

Board of Education Regular Meeting  
Monday, June 16, 2025 7:00 PM  
District Office Board Room  
401 South Pine Street  
Valley, NE 68064-0378

<b>1. Call to Order</b>	
<b>2. Public Communications and Correspondence</b>	<b>3</b>
<b>3. Approval of Agenda</b>	
<b>4. Administrative Reports</b>	<b>5</b>
4.1. Superintendent's Report	88
4.2. Financial Report	89
<b>5. Consent Agenda</b>	
5.1. Approve Minutes	96
5.2. Approve Claims for Payment	
5.3. Approve Financial Report	
5.4. Approve Classified Staff	
<b>6. Old Business</b>	
6.1. Special Improvement Project Discussion	99
6.2. QCPUF Long Term Maintenance Discussion	100
<b>7. New Business</b>	
7.1. Personal Electronic Device Procedures Presentation	107
7.2. Administrator Evaluation System Update	122
7.3. Code of Conduct Update	125
7.4. Preview of Fiscal Year 2026 Budget Components	133

8. **Adjournment**

## Board of Education

Cole Groteluschen

Dr. Kelly Hinrichs

Luke Janke

Jamie Jorgensen

Elizabeth Mayer

Jim Tomanek

Dr. Melissa Poloncic, Superintendent

Kristi Trost, Board Secretary

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

## Meetings of the Board

### When

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

### Where

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

### Notice of Meetings

- Official notice of the time and place of the regular board meetings are posted on the doors of the schools, banks in Valley and Waterloo and the Valley City Hall.
- Notice of special meetings will be posted at least 24 hours in advance. Hearings will be published in The Omaha Daily Record.

## Business of the Board

### Agendas

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

### Public Participation

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

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

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

#### **Mission Statement**

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



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

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

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

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

## **Board Meeting Procedures**

*“Engage, Prepare, and Empower”*

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



### Board Report June 2025

Dr. Dawn Marten - Director of Learning

#### Personal Electronic Device Procedures

Over the course of the school year, we have reviewed and discussed the current student handbook policies related to cell phones and other personal electronic devices. These ongoing conversations have led to a shared commitment to establishing more cohesive, districtwide procedures for the 2025–26 school year.

To support the development and implementation of these new procedures, we gathered input from teachers, parents, and students to ensure all stakeholder voices were represented. Focus groups were conducted with each stakeholder group to gather meaningful feedback. After feedback was gathered, the Administrative Team finalized the procedures for personal electronic device use, including guidelines for non-compliance.

These procedures represented our commitment to safeguarding instructional time and minimizing distractions to enhance academic focus. Personal electronic devices include cell phones, smart watches, and earbuds.

Exceptions for device use may be granted for educational purposes outlined in a student's IEP, 504 Plan, or for medical needs as documented in the Individualized Health Plan.

#### Elementary & Middle Schools:

- Devices are restricted from the beginning of the school day to the end of the school day
- Devices will be placed in a backpack or locker

#### High School:

- Devices are restricted during all class periods
  - Class Period = beginning period bell to ending period bell
  - This includes Keystone and Academic Support
- Devices are permitted during the passing period and lunch
  - Passing Period = ending period bell to beginning period bell
- Devices will be placed in a backpack or locker
- Devices may not be used in restrooms or locker rooms

#### Professional Learning:

This summer our dedicated teachers are taking advantage of the opportunity to grow as professionals to impact student success.

- Responsive Classroom promotes strong academic and social-emotional skills through the following characteristics: developmental responsiveness, engaging academics, positive community, and effective management. Responsive Classroom aligns with our District Strategic Plan Strategy 2.2: Provide social-emotional and behavioral support for all students in PreK-12 integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.
  - A third team of elementary teachers will participate in a week-long Responsive Classroom Training in Waukee, IA in June. Superintendent Early Childhood Plan funds make it possible to support this professional learning opportunity.



- A second team of middle school teachers and the principal will also participate in Responsive Classroom training in Waukee, IA in June. MOEC Attendance Improvement Grant funds will support this professional learning opportunity.
- The other professional learning opportunities that teachers will participate in are:
  - Elementary Report Card rewrite
  - High School: Algebra I curriculum writing
  - K-12 PE curriculum writing

**NSCAS Data:**

The state assessment, NSCAS, for Grades 3-8 was completed in Reading and Math, and Science for Grades 5 & 8. The state is in the process of finalizing the data and creating reports over the summer. I will share the achievement data once it becomes embargoed by the state in the Fall. At that time, we will also analyze trend data along with MAP data comparison.

**New Elementary Report Card:**

I am excited to share the [new DC West Elementary report card](#), which will take effect in the 25-26 school year. These updates feature a stronger focus on content area standards for grades K-3, as well as the introduction of new College & Career Readiness Skills for grades K-5.

These enhancements are the result of thoughtful collaboration and feedback from grade-level representatives and specialists. Their insights and expertise were instrumental in creating a tool that will better serve our students and inform our families. The 25-26 professional learning time will include dedicated discussions on the types of assessment data teachers can use to inform each specific indicator on the K-3 report card. This approach aligns closely with the data collection and analysis processes we use in PLC team meetings, ensuring consistency and meaningful insights for student growth.

