students a specific goal setting and planning framework to prepare for Coaching Session 1 that recognizes their current realities and supports them in developing meaningful goals and a plan to achieve those goals when certain situations switch on strong emotions.	<ul style="list-style-type: none">● Students are able to describe the importance of having both goals and a plan to achieve those goals.● Students can describe each step of the R.E.A.L. Goals framework.● Students have an opportunity to practice R.E.A.L. Goals prior to their coaching session.
Coaching Session 1: Develop Your Plan	Coach each student in developing a personalized plan using the R.E.A.L. Goals framework, including establishing goals, envisioning outcomes of achieving goals, envisioning obstacles (switches, how emotions show up in Brain, Body, and Behavior), and learning what to do if their plan does not work out initially.	By the end of this coaching session, students will have a plan that includes: <ul style="list-style-type: none">○ Specific switches that turn on the strong emotion○ Meaningful goals to work towards achieving○ Obstacles that reflect how the emotion shows up in their Brain, Body, and Behavior○ Initial outline for When, Then plans○ Reminders for self if the plan does not initially work



Session 5: Brain Skills	Teach and practice specific Brain Skills to manage thoughts in response to situations that switch on an Internalizing Emotion (Reframing Thoughts; Thought Stop).	<ul style="list-style-type: none">• Students can explain how Internalizing Emotions can show up as Unhelpful Thoughts.• Students can explain 2 different Brain Skills to manage unhelpful thoughts: (1) Reframing Thoughts and (2) Thought Stop.• Students practice using both Brain Skills to incorporate into their plan and continue applying them outside of the session.
Session 6: Body Relaxation Skills	Teach and practice Body Relaxation Skills to turn down the volume of strong emotions on the feelings in their body in order to feel calmer and better able to make positive decisions.	<ul style="list-style-type: none">• Students can explain how Internalizing Emotions show up as uncomfortable feelings in their body.• Students can explain 2 different Body Relaxation Skills to calm down feelings in their body: (1) Focused Breathing and (2) Guided Imagery.• Students practice using both Body Relaxation Skills to incorporate into their plan and continue applying them outside of the session.
Session 7: Behavior Skills	Teach and practice specific Behavior problem-solving Skills to use when situations switch on strong emotions and make positive decisions.	<ul style="list-style-type: none">• Students can explain how Internalizing Emotions show up as behaviors that get in the way.• Students can explain 2 different Behavior Skills to help them make positive choices even when a strong emotion shows up: (1) Opposite Action and (2) My Go To.• Students practice using both Behavior Skills to incorporate into their plan and continue applying them outside of the session
Coaching Session 2:	Coach each student through	By the end of this coaching session,



Finalize Your Plan	finalizing their personalized plans using the Brain, Body, and Behavior Skills they find most helpful for improving their ability to manage strong emotions that show up when certain situations switch them on in order to make positive decisions that align with their goals.	students will: <ul style="list-style-type: none">● Revise goals and/or situations that switch on strong emotions.● Finalize the When, Then plans to include specific Brain, Body, and Behavior skills that are most helpful for managing strong emotions in response to switches that turn on the emotion.● Have a completed plan to share with the school mentor and family to promote skill generalization.
Session 8: Celebrate Success	Review key topics and skills learned throughout this group, hold a ceremony to provide each student with a certificate of achievement, and celebrate the achievement by having fun together.	<ul style="list-style-type: none">● Students are able to accurately recall key topics and skills they learned in the group.● Students feel proud about the effort they put into the group.● Students have fun celebrating their achievements as a group.



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Power Up Regulation (Coping with Externalizing Emotions)

Scope & Sequence for Grades K-5

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	The purpose of this session is to introduce students to the group, establish Community Agreements, and understand the purpose of learning skills to better manage how Externalizing Emotions show up in response to certain situations.	<ul style="list-style-type: none">• Students understand the purpose of the group.• Students can explain the different parts of the support (group lessons, school mentor, family support).• Students know when, where, and how they will come to group lessons each week.• Students are curious or interested in participating in the group and celebrating at the end.
Session 2: 3Bs (Brain, Body, & Behavior)	The purpose of this session is to teach students about strong Externalizing Emotions (sad, worry, fear) and how emotions show up in their Brain, Body, and Behaviors (3Bs).	<ul style="list-style-type: none">• Students understand it is normal to have strong Externalizing Emotions.• Students understand that sometimes strong emotions can get in the way of making positive choices.• Students can explain how strong emotions show up in their Brains, Body, and Behavior.



Session 3: Notice Your Buttons	The purpose of this session is to teach students about the situations that cause strong Externalizing Emotions to show up (i.e., buttons) in their 3Bs. This supports students in developing greater self-awareness of situations that cause strong emotions.	<ul style="list-style-type: none">● Students can explain how strong emotions are caused by situations (i.e., buttons).● Students explore specific buttons that cause strong Externalizing Emotions to show up.● Students begin to understand and identify their own buttons that cause strong emotions.
Session 4: Name It	The purpose of this session is to teach students how to notice strong emotions in response to buttons and 'Name It' as the first step to feeling better and making positive choices.	<ul style="list-style-type: none">● Students are able to explain why it is important to first notice strong emotions in their 3Bs.● Students can describe how to Name It in order to use a power to Tame It.● Students practice naming strong emotions to prepare for their coaching session.
Coaching Session 1: Develop Your Plan	The purpose of the individual coaching session with each student is to begin developing a personalized plan that sets goals they want to achieve, identifies buttons that get pushed, describes how the emotions show up in their Brain, Body, and Behavior, names the strong emotions, and reviews When, Then Plans.	<ul style="list-style-type: none">● Students will have personalized plans that:<ul style="list-style-type: none">○ Identifies specific emotions that get in the way○ Establishes goals○ Identifies buttons○ Describes how the emotion shows up in 3Bs○ Names the strong emotion



Session 5: Brain Powers	The purpose of this session is to teach students why it is important to manage their Unhelpful Thoughts when their button gets pushed and a strong emotion shows up by using 2 Brain Powers (Turning Down Thoughts into Up Thoughts; Hero Power).	<ul style="list-style-type: none">● Students can describe why it is important to use Brain Powers to manage Unhelpful Thoughts● Students can describe 2 Brain Powers: (1) Turn Down thoughts into Up Thoughts and (2) Hero Power.● Students practice using Brain Powers to gain experience with how to use them when needed.
Session 6: Body Powers	The purpose of this session is to teach students why it is important to manage and calm down feelings in their bodies to feel better and make positive choices by using 2 Body Powers (Five Finger Breathing; Calm Body).	<ul style="list-style-type: none">● Students can describe why it is important to manage behavior when experiencing strong emotions.● Students can describe 2 Body Powers: (1) Five Finger Breathing and (2) Calm Body.● Students practice using Body Powers to gain experience with how to use them when needed.
Session 7: Behavior Powers	The purpose of this session is to teach students why it is important to manage behavior when buttons get pushed and to make positive choices even when a strong emotion shows up by using 2 Behavior Powers (Opposite Power, Asking for Help).	<ul style="list-style-type: none">● Students can describe why it is important to use Behavior Powers to manage and calm down feelings in the body.● Students can describe 2 Behavior Powers: (1) Opposite Power and (2) Asking for Help.● Students practice using Behavior Powers to gain experience with how to use them when needed.



Coaching Session 2:
Finalize Your Plan

The purpose of spending individual time coaching with each student is to finalize their personalized plans by reviewing goals and incorporating specific Brain, Body, and Behavior Powers in their When, Then plans.

- Review and finalize goals for improving coping skills to manage strong emotions.
- Finalize personalized plans to include the specific Brain, Body, and Behavior Powers the student finds most helpful for managing strong emotions when their buttons get pushed.
- Finalized plan can be shared with and referenced by the school mentor and family to promote skill generalization.

Session 8:
Ceremony and Celebration

The purpose of this session is to engage students in a final review of key topics and Brain, Body, and Behavior Powers, hold a ceremony to recognize each student's achievement and celebrate the achievement by having fun together.

- Students review key topics and 3B Powers.
- Students feel a sense of accomplishment and achievement.
- Students have fun celebrating the achievement of completing the group together.
- Students are motivated to continue using their personalized plans to improve relationships with others.



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Small Group for Regulation (Emotion Regulation & Coping for Externalizing Emotions)

Scope & Sequence for Grades 6-12

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Connect with students to help them understand what to expect from group and how to connect relationally as a group, and establish community agreements.	<ul style="list-style-type: none">• Students understand the purpose of the group and what they will get out of it.• Students can describe community agreements for creating a safe and supportive space.
Session 2: How Emotions Show Up	Teach students positive mindsets about emotions (emotions as malleable mindset and emotions as enhancing) and how Externalizing Emotions show up in our Brain, Body, and Behavior and can be managed when the volume gets too loud.	<ul style="list-style-type: none">• Students have positive mindsets about emotions:<ul style="list-style-type: none">○ Emotions as malleable○ Emotions as enhancing• Students can describe how Externalizing Emotions:<ul style="list-style-type: none">○ Are normal and often helpful○ Can be managed when the volume gets too high by using skills to turn the volume down to make helpful and healthy decisions○ Show up in their brain, feelings in their body, and their behavior
Session 3: Situations that Switch on Emotions	Teach students about why it is important to identify situations that cause strong emotions (i.e., Switches that turn on the emotion) and how to use a process that	<ul style="list-style-type: none">• Students can explain different situations that switch on Externalizing Emotions• Students can describe how certain situations cause strong emotions to show up in their



	increases self-awareness and management of emotions to make positive choices.	Brain, Body, and Behavior <ul style="list-style-type: none">● Students can describe the Emotion Regulation Process<ul style="list-style-type: none">○ Know Switches○ Notice the Externalizing Emotion (Brain, Body, Behavior)○ Change the volume○ Be regulated to make a positive choice
Session 4: REAL Goals: Goals & a Plan	Teach students a specific goal setting and planning framework to prepare for Coaching Session 1 that recognizes their current realities yet supports them in developing meaningful goals and planning to achieve those goals when certain situations switch up strong emotions.	<ul style="list-style-type: none">● Students are able to describe the importance of having both goals and a plan to achieve those goals● Students can describe each step of the R.E.A.L. Goals framework● Students have an opportunity to practice R.E.A.L. Goals prior to their coaching session
Coaching Session 1: Develop Your Plan	Coach each student in developing a personalized plan using the R.E.A.L. Goals framework, including establishing goals, envisioning outcomes of achieving goals, envisioning obstacles [Switches, how emotions show up in Brain, Body, and Behavior), and preparing to learn what to do if their plan does not work right away.	By the end of this coaching session, students will have a plan that includes: <ul style="list-style-type: none">○ Specific Switches that turn on the strong emotion○ Meaningful goals to work towards achieving○ Obstacles that reflect how the emotion shows up in their Brain, Body, and Behavior○ Initial outline for When, Then plans○ Reminders for self if the plan does not work initially