**Superintendent’s Early Childhood Plan in collaboration with Buffett Early Child Institute:**

On June 3, members of the DC West Elementary Executive Leadership Team attended the Superintendents' Early Childhood Plan Collaboration Summit, along with nine other Omaha-area school districts. Through poster progress walks, spotlight sessions, and dedicated planning time, districts shared early learning success stories from their schools and prepared for the upcoming school year. The day focused on learning from one another, borrowing what works, and building on each other's strengths. The DC West Team shared the following goals and accomplishments from 2024-2025 work:

Leadership Effectiveness	Instructional Excellence	Family and Community Engagement
Building administration and staff will deepen their understanding of the birth through Grade 3 approach in order to effectively implement the 6 key components (Birth Through Grade 3, School as Hub, Developmental Change, Parents & Family Support, Professional Growth & Support).	Building administration and staff will gain a deeper understanding of teaching the whole child and implement best practices that align with the Birth through Grade 3 approach, specific to Social Emotional and Behavioral Learning	Strengthen and increase the number of family and community partnerships at DC West Elementary Community School.



# DC WEST

## COMMUNITY SCHOOLS

CREATING PASSIONATE LEARNERS

PO Box 378 • Valley, NE 68064 • [www.dcwest.org](http://www.dcwest.org) • Ph: 402.359.2583 Fax: 402.359.4371

<ul style="list-style-type: none"><li>• Add DC West Foundation, PTSA and Family Facilitator section to the school newsletter to increase effective communication efforts</li><li>• Add pertinent information to school websites and social media (e.g. Falcon Cafe recordings)</li><li>• Add a teacher representative from Kindergarten, 2nd grade, and parent to the Executive Leadership Team</li></ul>	<ul style="list-style-type: none"><li>• Research Project Para Training and provide professional learning opportunities as seen fit</li><li>• Implement instructional coaching opportunities between teachers and Buffett staff focusing on best SEBL and academic instructional practices</li><li>• Responsive Classroom training during Summer 2025</li></ul>	<ul style="list-style-type: none"><li>• Implement student and family Fine Arts Residency experiences</li><li>• Increase community partnerships (i.e. center based child care and home providers)</li><li>• Increase the number of Family Volunteer Program events</li><li>• Select and communicate Falcon Cafe dates in August, including a quarterly night event</li><li>• Provide paraprofessionals and teachers opportunities to co-lead summer socializations</li><li>• Infuse summer socializations and family engagement events from the Families Volunteer Program</li><li>• Include community agencies in Family Engagement Events (e.g. Fat Brain Toys)</li><li>• Provide parents with ideas and activities to implement at home with their child</li></ul>
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# **Welcome to the DC West Athletic Celebration**

**2024 - 2025**



**FALL  
ATHLETIC  
CELEBRATIONS**

# Girls Cross Country

**Head Coach Ty Hansen**

**DC West Invite Champions**

**Nebraska Capitol Conference - 4th place**

**Addi Strong - All Conference**

**Districts - 7th place**

**2024-2025 Nebraska Coaches Association Team**

**Academic Excellence Award**



# Boys Cross Country

## Head Coach Ty Hansen

Nebraska Capitol Conference - 8th place

Districts - 7th place

2024-2025 Nebraska Coaches Association Team

Academic Excellence Award



## Football

### Head Coach Mike Troy

**Team Record: 6-4 (4 Consecutive Winning Seasons)**

**Playoff Qualifier**

**District 3 Runner Up**

**Kelan Bohlen:** Single Season TD Passes(16) Record

**Nolan Asher:** Single Season Rec. YDS (574) Record

**All-District:** Kelan Bohlen, Nolan Asher, Brody Walsh, Trent Alexander,  
Trey Olsen, Will Bergsten

**HM All-District:** Caiden Hoops, Barrett Hinrichs, Jackson Denker, Colton Willmott, Roen Murdock, Karsten Alexander,  
Ian Gleason, Jagger Denker, Cade Thiessen

**HM All-State:** Kelan Bohlen, Trent Alexander, Nolan Asher,  
Will Bergsten, Trey Olsen, Brody Walsh

**Academic All-State:** Colton Willmott, Kelan Bohlen

**Shrine Bowl: Brody Walsh**(3 years in a row a player is selected)



# Softball Head Coach Ady Watts

## Records:

**Bella Zach** - (5 DC West): batting avg, hits in a season, doubles in a season, home runs in a season

& stolen bases in a season

(2 Class C): consecutive games with hits & doubles in a season

**Mae Mae Zach** - (3 DC West): hits in a career, doubles in a career & RBI's in a career

**Sydney Atkins** - (5 DC West): RBI's in a season, pitcher wins in a season, strikeouts in a season, shutouts in a season,

shutouts in a career (NSAA) Holds a place in NSAA records for career batting avg.