Session 5: Brain Skills	Teach and practice specific skills to manage thoughts in response to situations that switch on an externalizing emotion (Reframing Thoughts and Thought Stop).	<ul style="list-style-type: none">● Students can explain how Externalizing Emotions can show up as unhelpful thoughts● Students can explain two different Brain Skills to manage unhelpful thoughts: (1) Reframing Thoughts and (2) Thought Stop● Students practice using both Brain Skills to incorporate into their plan and continue applying it outside of the session
Session 6: Body Relaxation Skills	Teach and practice Body Relaxation Skills to turn down the volume of the strong emotion they feel in their body in order to feel calmer and better able to make positive decisions.	<ul style="list-style-type: none">● Students can explain how Externalizing Emotions show up as uncomfortable feelings in their body● Students can explain two different Body Relaxation Skills to calm down feelings in their body: (1) Focused Breathing and (2) Guided Imagery● Students practice using both Body Relaxation Skills to incorporate into their plan and continue applying it outside of the session
Session 7: Behavior Skills	Teach and practice specific behavioral problem-solving skills to use when situations switch on strong emotions and how it is important for making positive decisions.	<ul style="list-style-type: none">● Students can explain how Externalizing Emotions show up as behaviors that get in the way● Students can explain two different Behavior Skills to help make positive choices even when a strong emotion shows up: (1) Opposite Action and (2) My Go To● Students practice using both Behavior Skills to incorporate into their plan and continue applying it outside of the session



Coaching Session 2: Finalize Your Plan	Coach each student through finalizing their personalized plans with the Brain, Body, and Behavior Skills they find most helpful for improving their ability to manage strong emotions that are switched on in certain situations and how they can make positive decisions that align with their goals.	By the end of this coaching session, students will: <ul style="list-style-type: none">● Revise goals and/or situations that switch on strong emotions● Finalize the When, Then plans to include specific Brain, Body, and Behavior Skills that are most helpful for managing strong emotions in response to switches● Will have a completed plan to share with the school mentor and family to promote skill generalization
Session 8: Celebrate Success	Review key topics and skills learned throughout this group, hold a ceremony to provide each student with a certificate of achievement and celebrate the achievement by having fun together.	<ul style="list-style-type: none">● Students are able to accurately recall key topics and skills they learned in the group● Students feel proud about the effort they put into the group● Students have fun celebrating their achievement as a group together



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

K-2 Power Up Relationships (Social Skills)

Scope & Sequence

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Introduce students to the group, establish Community Agreements, set expectations, and teach the Relationship Formula (Mindset + Skills), including normalizing relationship challenges and showing how relationships can be improved with the right mindset and skills.	<ul style="list-style-type: none">• Students understand the purpose of the group and what they will get out of it.• Students can describe why Community Agreements are important for creating a safe and supportive space.• Students can explain the Relationship Formula and how relationships with others can improve with effort and the use of Social Skills.
Session 2: Relationship Powers	The purpose of this session is to increase students' motivation and knowledge about improving positive connections and relationships with others, teach what positive relationships with others look, sound, and feel like, and specific Relationship Powers they will use to improve..	<ul style="list-style-type: none">• Students can describe what positive relationships with others look, sound, and feel like.• Students can explain specific Social Skill Powers that improve positive relationships with others.• Students can describe the steps of the Relationship Process and how it can help them improve at establishing and maintaining relationships with others.



<p>Session 3: Power of Noticing Others</p>	<p>The purpose of this session is to teach students the Social Skill Power of being aware and noticing other's body language and facial expressions, and what and how others say things during interaction can lead to positive connections and relationships.</p>	<ul style="list-style-type: none">● Students can describe why it is important to pay attention and notice what is happening with others.● Students can explain how to notice others by paying attention to body language, facial expressions, and what and how the person is saying things.● Students practice noticing others and how to handle a situation when others do not notice what is happening to them and prepare to apply these skills outside of the group.
<p>Session 4: Power of Conversation</p>	<p>The purpose of this session is to teach students the Social Skill Power of Conversation. Students will learn how to initiate and maintain positive conversations with others by asking good questions, showing interest, actively listening, and thinking about what to say and not to say.</p>	<ul style="list-style-type: none">● Students can describe why being able to initiate and maintain positive conversations is important for building and maintaining positive relationships.● Students can explain the Social Skills of asking good questions, showing interest in what others say, and actively listening.● Students practice Conversation Skills in preparation for using these skills outside of the group.
<p>Coaching Session 1: Develop Your Plan</p>	<p>Use individual coaching time with each student to begin developing a Relationship Plan that includes developing relationship goals, identifying Social Situations needing improvement and obstacles that could get in the way, and creating When, Then plans with the Social Skill Powers needed to achieve the goals.</p>	<ul style="list-style-type: none">● Establish Relationship Goals that lead to Bigger Picture Goals.● Identify Social Situations that represent opportunities to improve relationships with others.● Identify obstacles that explain the struggle in the Social Situations.● Begin developing When, Then plans that include Social Skill Powers.



Session 4: Power of Taking Turns	The purpose of this session is to teach students the Social Skill Power of Taking Turns or allowing others to go first as a way to establish positive connections and relationships with others.	<ul style="list-style-type: none">● Students can describe why the powers of Taking Turns with others and allowing others to go first can help build positive relationships.● Students can explain what Taking Turns and allowing others to go first looks like.● Students practice Taking Turns and allowing others to go first to prepare for using these skills outside of the group.
Session 5: Power of Sharing	The purpose of this session is to teach students the powers of Sharing with others, why this Power is important, what it looks like to share with others, and how it can help establish positive connections and relationships with others.	<ul style="list-style-type: none">● Students can describe why and how sharing and helping others helps build and maintain positive relationships.● Students can explain specific steps to sharing and helping others and how this makes others feel good and supported.● Students have opportunities to practice sharing and helping others in the group in preparation to apply these skills outside of the group.
Session 6: Power of Respecting Space and Belongings	The purpose of this session is to teach students the Social Skill Power of Respecting others' space and belongings and the specific steps to follow to make sure.	<ul style="list-style-type: none">● Students can describe why Respecting others' space and belongings is important.● Students can describe what Respecting others' space and belongings looks like.● Students practice Respecting others' space and belongings in the group and responding when others do not Respect their space or belongings to prepare for applying these skills outside of the group.



<p>Session 7: Power of Responding</p>	<p>The purpose of this session is to teach students the Social Skill Power of Responding to situations that do or do not go their way like winning or losing a game or getting selected or not getting selected to do something. This teaches students the idea of Responding vs. Reacting by keeping others in mind.</p>	<ul style="list-style-type: none">● Students can describe why the Power of 'winning or losing' at something is important.● Students can explain what it looks like to effectively respond to winning and losing at something to avoid harming relationships with others.● Students practice 'winning and losing' effectively and how to respond if others do not 'win and lose' in ways they like to prepare to use these skills outside of the group.
<p>Coaching Session 2: Finalize Your Plan</p>	<p>Spend individual time coaching each student through finalizing their personalized plans by reviewing goals and incorporating specific Social Skill Powers in their When, Then plans.</p>	<ul style="list-style-type: none">● Finalize personalized plans to include the specific Social Skill Powers the student finds most helpful for improving relationships with others in situations they struggle the most.● Finalized plan can be shared with and referenced by the school mentor and family to promote skill generalization.
<p>Session 8: Ceremony and Celebration</p>	<p>The purpose of this session is to engage students in a final review of the topics and Social Skill Powers, hold a ceremony to recognize each student's achievement, and celebrate the achievement by having fun together.</p>	<ul style="list-style-type: none">● Students review key topics and Social Skill Powers.● Students feel a sense of accomplishment and achievement.● Students have fun celebrating the achievement of completing the group together.● Students are motivated to continue using their personalized plans to improve relationships with others.



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Grades 3-5 Powering Up Relationships (Social Skills)

Scope & Sequence

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Introduce students to the group to establish community agreements, set expectations, and teach the Relationship Formula (Mindset + Skills), including normalizing relationship challenges yet showing how relationships can be improved with the right mindset and skills.	<ul style="list-style-type: none">• Students understand the purpose of the group and what they will get out of it• Students can describe community agreements to create a safe and supportive space• Students can explain the Relationship Formula and how relationships with others can improve with effort and use of social skills
Session 2: Power of Understanding Self and Others	The purpose of this session is to teach students the concepts of self-awareness and social awareness to deepen understanding of self and others in social situations and specific skills to improve understanding of self (find the facts) and others (be a detective).	<ul style="list-style-type: none">• Students can describe why it is important to understand self and others to improve their ability to establish and maintain positive connections and relationships with others.• Students can explain how to use Find the Facts (self awareness) and Be a Detective (social awareness).• Students are able to practice skills to improve understanding of self and others.



<p>Session 3: Power of Goal Setting and Planning</p>	<p>The purpose of this session is to teach students how to set relationship goals and make a plan to achieve those goals that includes when and how to use social skills to improve positive connections and relationships with others.</p>	<ul style="list-style-type: none"> ● Students can describe why having both relationship goals and a plan are important ● Students practice setting relationships goals and steps of a plan to improve relationships with others
<p>Coaching Session 1: Develop Your Plan</p>	<p>Individual coaching time with each student to begin developing a Relationship Plan that includes developing relationship goals, identifying social situations to improve and obstacles that get in the way, and creating When, Then plans to use social skill powers to achieve the goals.</p>	<ul style="list-style-type: none"> ● Establish Relationship Goals that lead to Bigger Picture Goals ● Identify Social Situations represent opportunities to improve relationships with others ● Identify obstacles that explain why the struggle in the social situations ● Begin developing When, Then plans that include social skill powers
<p>Session 4: Power of Establishing Relationships</p>	<p>The purpose of this session is to teach students specific social skill powers that help with establishing positive relationships with others, including asking open-ended questions, active listening, and acting kind.</p>	<ul style="list-style-type: none"> ● Students can describe why establishing relationships with others is important. ● Students can describe 3As as the skills that help establish positive relationships with others ● Students have opportunities to practice the 3As with one another.
<p>Session 5: Power of Cooperating with Others</p>	<p>The purpose of this session is to teach students the importance of cooperating with others in groups, games or teams, and specific social skill powers that help cooperate with others in games by taking turns, sharing or helping, complimenting others, and do your part.</p>	<ul style="list-style-type: none"> ● Students can describe why cooperating with others in groups is important. ● Students can describe 4 social skill powers that help cooperate with others (take turns, share & help, compliment, do your part) ● Students practice using the social skill powers of cooperation.



<p>Session 6: Power of Resolving Conflicts</p>	<p>The purpose of this session is to teach students why resolving conflicts is important to maintain relationships with others and to prevent the conflict from becoming a bigger problem. Students learn specific social skills to resolve conflicts (i.e., Tree of Choices) and restore relationships.</p>	<ul style="list-style-type: none">● Students can describe why resolving conflicts with others is important● Students can explain specific social skill powers to resolve conflicts and restore relationships.● Students practice using the Tree of Choices as a social skill power to resolve conflicts and steps to restoring relationships.
<p>Session 7: Power of Responding</p>	<p>The purpose of this session is to teach students the importance of responding (skillful interaction) vs. reacting (emotional impulsive interaction) to social situations that do or do not turn out how they want. Specifically, students will learn how to respond effectively to winning and losing, managing emotions when others push their buttons, and how to restore relationships after a conflict.</p>	<ul style="list-style-type: none">● Students can describe the difference between responding and reacting to others, and why responding is more effective than reacting.● Students can explain specific social skill powers to respond to situations where they win/lose or others interact with them in unwanted ways.● Students practice using the Tree of Choices and Winning/Losing as social skills to respond to situations that do or do not turn out how they want.
<p>Coaching Session 2: Finalize Your Plan</p>	<p>Spending individual time coaching each student to finalize their personalized plans by reviewing goals and including specific social skill powers they learned in their When, Then plans.</p>	<ul style="list-style-type: none">● Finalize personalized plans to include the specific social skills powers the student finds most helpful to use to improve relationships with others in situations they struggle the most.● Finalized plan that can be shared with and referenced by school mentor and family to promote skill generalization.



Session 8:
Ceremony and Celebration

The purpose of this session is to engage students in a final review of topic and social skill powers, hold a ceremony to recognize each student's achievement, and celebrate the achievement by having fun together.

- Students review key topics and social skill powers.
- Students feel a sense of accomplishment and achievement.
- Students have fun celebrating together the achievement of completing the group.
- Students are motivated to continue to use their personalized plans to improve relationships with others.



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Small Group for Relationships

Scope & Sequence for Grades 6-12

Session Name	Purpose	Learning Goals
Session 1: Group Introduction & Healthy Relationships	Introduce students to the group, establish Community Agreements, set expectations, and teach the Relationship Formula (Mindset + Skills). This includes normalizing relationship challenges and showing how relationships can be improved with the right mindset and skills.	<ul style="list-style-type: none">• Students understand the purpose of the group and what they will get out of it.• Students can describe the importance of Community Agreements for creating a safe and supportive space.• Students can explain the Relationship Formula and how relationships with others can improve with effort and use of some skills.
Session 2: Be Aware of Self and Others	Teach students the concepts of Self-Awareness and Social Awareness, support them in exploring themselves in the context of relationships (Self Awareness and Acceptance), and engage in perspective-taking to better understand others.	<ul style="list-style-type: none">• Students can describe the importance of Self-Awareness and Social Awareness and how they show up in interactions/relationships with others.• Students demonstrate an understanding of Self-Acceptance.• Students can practice perspective-taking to understand others.



Session 3: REAL Goals	Teach students a specific goal-setting process to outline a plan for using Social Skills to promote positive connections and resolve conflicts with others.	<ul style="list-style-type: none">● Students are able to describe the R.E.A.L. Goals process and the importance of setting goals and developing plans to achieve those goals.● Student practice creating R.E.A.L. Goals based on scenarios.
Coaching Session 1: Develop Your Plan	Spend time with each student coaching them in developing a Relationship Plan that aims to establish goals and a specific plan in order to establish and maintain positive connections with others and to reduce negative interactions and conflict with others.	<ul style="list-style-type: none">● Establish meaningful goals around improving relationships and positive connections with others, including preparing to problem-solve situations and resolve conflicts.● Development of 2 different When, Then Plans;<ol style="list-style-type: none">1. Plan to establish & maintain relationships2. Plan to problem-solve and resolve conflicts (if needed)● Initial Relationship Plan created to be shared with school mentor and family.
Session 4: Establishing Relationships	Teach students how to establish positive connections and relationships with others by using Social Skills such as Connecting with interest, Asking open-ended questions, Reflecting on what you hear, Expressing affirmations, and Sharing about yourself.	<ul style="list-style-type: none">● Students can describe how to establish positive connections and relationships with others through C.A.R.E.S.● Students have opportunities to practice Relationship-Building Skills through Connecting with interest, Asking open-ended questions, Reflecting on what you hear, Expressing affirmations, and Sharing about yourself.



Session 5: Maintaining Relationships	Teach students skills to maintain positive connections and relationships with others through a 5 to 1 Ratio of positive to negative interactions.	<ul style="list-style-type: none">● Students are able to describe how to maintain positive connections with others over time through a 5 to 1 Ratio.● Students can practice 2 different types of Social Skills that enable them to work towards 5 positive interactions for every 1 negative interaction with others.
Session 6: Resolving Conflicts in Relationships	Teach students about why resolving conflicts with others is necessary for most relationships where we spend time interacting with others and teach a specific approach (5Ds) that includes specific skills to resolve conflicts with others without worsening the situation.	<ul style="list-style-type: none">● Students can describe why getting better at resolving conflicts with others is important.● Students can explain each of the 5Ds in the Resolving Conflicts Approach.● Students practice using 5Ds (Define, Manage, Brainstorm, Proceed) by role-playing common conflicts that arise in their age group.
Session 7: Repairing Relationships	Teach students why repairing relationships is an important phase in any healthy relationship. Teach students how to notice when repair is needed and how to reconnect with another person in order to engage in a restorative conversation that repairs any harm that may have happened to the relationship.	<ul style="list-style-type: none">● Students understand why repairing relationships is needed at some point in nearly every healthy relationship.● Students can describe how to notice when repair is needed and how the 3Rs (Reconnect, Restorative conversation, and Repair the harm) help repair relationships with others.● Students practice repairing relationships through role-playing in preparation for applying this skill outside of the group session.



Coaching Session 2: Finalize Your Plan	Spend time with each student coaching them through finalizing their Relationship Plans, including revisiting goals, social situations where they can improve, and When, Then plans for achieving the meaningful goals they set for themselves.	<ul style="list-style-type: none">● Finalize Relationship Plans, including revisiting goals and identifying specific Social Skills that will help improve positive connections by establishing and maintaining relationships with others and problem-solving and resolving conflicts when needed.● Have a plan that is shared with the school mentor and family to promote skill generalization.
Session 8: Ceremony and Celebration	Review what was learned, hold a ceremony to provide each student with a certificate to symbolize the achievement, and celebrate the achievement by having fun together.	<ul style="list-style-type: none">● Students review the mindset and skills they learned while participating in the group.● Students share feelings related to the achievement of completing the group.● Students have fun celebrating the achievement together.