## All-Conference:

1st Team: **Bella Zach, Mae Mae Zach**

2nd Team: **Sydney Atkins, Maddie Daubenmier**

Honorable Mention: **Talia Walsh**

## All-State

1st Team: **Bella Zach, Mae Mae Zach, Sydney Atkins**

2nd Team: **Maddie Daubenmier**

Honorable Mention: **Bailey Anderson**

## All-Region:

1st Team: **Bella Zach**

## 2025 NCA All Star Game:

- **Sydney Atkins**
- **Mae Mae Zach**

## Sub District & District Champions

Competing in State Tournament - \*First in Program history\*

## Class C Runner-Up

(27-9) Record \* Highest record in program history\*

2024 Nebraska High School Softball Championships

Connie Claussen Field - Omaha, Nebraska - October 21, 2024



# Volleyball - Head Coach Bob Wald

## Record 17-13

Nebraska Capitol Conference Regular Season Runner Up

### All-Conference:

1st Team: Jamison Badje

2nd Team: Kiya Johnson

### Honorable Mention:

Amelia North & Mallory Shaw

### AVCA Best & Brightest:

1st Team:

Carleigh Dembinski, Jamison Badje, Bryar Jensen

## Academic All-State

Carleigh Dembinski, Jetta Sattlem

### All-State Honorable Mention

Jamison Badje, Kiya Johnson,

Amelia North, Mallory Shaw





# **WINTER ATHLETIC CELEBRATIONS**

# Girl's Basketball

## Head Coach Russ Ninemire

**2nd place Holiday Tournament**

**Records: 11-13**

**All-Conference:**

**2nd Team:** Addison Strong

**Honorable Mention:** Ava Grimm, Bella Zach, and Ella Wiese

**Honorable Mention All-State:** Ava Grimm, Addison Strong, Bella Zach, and Ella Wiese

**Ava Grimm Will** be playing in the Nebraska Coaches Association All-Star Game

**Coach Ninemire** will be the Head Coach in the Nebraska Coaches Association All-Star Game



## 2024-2025 Nebraska Coaches Association Team

## Academic Excellence Award

# Boy's Basketball

Head Coach Chip Daehling

Holiday Tournament Champions

Nebraska Capitol Conference Regular Season Champions

Nebraska Capitol Conference Tournament Champions

District Finals Champions

State Tournament Qualifier

Finished Ranked #9 in Class B (22-5)

All Conference:

1st Team: Nolan Asher

2nd Team: Trey Schieber & Zane Wohlers

Honorable Mention: Will Bergsten

All-State:

Honorable Mention: Nolan Asher,

Trey Schieber, Will Bergsten



# Wrestling

**Head Coach: Ryan Braun**

4 State Tournament Qualifiers

Sophomore - Hunter Holding

Sophomore - Hudson Harlow - Match Winner

Sophomore - Josue Lopez - Match Winner

Senior - Kayden VerMass - Match Winner



## Records:

Hudson Harlow - Tech Falls in a Season (13)

Hudson Harlow - Tech Falls in a Career (23)

Hudson Harlow - 4 Pt Near Falls in a Season (26)

Hunter Holding - Major Decision in a Season (7)

# Competitive Cheer

Head Coach Alyssa Lindahl

Assistant Coach Molly Dembinski

Volunteer Coach Megan Hardisty

Learned routines January 5th - 16th.

Competed on February 2nd, 9th + 22nd.

Louisville Competition:

Only three awards given at event.

**Choreography Award**

Bennington Competition:

In Class C1, C2 + D:

**1st Place: Game Day**

**1st Place: Non-Tumbling**

State in Grand Island:

In Class C1: only Top 5 announced

**5th Place: Game Day** of 23 teams; second highest score of all 23 in Crowd Leading (1/2 of score)

**10th Place: Non-Tumbling** of 12 teams; learned the value of jumps + athleticism

**NCA Academic Excellence Award** non-weighted GPA of 3.93





# **SPRING ATHLETIC CELEBRATIONS**

# Boy's Golf

## Head Coach Ben Knobbe

### Team Awards

Varsity 4th Place Conference

JV 2nd Place Wahoo Invite

### Varsity Individual Medalists

Colton Meduna 9th place, 12th place

Nate Koborg 7th place

Jackson Walvoord 14th place

### JV Individual Medalists

Will Dugan 3rd place, tied 10th place

Jake DeLashmutt 3rd place

Tanner Hanke tied 10 place



## Soccer

Head Coach Laura Troutman (Omaha Concordia)

Record (9-8) Class B

### *Varsity Players:*

**Stella Higginson:** Started every game and played almost every minute of each game at defense, Player of the game for Mercy game

**Maddy Mitchell:** Started every game at midfield; 2 assist this season

**Melanie Renner:** 1 assist this season for varsity; 3 goals for JV

### *JV Players:*

**Abby Boulogne**

**Scarlett Higginson**

**Arion Williams**



# Baseball

Head Coach Joel Voss

Overall Record: (9-13)

*\*Lost 7 Games by less than 2 runs*

## STATS:

Team batting average: .261

Team ERA: 3.02

## Team Season Standouts:

Luke Thimmesch: 42 K's (\*No Hitter vs Arlington)

Colton Willmott: 4 CG's

Jack Landhauer: 1.50 ERA

Luke Thimmesch: .323 Batting Avg.