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

K-5 Power Up Self-Management (Executive Functioning)

Scope & Sequence

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Orient students to the purpose of the group & what to expect, energize motivation around being more Responsible through self-management, and establish community agreements regarding safe and supportive space.	By the end of this session, students: <ul style="list-style-type: none">• Can describe the purpose of the group• Are able to describe why it is important to complete Responsibilities on their own and what brain challenges may get in the way• Can describe the community agreements
Session 2: Our Brain and Getting Better	Normalize challenges with completing Responsibilities on one's own. Teach students how their brains work to influence differences in Responsible behavior, increase the need for self-management skills, and cultivate a positive mindset towards how their brains can change and how self-management can improve through their effort to practice using skills.	By the end of this session, students: <ul style="list-style-type: none">• Can describe how their brain works and how it changes• Feel more confident in putting in the effort to use and improve self-management skills



Session 3: Setting Goals and Planning	Teach students about Responsibility and its connection to self-management skills, identify the situations and routines where Responsibility is most necessary, and learn the process for setting Responsibility goals.	By the end of this session, students: <ul style="list-style-type: none">● Can describe what Responsibility is, what it looks like, and its connection to self-management● Are able to describe why establishing goals and coming up with plans are important● Practice a Responsibility goal setting process
Coaching Session 1: Develop Your Plan	Coach each student in developing a personalized plan that includes their Responsibility goals, the situations and routines where Responsibility goals are needed, and the self-management skills that can help them improve and achieve their Responsibility goals.	By the end of this coaching session, students: <ul style="list-style-type: none">● Will have an initial Responsibility Plan that includes<ul style="list-style-type: none">○ Responsibility Goals○ The specific situations where Responsibility and self-management skills are needed the most (in school & outside of school)○ An outline for where and when self-management skills can be used
Session 4: Keeping Organized	Teach students why keeping their space and things organized is important for being Responsible and how they can use an Organization Checklist to organize space and things.	By the end of this session, students: <ul style="list-style-type: none">● Can describe why it is important to organize space & things● Know how to use an Organization Checklist● Practice using an Organization Checklist to be Responsible & organized



Session 5: Following Directions	Teach students the importance of keeping track of Responsibilities and how to do so using visual to-do lists that involve identifying the routine, knowing the directions or expectations they are Responsible for, and breaking the Responsibility down into To Do steps.	By the end of this session, students: <ul style="list-style-type: none">• Can describe why it is important to keep track of Responsibilities• Are able to explain the power of creating a visual to-do list to keep track of Responsibilities (Routine, Directions/Expectations, To Dos)• Practice creating visual to-do lists for specific routines
Session 6: Staying Focused	Teach students the importance of staying in the zone in order to finish and complete tasks/Responsibilities they started and how to use self-monitoring to stay in the zone to complete tasks or Responsibilities.	By the end of this session, students: <ul style="list-style-type: none">• Can describe the importance of staying in the zone, resisting distractions, and completing tasks/Responsibilities• Can describe how to use self-monitoring to stay in the zone• Practice staying in the zone using self-monitoring until task/Responsibility completion
Session 7: Stopping Before Acting	Teach students about stopping before acting (impulse control) and how to use the Stop, Think, Act, Review power tool (visual cue) which directs students to first stop by taking a breath, then think about the impulse and act Responsibly, and finally to review how it went.	By the end of this session, students: <ul style="list-style-type: none">• Are able to describe why it is important to stop and think before acting (i.e., impulse control)• Can describe how to use Stop, Think, Act, Review as a self-management tool• Practice how to use S.T.A.R. power as an impulse control strategy



Coaching Session 2: Finalize Your Plan	Spending individual time with each student to finalize their Responsibility Plans with the skills they find most helpful to improve their self-management and progress towards achieving the goals they set for themselves.	By the end of this coaching session, students: <ul style="list-style-type: none">• Revise goals and/or situations/routines where Responsibility and self-management skills are needed the most• Finalize the Responsibility Plan to include the specific self-management skills that are most helpful for improving Responsibility during the specific situations/routines where it is most necessary• Completed the plan to share with the school mentor and family to promote skill generalization
Session 8: Ceremony and Celebration	Review what was learned, hold a ceremony to provide each student with a certificate that symbolizes their achievements, and celebrate by having fun together.	<ul style="list-style-type: none">• Students celebrate the mindset and skills they learned by participating in the group• Students feel proud about the sense of achievement in graduating from the group• Students have fun celebrating the achievement together



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

Small Group for Self-Management (Executive Functioning Skills)

Grades 6-12 Scope & Sequence

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	The purpose of this intro session is to build connections among students, orient them with the goals of this group, energize their motivation towards improving their Self-Management, and establish Community Agreements that set norms for creating a safe and supportive space where each person can learn and improve.	By the end of this session, students: <ul style="list-style-type: none">• Can describe the purpose of the group.• Are able to describe what motivates them to improve responsibility and Self-Management.• Can describe the Community Agreements.
Session 2: Self-Management and Our Brains	The purpose of this session is three-fold: <ul style="list-style-type: none">• Teach students about the links between Self-Management, Expectations, and Executive Functions (Self-Management Process)• Normalize challenges with self-management by learning about the brain• Cultivate a positive mindset towards being capable of overcoming challenges with effort, support, and the use	By the end of this session, students: <ul style="list-style-type: none">• Are able to explain how Self-management is the ability to regulate attention, motivation, and behavior in order to consistently perform responsible behaviors during daily responsibilities inside and outside of school.• Can describe how it is okay that all brains are different and how brains can change with support from Self-Management tools and compassionate adults.



	of tools.	<ul style="list-style-type: none"> ● Endorse a positive mindset about improving Self-Management with effort, support, and the use of tangible tools.
Session 3: R.E.A.L. Goals (Delaying Gratification)	The purpose of this session is to teach students a goal-setting framework that helps visualize and externalize motivation to delay gratification for a better future. This framework supports students in identifying specific daily responsibilities where the use of Self-Management tools are needed to consistently perform responsible behaviors.	By the end of this session, students: <ul style="list-style-type: none"> ● Can explain why having both goals and a plan are important. ● Are able to explain each step of the R.E.A.L. Goals framework. ● Will practice each step of R.E.A.L. Goals. ● Are prepared for Coaching Session 1 to develop their personalized plan.
Coaching Session 1: Develop Your Plan	Coach each student in developing a personalized plan using the R.E.A.L. Goals framework by identifying the Point of performance (PoP) where improving Self-Management is most necessary, creating short-term and bigger picture goals, starting a PoP Plan, and learning what to do if their plan does not work out initially.	By the end of this coaching session, students will have a plan that includes: <ul style="list-style-type: none"> ○ Specific Point of Performance (PoP) where they want to improve Self-Management. ○ Short-term and bigger picture goals. ○ Executive function obstacles that get in the way of meeting PoP Expectations. ○ Initial outline for a PoP that includes the tool(s) for improving Self-Management.



Session 4: Following & Remembering Tasks	The purpose of this session is to teach students the importance of understanding and remembering directions the first time and how to use a Self-Management tool to follow and remember directions.	By the end of this session, students: <ul style="list-style-type: none">● Can describe the importance of following and remembering Tasks to complete responsibilities.● Can describe how to create and follow a To Do List in order to remember Tasks.● Practice creating To Do lists in preparation for using this tool as part of a plan if needed.
Session 5: Keeping Organized	The purpose of this session is to support students through reflecting on and identifying why keeping organized is important for completing responsibilities and how to use a routine checklist for organizing Tasks, Things, and Time.	By the end of this session, students: <ul style="list-style-type: none">● Can describe why it is important to organize Tasks, Things, and Time (3Ts).● Can describe how to create a Ready Routine using a checklist to organize Tasks, Things, and Time.● Practice using the Ready Routine Checklist in preparation for using this tool as part of plan if needed.
Session 6: Staying Focused	The purpose of this session is to support students in identifying the reasons why it's important to stay focused on a Task, duty or assignment until it's completed and how to use a Self-Monitoring Chart to stay focused, on track, and accountable for following through with specific Expectations.	By the end of this session, students: <ul style="list-style-type: none">● Can describe why it is important to stay focused and ignore distractions when completing Tasks associated with important daily Expectations.● Are able to explain how Self-Monitoring works for staying focused and on track with finishing and completing an Expectation.● Practice using the Self-Monitoring Tool in



		preparation for using it as part of the plan if needed.
Session 7: Controlling Impulses	The purpose of this session is two-fold: <ol style="list-style-type: none">1. Support students through reflecting on the reasons why it is important for them to control impulses.2. Teach students the steps for impulse control (Stop, Think, Act, Review) and how to create a Performance Cue for remembering to control impulses at the place and time it's needed.	By the end of this session, students: <ul style="list-style-type: none">• Are able to describe why it is important to have impulse control in certain situations to avoid engaging in behaviors that are disruptive to self, others, or the environment.• Can describe how to control impulses and create a Performance Cue as a reminder to control impulses.• Practice creating a Performance Cue and following the steps for controlling impulses in preparation for using this tool as part of the plan if needed.
Coaching Session 2: Finalize Your Plan	Coach each student through finalizing their personalized plans with the tools they find most helpful for improving Self-Management and overcoming and completing obstacles on their own.	By the end of this coaching session, students will: <ul style="list-style-type: none">• Revise goals and/or situations/routines where responsibility and Self-Management skills are most necessary.• Finalize the Responsibility Plan to include the specific Self-Management skills that are most helpful for improving responsibility during the specific situations/routines where it is most necessary.• Will have a completed plan to share with the school mentor and family to promote skill generalization.



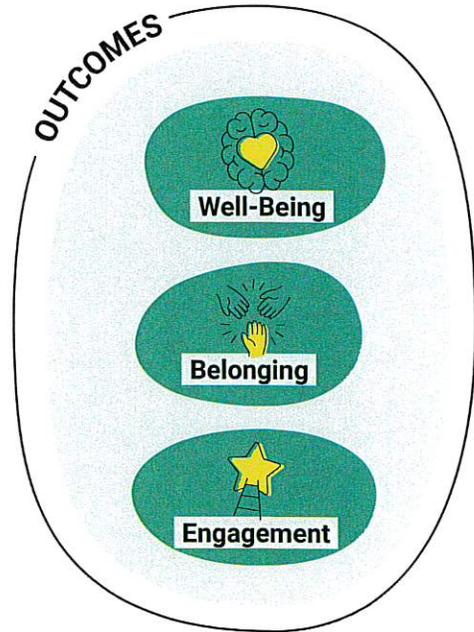
<p>Session 8: Ceremony & Celebration</p>	<p>The purpose of this session is to review key topics and tools learned throughout the group, hold a ceremony to provide each student with a certificate of achievement, and celebrate this achievement by having fun together.</p>	<ul style="list-style-type: none">● Students are able to accurately recall key topics and tools they learned in this course.● Students feel proud about the effort they put into the group.● Students have fun celebrating their achievements as a group.
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CharacterStrong + Employability Skills Framework Alignment



CharacterStrong is a purpose-driven organization that promotes whole-child success characterized by belonging, well-being, and engagement in school. We believe that whole child success comes through multi-tiered solutions that ensure every student can access the level and type of care they need for success in school and life.

Overall, CharacterStrong’s multi-tiered solutions and professional development offerings can help provide explicit and intentional instruction to enhance the Employability Skills Framework. These work together to support the framework by promoting integrated support with key outcomes of emotional regulation, executive functioning, and well-being strategies. CharacterStrong and the Employability Skills Framework align well because both focus on developing critical interpersonal, intrapersonal, and workplace readiness skills crucial for student success in school, careers, and beyond. The table below shows the alignment between CharacterStrong and the Employability Skills Framework. CharacterStrong services and products can help schools bring to life these skills to create an environment where all students can thrive.



Employability Skills Framework	CharacterStrong’s Alignment
<p>Interpersonal Skills: <i>Understands teamwork and works with others</i></p> <ul style="list-style-type: none"> • Responds to customer needs • Exercises leadership • Negotiates to resolve conflicts • Respects individual differences 	<ul style="list-style-type: none"> • CharacterStrong’s curricula focuses on: <ul style="list-style-type: none"> ○ Activities that build empathy and listening skills, both of which are crucial for understanding and responding to the needs of others. ○ The development of personal strengths, self-confidence, and taking initiative. Lessons encourage students to take ownership of group tasks, promote collaboration, and practice positive influence. ○ Teaches students strategies for managing and resolving disagreements through respectful communication, compromise, and empathy- essential skills for resolving conflicts constructively in the workplace.

Employability Skills Framework	CharacterStrong's Alignment
	<ul style="list-style-type: none"> ○ Emphasis on diversity, equity, and inclusion, with lessons that highlight the importance of respecting and valuing individual differences.
<p>Personal Qualities:</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Adapts and shows flexibility • Works independently • Demonstrates a willingness to learn • Demonstrates integrity • Demonstrates professionalism • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<ul style="list-style-type: none"> ● CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Goal-setting, accountability, and managing impulses. Students practice setting personal and academic goals and reflect on how to stay committed to their actions, supporting responsible and disciplined behaviors. ○ Strategies for managing change and dealing with unexpected situations. Lessons encourage students to view challenges as growth opportunities and approach new situations with curiosity and resilience. ○ Self-reliance by developing skills for personal organization, time management, and critical thinking. ○ Promotes a growth mindset, teaching students to embrace learning opportunities and view mistakes as a part of the learning process. ○ Through scenarios and discussions, students explore the importance of integrity in their relationships and work, reinforcing ethical decision-making. ○ Emotional regulation, respect, and communication build a foundation for professional interactions. ○ Encourages students to step up, identify needs, and act without waiting for direction, fostering proactive behaviors. ○ Developing a positive self-concept, understanding self-value, and fostering a resilient attitude in the face of challenges. ○ Promotes self-reflection, goal-setting, and growth tracking, teaching students to assess their progress and take responsibility for their personal and professional development.

Employability Skills Framework	CharacterStrong's Alignment
<p>Technology Use:</p> <ul style="list-style-type: none"> • Understands and uses technology 	<ul style="list-style-type: none"> • CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Emphasizing respectful online interactions, privacy, and ethical behavior in digital spaces. ○ Growth mindset, helping students view learning new technology as a valuable skill. This mindset prepares students to embrace emerging tools and adapt to changes in the digital landscape, a key component of professional technology use. ○ Self-discipline and managing distractions, which are critical when working in digital environments.
<p>Systems Thinking:</p> <ul style="list-style-type: none"> • Understands and uses systems • Monitors systems • Improves systems 	<ul style="list-style-type: none"> • CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Understanding social and organizational structures, which translates well into systems thinking. For instance, students learn about the "systems" of healthy relationships, communication, and social dynamics. ○ Self-reflection and self-regulation, students gain experience in monitoring and evaluating their own actions and interactions. ○ Continuous self-improvement, personal goal-setting, and reflection, equipping students with a mindset oriented toward improvement.
<p>Communication Skills:</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing • Observes carefully 	<ul style="list-style-type: none"> • CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Numerous activities that require students to practice verbal communication through discussions, presentations, and collaborative group work. Students learn to articulate their thoughts clearly and respectfully, which directly supports verbal communication skills needed in professional settings. ○ Activities designed to enhance listening skills, including exercises that require them to fully understand others' perspectives before responding. ○ Engaging with various texts and written prompts, fostering skills in reading comprehension and critical thinking.

Employability Skills Framework	CharacterStrong's Alignment
	<ul style="list-style-type: none"> ○ Requiring students to communicate their thoughts, reflections, and goals in written form, whether through journaling, goal-setting exercises, or reflections. ○ Mindfulness and awareness, teaching students to observe their environment and social cues carefully.
<p>Information Use:</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information • Communicates Information 	<ul style="list-style-type: none"> ● CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Organizing thoughts and reflections in structured formats, such as journaling or creating action plans. These exercises help students learn to categorize and sequence information logically, which translates into organizing data or tasks efficiently in the workplace. ○ Goal-setting and problem-solving activities, students learn to apply information in practical, real-life scenarios. ○ Emphasizes critical thinking, encouraging students to reflect on scenarios, evaluate options, and consider the consequences of actions. ○ Clear communication, often requiring students to share their reflections, ideas, or action plans in group settings or written forms.
<p>Resource Management:</p> <ul style="list-style-type: none"> • Manages time • Manages money • Manages materials • Manages personnel 	<ul style="list-style-type: none"> ● CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Setting personal and academic goals, breaking down tasks, and managing their schedules, which are all essential skills for efficient time management in the workplace. ○ Promotes decision-making and responsibility, which are transferable to managing financial resources. ○ Skills in managing resources and keeping organized, which is essential for handling materials or resources efficiently in professional settings. ○ Teamwork, leadership, and empathy, which are vital skills for managing and working with others.

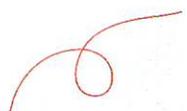
Employability Skills Framework	CharacterStrong's Alignment
<p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Makes sound decisions • Solves problems • Reasons • Plans and organizes 	<ul style="list-style-type: none"> • CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Reflecting on personal beliefs, evaluating scenarios, and considering multiple perspectives. ○ Creative thinking through open-ended activities and exercises that challenge students to explore different approaches to problems, build empathy, and brainstorm solutions. ○ Responsible decision-making, guiding students to weigh potential outcomes, consider ethical implications, and reflect on how their choices impact themselves and others. ○ Conflict resolution, goal-setting, and self-management, students learn practical problem-solving strategies. ○ Logical thinking, such as analyzing scenarios, discussing consequences, and evaluating options.
<p>Applied Academic Skills:</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills • Uses mathematical strategies and procedures • Uses scientific principles and procedures 	<ul style="list-style-type: none"> • CharacterStrong's curricula focuses on: <ul style="list-style-type: none"> ○ Reading activities where students analyze written materials, reflective prompts, and other relevant material. ○ Writing-from reflective journaling to goal-setting and written communication exercises. ○ Logical thinking, planning, and problem-solving provides a framework that supports mathematical reasoning. ○ Fostering scientific thinking by encouraging students to approach situations with curiosity, inquiry, and evidence-based reasoning.

Employability Skills Framework	CharacterStrong's Alignment
<p>Interpersonal Skills: <i>Understands teamwork and works with others</i></p> <ul style="list-style-type: none"> • Responds to customer needs • Exercises leadership • Negotiates to resolve conflicts • Respects individual differences 	<ul style="list-style-type: none"> • PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Kindness Kickoff Weeks 1-2 ○ Empathy Weeks 1-4 ○ Respect Weeks 1-4 ○ Cooperation Weeks 1-4 ○ Leadership Weeks 1-4 ○ PurposeFull Leadership: <ul style="list-style-type: none"> ■ Leading with Responsibility ■ Leading with Perseverance ■ Leading with Cooperation • Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Leadership and Teamwork (6-8) ○ Bullying Prevention (6-8) ○ Values and Purpose (6-8) ○ Emotion Understanding and Regulation (6-8) ○ Empathy and Compassion (6-8) • High School SEL Alignment <ul style="list-style-type: none"> ○ Empathy and Compassion (9-12) ○ Leadership and Teamwork (9-12) ○ Foundation (9-12)
<p>Personal Qualities:</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Adapts and shows flexibility • Works independently • Demonstrates a willingness to learn • Demonstrates integrity • Demonstrates professionalism • Takes initiative 	<ul style="list-style-type: none"> • PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Responsibility Weeks 1-4 ○ Integrity Weeks 1-4 ○ Gratitude Weeks 1-4 ○ Kindness Kickoff Weeks 1-2 • Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Goals and Habits (6-8) ○ Emotion Understanding and Regulation (6-8) ○ Leadership and Teamwork (6-8) ○ Values and Purpose (6-8) ○ Empathy and Compassion (6-8) • High School SEL Alignment <ul style="list-style-type: none"> ○ Goals and Habits (9-12) ○ Values and Purpose (9-12)

Employability Skills Framework	CharacterStrong's Alignment
<ul style="list-style-type: none"> • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<ul style="list-style-type: none"> ○ Leadership and Teamwork (9-12) ○ Empathy and Compassion (9-12)
<p>Technology Use:</p> <ul style="list-style-type: none"> • Understands and uses technology 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Responsibility Weeks 1-4 ○ Creativity Weeks 1-4 ○ Cooperation Weeks 1-4 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Values and Purpose (6-8) ○ Goals and Habits (6-8) ● High School SEL Alignment <ul style="list-style-type: none"> ○ Emotion Understanding and Regulation (9-12)
<p>Systems Thinking:</p> <ul style="list-style-type: none"> • Understands and uses systems • Monitors systems • Improves systems 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Responsibility Weeks 1-4 ○ Cooperation Weeks 1-4 ○ Perseverance Weeks 1-4 ○ Organization Weeks 1-4 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Leadership and Teamwork (6-8) ○ Empathy and Compassion (6-8) ○ Values and Purpose (6-8) ● High School SEL Alignment <ul style="list-style-type: none"> ○ Leadership and Teamwork (9-12) ○ Foundations (9-12) ○ Empathy and Compassion (9-12)