Kelan Bohlen: .470 On Base %

Kelan Bohlen and Mason Pettit: 4 Doubles

Luke Thimmesch: 2 Triples

Colton Willmott and Ashton Harlow: 1 HR

Jackson Schuiteman: 18 SB's

Back to Back Nebraska Capitol Conference Champions



# Girl's Track 2025

## Head Coach John Brockhaus

### School Records:

High Jump: Kinley Nelson 5' 3"

Long Jump: Remy Kirby- 16-4

300 M Hurdles: Jamison Badje- 49.36

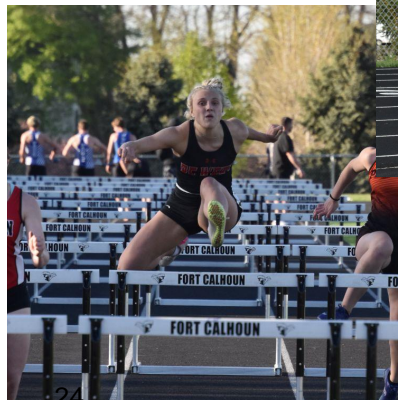
4 x 100 Meter Relay: Jamison Badje, Izzabella Zach,

Mae Mae Zach, and Amalia Braun- 50.83

### State Qualifiers:

Remy Kirby- Long Jump and Triple Jump

Kinley Nelson- High Jump



## Boy's Track- Head Coach Mattie Subbert

### School Records:

**Jack Steinbach** - 3200 Meter Run - 10:06.58

1600 Meter Run - 4:39.16

**Bryce Larsen**- Triple Jump - 46' 3.75"

**Zane Wohlers**- 200 Meter Dash- 22.14

**4 x 100 Meter Relay** : Huston Farrens, Zane Wohlers, Cade Thiessen, and Bryce Larsen-44.52

### State Qualifiers:

Bryce Larsen- Triple Jump

Zane Wohlers- 200 Meter Dash

Jack Steinbach- 3200 Meter Run

Grant Scott- Pole Vault

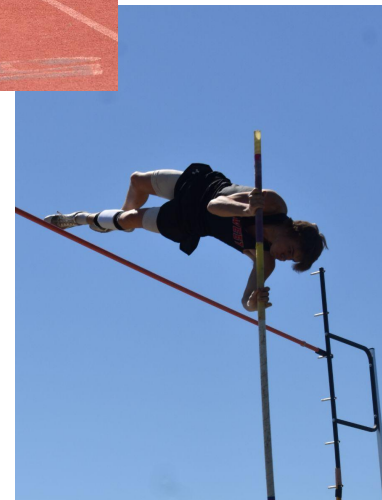
Trent Alexander -Discus



**DC West Invite Runner-Up**

**Yutan Relays Runner-Up**

**5th at Districts**







Special

**THANK YOU**

to our

**Spirit Squad,  
Dance Team,**

and

**Pep Band**

for your support!

**#RISEUP**





# SALT - Student Athlete Leadership Team

- We were looking for difference making student athlete leaders to continue to positively impact and build upon **The Falcon Way Culture** here at DC West. We had 67 student athletes from all programs nominated to participate (Please Stand).
- We Met 1 Tuesday Morning Per Month (Shoutout to Kelly Ellis for Making Homemade Donuts for us)
- Every Other Month we would have a **LESSON** with Allie Havers and HumanEx - **Select 7, Commitment, Crucial Conversations, Embracing Your Role, and High Impact Communication** or **GUEST SPEAKERS** with **Alex Henery** (UNL/Philadelphia Eagles), **Chad Sievers** (UNL), **Clayton Sievers** (UNL), **Emma Shepard** (Midland), **Allie Kerns** (Missouri Western/Bellevue), **Amber Axeline** (Midland), **Zach Miller** (UNL/UNO/Chicago Bears), **Cora Olsen** (UNO), and **Ali Stephens** (UNO).
- This was an exciting step to continue to develop player led teams and programs here at DC West.
- I know that our Falcon Pride Booster Club is going to help partner with us for SALT next year! We will also be expanding SALT into having a community service project as a Team.



## **NSAA Multi-Activity Participation (3 or More)**

**Music, Softball, Journalism, Girls Soccer, Girls and Boys Cross Country, Wrestling, Baseball, Volleyball, Football, Girls and Boys Track & Field, Girls and Boys Basketball, Play Production, Speech, and Boys Golf**

**Please Stand if you were involved in 3 or More!**



# 3 Sport Participation

## 2024-2025

- Tren Olsen
- Allys Smith
- Austyn Dye
- Ava Grimm
- Caiden Hoops
- Josue Lopez
- Jaxon Lopez
- Mason Mitchell
- Jack Steinbach
- Colton Trost
- Kayden VerMaas
- Bella Zach
- Mae Mae Zach



**12 Sport Athlete**  
**2021-2025**

*Ava Grimm*



**Athlete of the Year**

**Female and Male**

**2024-2025**

**BELLA ZACH**

**&**

**NOLAN ASHER**



# New DC West Athletic Complex 2025

***Events: Football, XC, Softball, Baseball, Track & Field***





**THANK YOU**

**SENIORS**

**GO BE GREAT!**



**Thank You  
Falcon Nation  
For Supporting  
Our Student Athletes**

**#RiseUp**



**DC West**  
**Senior Signing Day**  
2024<sup>36</sup> - 2025

# Sydney Atkins

- Midland University
- Softball
- Major: Undecided



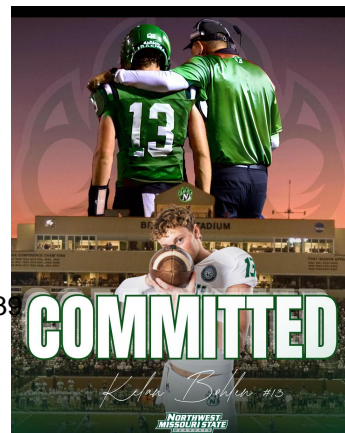
# Jamison Badje

- Bellevue University
- Volleyball
- Major: Business



# Kelan Bohlen

- Northwest Missouri State
- Football
- Major: Business



# Huston Farrens

- University of Sioux Falls
- Football and Track
- Major: Sports Marketing



# Ava Grimm

- Briar Cliff University
- Basketball and Track
- Major: Nursing



# Kiya Johnson

- University of Colorado, Colorado Springs
- Volleyball
- Major: Business



**UCCS**  
University of Colorado  
Colorado Springs

# Bryce Larsen

- Wayne State College
- Track and Field
- Major: Biology and Pre-Med



# Avery Maline

- Luther College
- Softball
- Major: Pre-Med



# Luke Thimmesch

- Tabor College
- Baseball- Pitcher/First Base
- Major: Marketing



# Brody Walsh

- Midland University
- Football
- Major: Agribusiness



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# Colton Willmott

- Hastings College
- Football
- Major: Marketing





# Mae Mae Zach

- Midland University
- Softball
- Major: Elementary Education

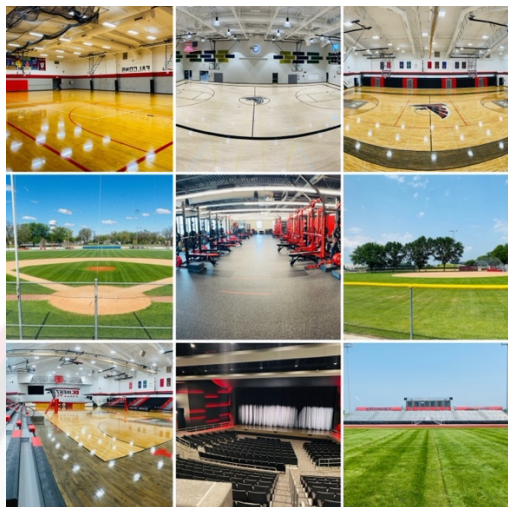
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# Keep Rising Up!

**#TheFalconWay**



**Douglas County West High School and Middle School  
Director of Athletics & Activities Board Report June 2025  
Mr. Jeremy Travis**

Well, the Falcons closed the school year on a high note! It was both a rewarding year as well as a year of growth but we made it! I appreciate everyone's belief and support throughout the year, it meant a lot to me as well as all of our programs! I am looking forward to staying on the grind of the planning and preparation throughout the summer for the upcoming 2025-2026 school year. The goal is to make it the best one yet in our 20<sup>th</sup> Anniversary of DC West!



Senior, Bryce Larsen, NSAA CLASS B STATE CHAMPION in the Triple Jump at 46' 8"! We are extremely proud of Bryce and all of his hard work and dedication to achieve the Gold!



We sent a total of 7 Track & Field Participants to the NSAA Class B State Track & Field Championship at Burke Stadium in Omaha! There were a lot of records broken this past season for the Falcons!



We sent 5 Middle School Track & Field Participants to the Middle School State Track & Field Championship in Gothenburg. 8<sup>th</sup> Grader, Riley Chipman, finished as the State Runner-up in High Jump for the Falcons! The 4x800 Girls Team broke the school record, which is fantastic!



Lillian and Noelle represented DC West at HOBY. The girls had a great weekend learning leadership skills and the importance of serving others. We are proud of them!



Junior, Bella Zach and Junior, Nolan Asher we named Female and Male Athletes of the Year at DC West by the Coaches. We are extremely proud of their efforts and commitment to DC West!



What an awesome opportunity for Juniors, Jaxon Swierczek, Cade Listenberger, and Benji Oien to represent the Falcons this past week at Boys State. Way to go guys!



Senior, Brody Walsh and Coach Mike Troy got the opportunity to represent the Falcons in the Nebraska Shrine Bowl at UNK. Tremendous opportunity for them throughout the week. We are proud of them!

Congratulations to our DC West High School Coaches that have had post-season opportunities to represent the Falcons!

Ryan Braun (Wrestling)

Nebraska Wrestling Coaches Heartland National Duals Head Coach for the Jr./Sr. Team in Des Moines, IA.

Ady Watts (Softball)

Omaha Sports Commission Awards Show Nominee for Female Coach of the Year.

Mike Troy (Football)

Nebraska High School Shrine Bowl Defensive Coordinator Coach for the South Team in Kearney, NE.

Russ Ninemire (Girls Basketball)

Nebraska Coaches Association High School All-Star Game Girls Head Coach in Lincoln, NE.



The Summer Strength & Conditioning Program Begins!

To view upcoming **Team Schedules or Events**, please take the following steps:

- Go to [www.dctest.org](http://www.dctest.org)
- Click on the Activities Calendar
- Click on View Schedules
- Select Team
- Click View

There are a lot of moving parts in athletics and activities but everyone is working together towards the same common goal. I want to Thank everyone that has helped work at an event, supported our school and programs, and that have cheered on our Falcons. We are tried to RISE UP this school year and I'm a really proud Falcon!