Employability Skills Framework	CharacterStrong's Alignment
<p>Communication Skills:</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing • Observes carefully 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Cooperation Weeks 1-4 ○ Empathy Weeks 1-4 ○ Kindness Kickoff Weeks 1-2 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Values and Purpose (6-8) ○ Goals and Habits (6-8) ○ Empathy and Compassion (6-8) ● High School SEL Alignment <ul style="list-style-type: none"> ○ Foundations (9-12) ○ Empathy and Compassion (9-12) ○ Leadership and Teamwork (9-12)
<p>Information Use:</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information • Communicates Information 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Responsibility Weeks 1-4 ○ Perservance Weeks 1-4 ○ Honesty Weeks 1-4 ○ Creativity Weeks 1-4 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Values and Purpose (6-8) ○ Empathy and Compassion (6-8) ○ Goals and Habits (6-8) ○ Reflections (6-8) ○ Emotion Understanding and Regulation (6-8) ○ Leadership and Teamwork (6-8) ● High School SEL Alignment <ul style="list-style-type: none"> ○ Foundations (9-12) ○ Empathy and Compassion (9-12) ○ Leadership (9-12)



Employability Skills Framework	CharacterStrong's Alignment
<p>Resource Management:</p> <ul style="list-style-type: none"> • Manages time • Manages money • Manages materials • Manages personnel 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Responsibility Weeks 1-4 ○ Perservance Weeks 1-4 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Goals and Habits (6-8) ○ Leadership and Teamwork (6-8) ● High School SEL Alignment <ul style="list-style-type: none"> ○ Goals and Habits (9-12) ○ Leadership and Teamwork (9-12) ○ Values and Purpose (9-12) ○ Leadership and Teamwork (9-12)
<p>Critical Thinking Skills:</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Makes sound decisions • Solves problems • Reasons • Plans and organizes 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Kindness Kickoff Weeks 1-2 ○ Creativity Weeks 1-4 ○ Responsibility Weeks 1-4 ○ Perseverance Weeks 1-4 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Empathy and Compassion (6-8) ○ Leadership and Teamwork (6-8) ○ Emotion Understanding and Regulation (6-8) ○ Values and Purpose (6-8) ○ Goals and Habits (6-8) ● High School SEL Alignment <ul style="list-style-type: none"> ○ Foundations (9-12) ○ Empathy and Compassion (9-12) ○ Goals and Habits (9-12) ○ Leadership and Teamwork (9-12)

Employability Skills Framework	CharacterStrong's Alignment
<p>Applied Academic Skills:</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills • Uses mathematical strategies and procedures • Uses scientific principles and procedures 	<ul style="list-style-type: none"> ● PurposeFull People Alignment: <ul style="list-style-type: none"> ○ Kindness Kickoff Weeks 1-2 ○ Creativity Weeks 1-4 ○ Responsibility Weeks 1-4 ○ Perseverance Weeks 1-4 ○ Honesty Weeks 1-4 ● Middle School SEL Alignment: <ul style="list-style-type: none"> ○ Values and Purpose (6-8) ○ Empathy and Compassion (6-8) ○ Emotion Understanding and Regulation (6-8) ○ Reflections (6-8) ● High School SEL Alignment: <ul style="list-style-type: none"> ○ Foundations (9-12) ○ Empathy and Compassion (9-12) ○ Values and Purpose (9-12) ○ Leadership (9-12)



David City Middle/High School
750 D Street
David City, NE 68632-1724
402-367-3187 · 402-367-3479 fax

David City Elementary
826 E Street
David City, NE 68632-1724
402-367-3779 · 402-367-3783 fax

Bellwood Elementary
612 Park, P.O. Box 100
Bellwood, NE 68624-0100
402-538-4805 · 402-538-2041 fax

Superintendent's Office
750 D Street
David City, NE 68632-1724
402-367-4590 · 402-367-3479 fax

Wednesday, February 12, 2025

Facility Advocates
Attn. David Raymond
3738 S 149th St.
Suite 102
Omaha, NE 68144

Dear David,

The David City Public Schools Board of Education has reviewed the Energy Services Company (ESCO) proposals and found yours to have thoroughly met all requirements. Therefore, it is the intent of the David City Public Schools to move forward with Facility Advocates as their ESCO company with the following criteria:

- ⇒ Facility Advocates will conduct an in-depth engineering study of the David City Public Schools' Facilities sufficient to verify the scope of work for potential projects. Those projects include, but are not limited to: Windows, Doors, Lighting, HVAC & Building Automation Systems.
- ⇒ Facility Advocates will support our school through the process of securing funding for projects as needed. A preliminary budget for a potential project is estimated at \$500,000.
- ⇒ Facility Advocates will help us prioritize needs and develop a formal proposal and contract documents including cost, with the data gathered during the in-depth survey.

Since it is the intent of both parties to continue and enhance the existing business relationship of David City Public Schools and Facility Advocates, the in-depth study and corresponding contract proposals will take place in an expeditious and forthright manner.

Sincerely,

Dr Chad Denker
David City Public Schools Superintendent

Students

Activity 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.~~

Unless inclement weather makes travel impossible, lodging will not be provided for regular season events. If a team or organization wants to participate in a regular season event that requires an overnight stay, the team or organization must request and receive approval from the Board of Education, and the team or organization will be required to pay half of the lodging costs and all meal costs associated with the overnight stay. The school district will pay the remaining half of the lodging costs and all entry fees, fuel costs, and driver costs associated with the 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; February 12, 2025

PROPOSAL

2025 Micro Bird School Bus
14 Passengers

School Bus "Stock"

Created for: **David City Public Schools**

The quote is valid for: **90 Days.**

Delivery: **Estimated 8 Months**



NEBRASKA / CENTRAL
EQUIPMENT, INC.
bus sales & service

Quote ID #: 071336/2528306



 MICRO BIRD
"GIRARDIN"

2025 **Micro Bird School Bus**
14 PASSENGERS

**Safe-Durable-Quality
Construction**



2025 Micro Bird School Bus

14 PASSENGERS

CHECK HERE FOR LEASE

BODY, OPTIONS AND CHASSIS \$ 101,696.00

YOUR NET PURCHASE PRICE \$101,696.00 - pricing valid for 60 days

PREPAYMENT OPTIONS:

100%: \$ _____ Prepayment Discount, Deduct..... < \$ 1200.00 >

Please check the box & sign here if you would like to take advantage of our pre-pay discount.

Sign Here: _____

OPTIONAL EQUIPMENT: Included in the final price

1.	Standard Warranty package included in price		Included
2.	GM Chassis		Included
3.	6.6L Liter Gasoline Engine with Automatic Transmission		Included
4.	14 Passenger Capacity		Included
5.	Heated, Remote Mirrors		Included
6.	High Efficiency A/C Installed		Included

ACCEPTANCE FOR (School or Organization):

SIGNATURE:

PRINTED:

TITLE:

DATE:

By: Jamie Egger

Date: 2/10/2025

ESTIMATED COMPLETION DATE: 8 months.
ADD 30 EXTRA DAYS FOR AIR CONDITIONING

ALL RESPONSIBILITIES OF OWNERSHIP AND LIABILITY ARE
TRANSFERRED TO CUSTOMER AT DELIVERY ~ TERMS: NET
CASH ON DELIVERY

QUOTATION: 071336
VERSION : 00

G.M.

G5 SCHOOL BUS
14 PASSENGERS

PREPARED FOR: NEBRASKA/CENTRAL EQUIPMENT
112 APOLLO STREET
P.O. BOX 3
ALDA
NE 68810

VEHICLE DESCRIPTION:

U.S.
CHEVY / GMC
6.6L Gas
G5
139" DRW 4 ROWS 76" WHEEL WELL
NO HANDI DOOR
HIGH WINDOWS FOR 74"/75"/76" BODY
DOD 32"
SCHOOL BUS