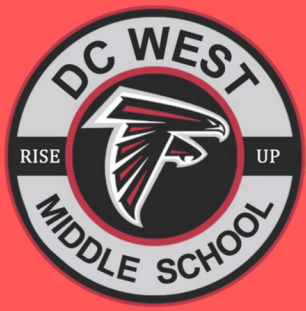
Mr. Travis



**JEREMY TRAVIS**  
Director of Athletics & Activities (7-12)

**DC WEST** Community Schools  
Engage, Prepare, and Empower

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Valley, NE 68064  
402.359.2583  
jtravis@dctest.org  
@DCWestFalcons



# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns



Dear Members of the School Board,

As I reflect on my first year as principal of DC West Middle School, I want to sincerely thank you for your continued support, encouragement, and trust. It has been an incredible year—one filled with growth, learning, and powerful moments that affirmed my deep commitment to this work.

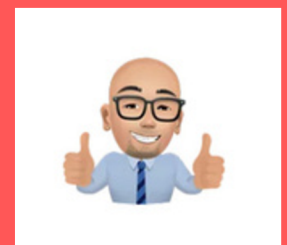
One of the greatest privileges of this role has been the opportunity to work alongside an exceptional team of middle school educators. Our teachers are not only deeply talented in their craft but also profoundly dedicated to the success and well-being of every student. Their creativity, professionalism, and relentless drive to make learning meaningful is nothing short of inspiring. Whether through innovative lessons, personalized support, or the countless hours spent outside of contract time, their efforts have created a vibrant, student-centered environment that continues to raise the bar.

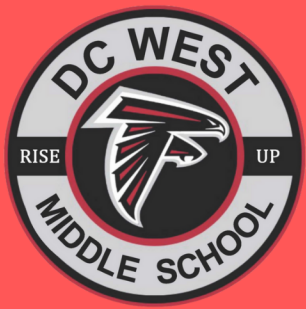
The strength of our school lies in the collective efforts of these passionate educators—and their impact can be seen in the academic growth, confidence, and character of our students each day. I am in awe of what they've accomplished this year and honored to support their work.

Thank you again for your leadership and for the opportunity to serve this amazing school community. I am excited for the future and look forward to continuing this important work together.

With sincere appreciation,

Dr. Jeffrey S. Kerns  
Principal, DC West Middle School



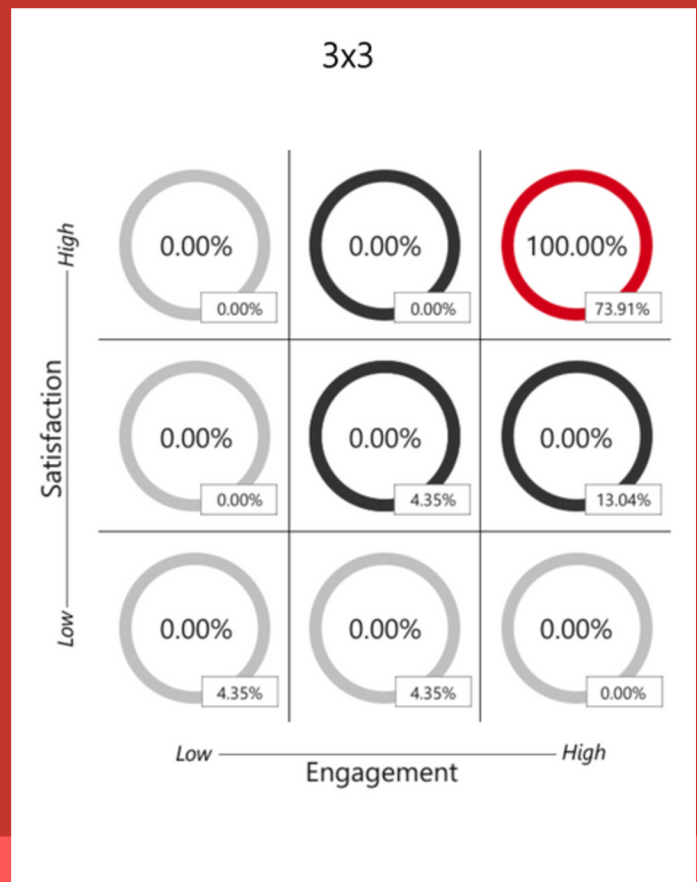
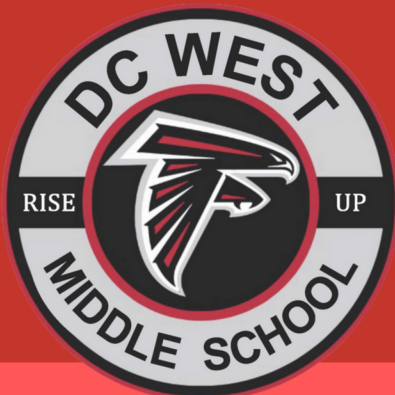


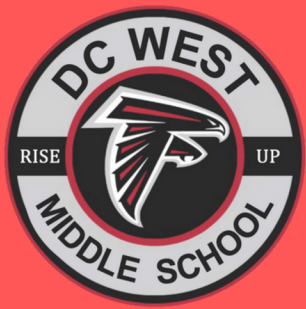
# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

HumanEx CEO; Mr. Brad Black shared results from the INSIGHTeX Growth Mindset Survey on May 9<sup>th</sup> with the DC West Middle School Staff. Mr Black shared that the 2024-2025 Middle School staff achieved an “**ELITE OLYMPIC LEVEL**” as a team with a **100% DreamBox Score!**

Seeing our MS staff being honored was an immensely rewarding experience. Their collective excellence was recognized and celebrated. Their success is a testament to their hard work and dedication, and being a part of their journey has been an absolute privilege.



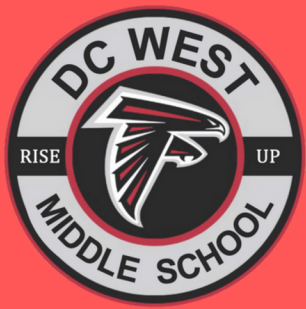


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## DCW Middle School May Students of the Month



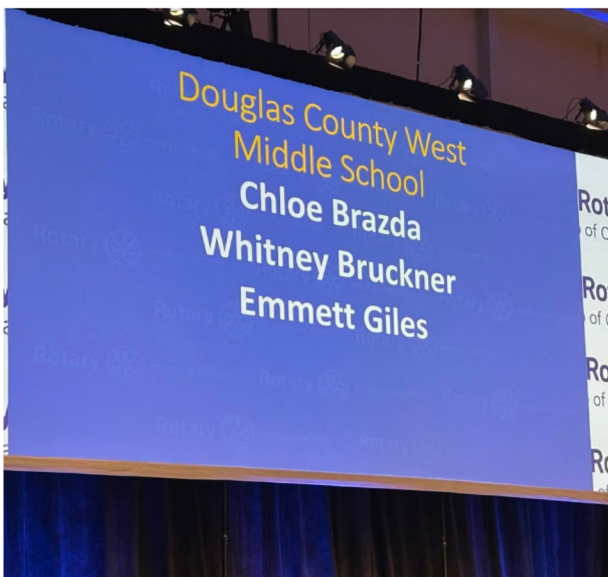


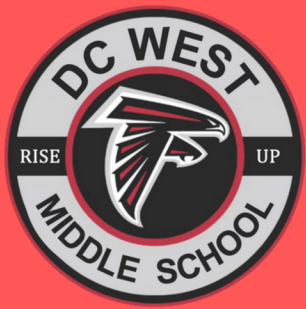
# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns



Chloe Brazda, Whitney Buckner, and Emmett Giles honored at the Rotary Club of Omaha luncheon. Guest speaker Clayton Anderson spoke about belonging - very inspirational!!!



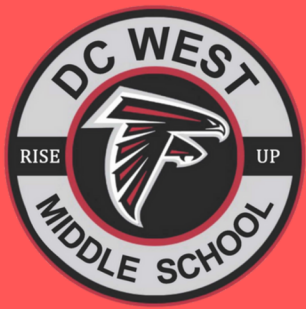


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## 2024-2025 6-8th Grade End of Year Academic and Activity Celebration



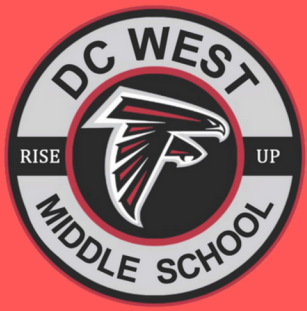


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## Battle of the Books



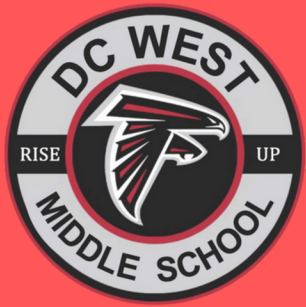


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## 5th and 6<sup>th</sup> Grade Track and Field Day



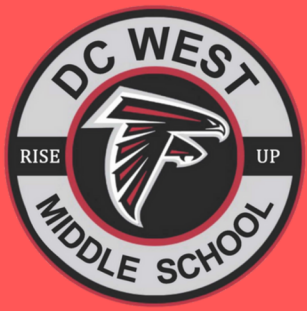


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## Frog Dissection: 7<sup>th</sup> Grade Science



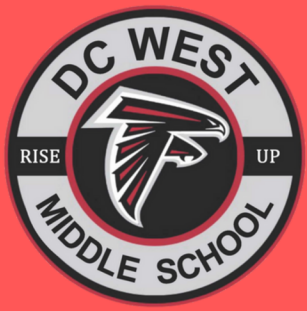


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## 8<sup>th</sup> Grade Field Trip To Lincoln