STATE SPEC: NEBRASKA
CHASSIS YEAR: 2025
BODY YEAR: 2025

CERTIFICATION: SCHOOL BUS
CERTIFICATION STATE: NE

PREPARED BY: GRACIELA MILLAR

EXPIRATION DATE: DECEMBER 13, 2024

CONTROL ID:
LIST CODE: 4T
PRICE LIST: 2025-02



Quote #: 071336 00

Quoted by:
GRACIELA MILLAR
NEBRASKA/CENTRAL EQUIPMENT
ALDA , NE, 68810

Quoted to:
Stock GM 139WB

Body - Base

Option	Description	Price	Option	Description	Price
ALI	ALIGNMENT		LGM-DS	DEC BIRD BLACK	
BUA-1	BACKING SAFETY HORN SAE 112DBA		LGZ	STEPWELL LED LIGHT	
BUC-1	BACKUP CAMERA W/SCREEN IN MIRROR		LLP-L	LICENSE PLATE LIGHT LED	
BU1-S	BUMPER REAR - STEEL 3/16		LN2-3M	REFLECTORS REAR RED - 3M	
BWP	BLACK AROUND WARNING LAMPS PAINT 3"		LST-L	STOP & TAIL LED LIGHTS	
BW1	PANEL BELOW WINDOW - ALUMINUM		L2N-1	RR DOOR LATCH/SLIDE BAR/3 POINT	
B45	BODY WHEEL HOUSING DW G5 76"		MVW	MORE VIEW CLR GLASS TP	
CPO	CHASSIS PREPARATION		PAG	FUEL FILLER POT	
CST	STRUCTURAL CAGE		PEY	PAINT EXTERIOR SCHOOL BUS YELLOW	
DFO	DECAL "?????? FUEL ONLY"		PRW5	PAINT ROOF WHITE G5	
DMB-EY	DECAL MICRO BIRD ENG YLW BACK		PSBC	PAINTED ENT/STEP BODY COLOR MATCH	
EDG	CLEAR GLASS ENTRANCE DOOR		P2S	SELECT PLYWOOD 1/2INCH	
EEC	DOD ELECT CONTROL		RDB	EMERGENCY EXIT AJAR BUZZER	
EIB	DECAL EMERGENCY DOOR		RDR	TELESCOPIC RETAINER REAR DOOR	
ESK	EXTERIOR SKINS		RD2	RR DOOR 2 GLASSES	
EWF	EXT WINDOW TRIM		RFCF	FRONT CAP SB OR COM STANDARD	
EXB	RELOCATE EXHAUST TO REAR		RFCR	REAR CAP SB OR COM STANDARD	
E32	DOUBLE OPENING DOOR 32 IN		RFT-Y-3M	REFLEC TAPE EMER/D YELLOW 3M	
FDC	FORD OR GM CONSOLE W/SWITCHES		RRF	RUB RAIL FLOOR LEVEL	
FGL	INT & EXT FINISHING PARTS		RRN	RUB RAIL BLACK	
FGSW-Z	SMOOTH GREY FLR WHT NOSE ZEN		RRS	RUB RAIL SEAT LEVEL	
FSR-1	STANDARD FRONT STRUCTURE		RSR-1	REAR STRUCTURE STANDARD	
FS1	FLOOR STEEL GALVANIZED 14GA		SFS	STANDARD FLOOR STRUCTURE	
GCS	ENTR GRAB LH 1 1/4 IN SS PLAIN		SKG	SIDE SKIN SUPP & M/FLAP	
GLC	GLOVE COMPARTMENT		SLND	ELEC SYS W/SOLENOID 200A	
GRG	GRAVEL SHIELDS MOLDED		SRT-S	CENTRAL SPEAKERS IN CEILING	
GUT	DRIP RAILS		SSM1	STOP ARM SMI STOP INCANDESCENT	
GVWR-123	GVWR 12,300LB GM		SV1	STATIC ROOF VENT	
HHNC	HEATER HOSE ONLY (1X)		SWH	WHEEL HOUSINGS STEEL	
HSF-1	HEAT SHIELD FOR FUEL TANK DELETE		TWD	KIT REFLEC (3)	
IM	INT MIRROR 6X16 IN		US	U.S. SCHOOL BUS VEHICLE	
ISF	INT FRONT SKINS STD		WHT	WHEEL WELL TRIM BLACK	
ITST	INTERIOR FINISH STANDARD		WPI	8 WAY WIRING POWER ON IGNITION	
LAH-S	STANDARD LED DOME LIGHTS		WSQ	SEQUENTIEL 8WAY SYSTEM	
LCL-L	IDENTIF.& CLEARANCE LIGHTS LED		WSS-S	WIRING SYSTEM STANDARD	
LDN-L	DIRECTIONAL LED LIGHTS NO ARROW		8WS	8 WAYS STANDARD (4 AMBER 4 RED)	



Quote #: 071336 00

Quoted by:
GRACIELA MILLAR
NEBRASKA/CENTRAL EQUIPMENT
ALDA , NE, 68810

Quoted to:
Stock GM 139WB

Body - Requirements

Option	Description	Price	Option	Description	Price
BFK	BODY FLUID KIT FEDERAL		MUD	MUDFLAPS STANDARD	
BU2	BUMPER REINFORCEMENTS		NE	NEBRASKA	
DDBB	DECAL 2" BLACK BUMPER 45 DEGRE		PFB	HPADS GREY FIREBLOCK	
DG2	DRIVE LINE GUARD FRONT/REAR		PGY	PAINT CHASSIS GRILL YELLOW	
2 DPU-Y-3M	DECAL+TAPE P/O US YELLOW 3M		RRSK	RUB RAIL SKIRT	
DSB	DECAL -SCHOOL BUS- REFLEC 3M		RSS1	ROOF HATCH SPHEROS SMART	
EX2	EXTINGUISHER 5 LBS		SBC	SEAT BELT CUTTER	
FAK	FIRST AID KIT FEDERAL SPEC U.S		T1R-3M	REFL TAPE 2IN RR PERIM YLW 3M	
F2A-1	2-SPD FAN RH ABOVE WINDSHIELD		T2S-3M	REFL TAPE LAT 2" YELLOW - 3M	
HS1	DOD STEP DE-ICING		UC2	UNDERCOATING BODY AND CABIN FLOOR	
LE2-L	SIDE DIRECT.LED LIGHTS ARMORED YEL		V40-1	SHUT-OFF VALVE W/CABLE UNDER BODY	
LI5-7	WHT STROBE LED ON BAT W/GUARD		V50	HEATER VALVE BLEEDER	
LN3-3M	REFLECTORS 3" AMBER SIDE 3M		WHGS-Z	WHEEL HOUSE COVERING GREY ZENITH	
ME2	PREWIRE FOR 2 WAY RADIO				

Body - Options

Option	Description	Price	Option	Description	Price
AA-30TG	A/C SPH 30K+OEM EVA/RR/GR NO COND		7 LEGS-S	LEG CEW	
2 AKC	ADDITIONAL KEY CHASSIS		MRSHR-Z6	MIRROR ROSCO SB HTD/REM W/TIMER	
ATR	AISLE TRIM ALUMINUM		RDW2-G	REAR DOOR GLASS (2) DARK TINT 26%	
BBX-DXT17	BBX DELETE W/BAT AUX ON RIGHT		RF8	LEFT STD ALU RUNNINGBOARD PAINTED	
BH36LA8000	HSM BAR 36 LH HB BLU FB WO/C		RHL	OEM RADIO WITH MICROBIRD SPEAKERS	
BH36RA8000	HSM BAR 36 RH HB BLU FB WO/C		7 SBK2	SEAT BELT KIT FOR (2) PASSENGERS	
HDA	HEATER REAR 42000BTU		4 SH36LA8026	HSM STD 36 LH HB BLUE FB WO/C	
ISRR-5	INT FINISH RR W/A/C SPHEROS 35K		3 SH36RA8026	HSM STD 36 RH HB BLU FB WO/C	
ITC-P1RS	PNT ROOF SKINS 1 R/H SPEAKERS STD		SSS-D	STANDARD SEAT SUPPORT DELETE	
KFR	36 IN KICK PANEL UNDER RH BARRIER		WBC	WIN S/S TINT 26% W/2 P/O	
LBU	BACK-UP LIGHTS		WRC	2 BACK WINDOWS DARK TINT (26%)	



Quote #: 071336 00

Quoted by:
GRACIELA MILLAR
NEBRASKA/CENTRAL EQUIPMENT
ALDA , NE, 68810

Quoted to:
Stock GM 139WB

CHASSIS

Option	Description	Price	Option	Description	Price
ABS	4 WHEEL DISC BRAKES WITH ABS		R6H	GM UPFITTER ALLOWANCE	
AJ3	AIR BAG DRIVER'S SIDE ONLY		TC	TRANSPORTATION CHARGES	
AS5	SEAT FRONT BUCKET WITH CLOTH TRIM		TGK	SPECIAL PAINT	
BA3	CONSOLE WITH SWING OUT STORAGE		TP3	DUAL BATTERIES EACH 770 AMPS	
BNC	BODY MOUNT CUSHIONS (PUCK)		UE0	ONSTAR DELETE	
B3D	SCHOOL BUS CHASSIS EQUIPMENT		UJ1	BRAKE WARNING INDICATOR	
C60	FRONT DASH AIR		U0F	RADIO AM/FM WITH MP3	
C7N	12300 LBS GVWR		U05	HORN DUAL NOTE TONE	
DTRL	DAYTIME RUNNING LAMPS		VK3	LICENSE PLATE BRACKET	
D31	TILT REARVIEW MIRROR		VQ2	FLEET PROGRAM	
ENC-HVAC	PROV.AUX.HEATER PLUMBING & WIRING		VTP	VOLMETER TEMPERATURE & OIL PRESSURE	
FE9	EMISSIONS FEDERAL SPECS		V4D	STOP TURN SIGNAL CIRCUITS	
FTC-21	FUEL TANK 32 GALLONS / 121.1 LITERS		WWI	INTERMITTENT WINDSHIELD WIPERS	
GT4	REAR AXLE RATIO: 3.73		XHF	TIRE FRONT LT225/75R16E ALS B/L DRW	
JL4	STABILITRAK SYSTEM		ZQ3	TILT STEERING & SPEED CONTROL	
KC4	COOLING EXTERNAL ENGINE OIL COOLER		ZX1	HIGH BACK BUCKET DRIVER'S ONLY	
KW5	ALTERNATOR 220 AMPS		01U	EXTERIOR PAINT YELLOW	
K05	ENGINE BLOCK HEATER		1WT	EQUIPMENT GR 1WT MDEL 3500 / GAS	
L8T	ENGINE GAS 6.6L V8		139	139" WHEELBASE	
NB8	EMISSION OVERRIDE (NY FE9)		4300	FRONT GAWR 4300 LBS	
NST	WITHOUT SPARE TIRE		8E8	FRONT BUMPER PAINTED BLACK	
N8X	8 SPEED HD TRANSMISSION		8600	REAR GAWR 8600 LBS	
PWS	POWER STEERING		9L7	ACCESSORY POWER CIRCUITS	
QT4	WHEEL 16 X 6.5 STEEL HD DRW		9T7	RIGHT SIDE DOOR DELETE	
R05	DUAL REAR WHEELS		93G	TRIM CLOTH MEDIUM DARK PEWTER	

Deleted Specs.

Option	Description	Price	Option	Description	Price
DBB	DECAL BATTERY LOCATION		SBK3	SEAT BELT KIT FOR (3) PASSENGERS	
HSF	HEAT SHIELD FOR FUEL TANK FORD		VMT	VOLTMETER	
KCR	30 IN KICK PANEL UNDER RH BARRIER		WBJ	WIN S/S TINT 62% W/2 P/O	



SEAT PLAN: SP58833

QUOTE: 071336

NEBRASKA/CENTRAL EQUIPMENT

	LEFT	RIGHT
BARRIERS	BH36LA0000 CEW BARRIER STANDARD RIGID HI 36 /LVL: 1 BLU BLUE	BH36RA0000 CEW BARRIER STANDARD RIGID HI 36 /LVL: 1 BLU BLUE KFR 36 IN KICK PANEL UNDER RH BARRIER
ROW 1	SH36LA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS	SH36RA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS
ROW 2	SH36LA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS	SH36RA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS
ROW 3	SH36LA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS	SH36RA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS
ROW 4	SH36LA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS	SH36RA8026 CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH LEGS-S LEG CEW SBK2 SEAT BELT KIT FOR (2) PASSENGERS



American Bus Sales, LLC
 Collinsville, Oklahoma 74021
 Phone: 866-574-9970 · 918-205-5000 · Fax: 918-205-5009
 www.americanbussales.net

Date: February 04, 2025
 Purchaser's Name: David City Public Schools
 Attn: Chad Denker
 Street Address: 750 D St
 City: David City State: NE ZIP: 68632-1724
 Email: denker@dcscoouts.org
 Phone: 402-367-4590

2024 Ford Collins 14 Passenger - 4268

Unit #:	4268	Mileage:	32	Capacity:	14 Passenger
Year:	2024	Make:	Ford	Model:	Collins
Engine:	7.3L Gas	Transmission Model:	Automatic	Brakes:	Hydraulic
Warranty:	Manufacturer Warranty				

Length:	23 Foot	Exterior Color:	Yellow	Interior Color:	Gray upholstery
Wheels:	Dual rear wheels	Driver's Seat:	OEM	Interior Options:	Noise Suppression Switch
Fuel Tank Capacity:	40 Gallon	Seating Style:	Bench Seats Lap Belts	Climate Control:	Dash and rear air conditioning system
Storage:		Entrance Door:	Manual	Technology:	AM/FM Radio Back Up Camera Backup Alarm
Chassis Options:	220 amp Alternator Cruise control Tilt steering column	Body Options:	1 roof hatch 2 push-out windows Colorado rack and load Heated & Power Rearview Mirrors LED light package	Featured Options:	

Your bus(es) Will Include:
<ul style="list-style-type: none"> Washed and Detailed Lettering to include School Name and Bus Number Up to (4) units available Delivery quote available upon request

Item	Qty	Price(each)	Total
2024 Ford Collins 14 Passenger - 4268	1	\$119,300.00	\$119,300.00
Doc Fee			\$285.00
Total Price			\$119,585.00
FOB: Collinsville, OK			

Prepared By: Adam Crawford | adam@americanbus.us | 918.205.5000 x107



All vehicles subject to prior sale. Quote is valid for 30 days

DCPS Bus Info Updated Thursday, August 15, 2024						
Year	Make of Chassis	Make of Body	Route/Driver	June 2024 Current Mileage	Replacement Year	Replacement Cost
B-2017-1	Blue Bird	Bus - 71 (47)	Abie/Bruno/Octavia/BW Route - Jim	58,489	2024-25 or 26?	\$135,000
B-2018-1	Blue Bird	Bus - 71 (47)	Linwood/Octavia/DC Route - Brian	67,705	2024-25 or 26?	\$135,000
B-2020-1	Blue Bird	Bus - 65 (43)	Bellwood Route - Ken	57,306	2027-28	\$135,000
B-2021-1	Blue Bird	Bus - 65 (43)	Rising City/Spare Route	24,889	2028-29	\$135,000
B-2022-1	Blue Bird	Bus - 71 (47)	Activity Trips	18,663	2029-30	\$135,000
B-2022-2	Blue Bird	Bus - 71 (47)	Activity Trips	15,001	2030-31	\$135,000
B-2024-1	Blue Bird	Bus - 71 (47)	Activity Trips	4,721	2031-32	\$135,000
B-2026-1	Blue Bird - Gas	Bus - 71 (47)	Activity Trips	0	2032-33	\$135,000
C-2014	Chevy	14 passenger	Hanson - Ind Tech / Meusch - Voc Ag	92,800	2024-25 or 26?	\$107,000
C-2015	Chevy	14 passenger	Auditorium Shuttle / Spare	39,520	???	\$107,000
C-2022*	Bluebird	14 passenger	Center 7 Sped Route - Columbus	42,172	???	\$107,000
C-2024	Bluebird	14 passenger	Activities / Spare	2062	???	\$107,000
	* Purchased w/ Federal Funds					

01/31/2025

Dr. Chad Denker
David City Public Schools
750 D Street
David City, NE 68632

Dr. Denker,

Please accept this as my formal resignation as a school psychologist at David City Public Schools. This resignation is intended to take effect at the end of the 2024-2025 school year.

Sincerely,

A handwritten signature in black ink that reads "Jan DeWaard". The signature is written in a cursive style with a large, sweeping initial "J".

Jan DeWaard

January 23, 2025

To whom it may concern,

Kindly accept this letter as my formal resignation as a Special Education Teacher at David City Public Schools effective at the end of the 24-25 school year. It is with mixed emotions that I make this decision as I have enjoyed my time at David City Public Schools. I have grown both professionally and personally at my time here.

I am incredibly grateful for the opportunities that I have been given in this position. I value the insights that I have learned, and I expect them to help me in my future endeavors. I would also like to thank the administration for all the support I was provided through my professional growth.

Let me know how I can help in making the transition of responsibilities as seamless as possible for everyone involved.

Thank you again for everything. I wish you and the entire David City Public Schools staff continued success and growth.

Best wishes,

Christine Church

Christine Church

Received
1/28/2025

February 3, 2025

I am writing this letter to confirm my resignation as second grade teacher at David City Public Schools effective at the end of this current school year.

Thank you,

Jordan Lanman

Lindsey Dettman
274 S 11th St Apt 203
David City, NE 68632
dettmanl@dcscouts.org
308-940-3759
February 2, 2025

Dear Mrs. Lindsey Greenfield,

I hope this letter finds you well. It is with mixed emotions that I am writing to you to announce my resignation as 3rd Grade Teacher at David City Elementary School, effective May 23, 2025.

Over the past year and a half, I have had the privilege of being part of the David City Public Schools community, where I have grown as an educator and cherished every moment spent with my young learners. However, after much consideration of my personal and professional goals, I have decided that it is time for me to embark on a new chapter in my career journey.

Working at David City Elementary has been a remarkable experience. I am grateful for the collaboration among my colleagues, the enthusiasm of my students, and the support of parents. As I bid farewell to this chapter, I do so with a full heart of gratitude and cherished memories.

Sincerely,

Lindsey Dettman



David City Public Schools

davidcitypublicschools.org

David City Middle/High School
750 D Street
David City, NE 68632-1724
402-367-3187 · 402-367-3479 fax

David City Elementary
826 E Street
David City, NE 68632-1724
402-367-3779 · 402-367-3783 fax

Bellwood Elementary
612 Park, P.O. Box 100
Bellwood, NE 68624-0100
402-538-4805 · 402-538-2041 fax

Superintendent's Office
750 D Street
David City, NE 68632-1724
402-367-4590 · 402-367-3479 fax

2025-26 School Year

Parent/Guardian: _____

Address: _____

City, State, Zip: _____

Since we have an application on file for free or reduced lunches or have a direct certification notice, we can use this information to determine preschool tuition and fees (which includes breakfast and lunch) for your child. The Board of Education has approved the usage of federal guidelines for free and reduced lunch qualification to reduce preschool tuition and fees.

Based on the information provided or received, the following cost applies for your child(ren):

- Free _____ \$45 per month per student
- Reduced _____ \$130 per month per student
- Full _____ \$220 per month per student
- Sped _____ \$45 per month per student
- Nonresident _____ \$220 per month per student

The nine reduced and full payments are due: Aug 10, Sept 10, Oct 10, Nov 10, Dec 10
Jan 10, Feb 10, Mar 10, Apr 10

If you have any questions about this you can contact me during school hours at 402-367-4590.

Professionally,

Dr. Chad Denker, Superintendent

cc: Angie Moore, Business Manager

2025-26 School Year

Parent/Guardian: _____

Address: _____

City, State, Zip: _____

Since we have an application on file for free or reduced lunches or have a direct certification notice, we can use this information to determine preschool tuition and fees (which includes breakfast and lunch) for your child. The Board of Education has approved the usage of federal guidelines for free and reduced lunch qualification to reduce preschool tuition and fees.

Based on the information provided or received, the following cost applies for your child(ren):

Free	_____ \$45 per month per student	\$ 0.25 per day increase
Reduced	_____ \$130 per month per student	\$ 0.50 per day increase
Full	_____ \$220 per month per student	\$ 1 per day increase
Sped	_____ \$45 per month per student	\$ 0.25 per day increase
Nonresident	_____ \$220 per month per student	\$ 1 per day increase

The nine reduced and full payments are due: Aug 10, Sept 10, Oct 10, Nov 10, Dec 10
Jan 10, Feb 10, Mar 10, Apr 10

If you have any questions about this you can contact me during school hours at 402-367-4590.

Professionally,



Dr. Chad Denker, Superintendent

cc: Angie Moore, Business Manager