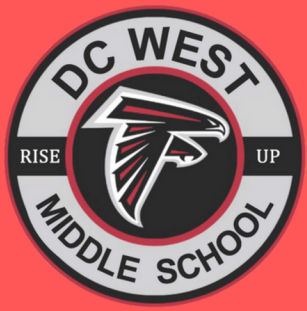


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## Science Fair 2025

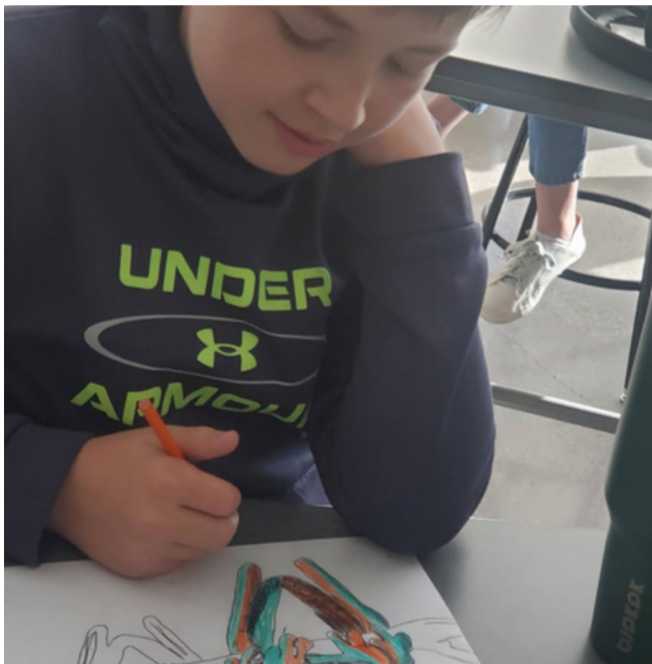
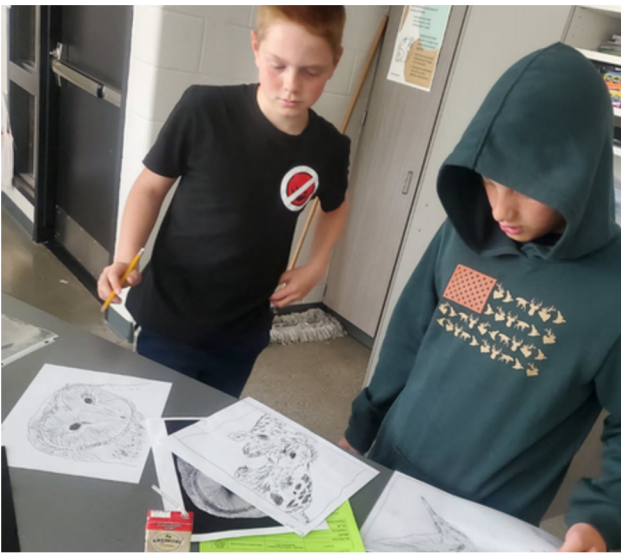


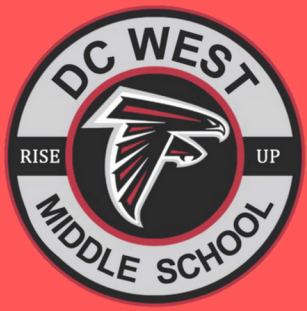


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## MS ART PROJECTS



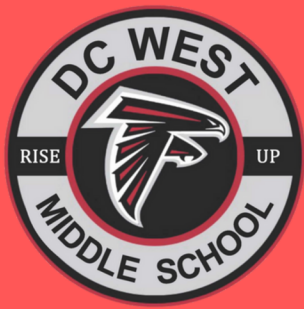


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## Curses, Foiled Again and Again and Again!





# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

We are thrilled to introduce the 1st ever Famous Falcons Musical Theater Camp! With Mrs. Beyle and Ms. Dill leading the way as instructors and Dr. Kerns providing administrative support, this camp is sure to be a summer highlight. This is a chance for students to shine on stage, learn from passionate educators, and create unforgettable memories. Whether you're a seasoned performer or just finding your voice, there's a place for every student in our nest.

So spread your wings and join us for a summer filled with music, drama, and fun!



## **Famous Falcons Musical Theatre Camp**



Register by 6/20/25  
with [this link](#) or QR code  
then join the [Band App](#)  
Email [sdill@dewest.org](mailto:sdill@dewest.org) with  
any quesitons

**When:** July 21st-August 1<sup>st</sup> (Mon-Fri) 1-4pm

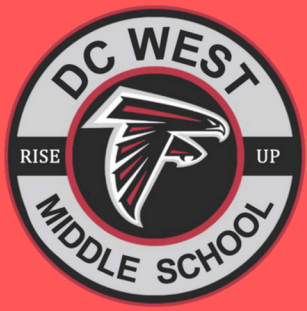
**Where:** DC West Performing Arts Center

**Who:** DC West students entering 5th-8th Grade

**Cost:** \$10 (for cast shirt - pay on eFunds)

**Camp Performance:** Aug. 1<sup>st</sup> 5:00pm \$5.00/ticket



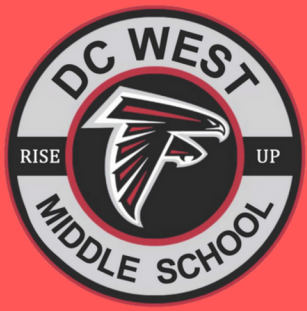


# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## Spring Performances: Band and Choir





# DC WEST MIDDLE SCHOOL

June 2025 | From The Desk of Dr. Kerns

## Falcon 4th QTR Rewards



Board Report  
June 16th, 2025

Shawna Younghans- Administrative Facilitator

As we prepare for the 2025–2026 school year, it is important to reflect on key data from the 2024–2025 academic year to guide our improvement efforts.

### Year in Review (2024–2025)

- **Suspensions:** A total of 15 in-school suspension days and 26 out-of-school suspension days were recorded. These involved 15 students, with 4 students experiencing repeated suspensions.
- **Attendance:** Our average daily attendance was 92%, consistent with the rate reported during the 2023–2024 school year.

### Focus Areas for 2025–2026

#### 1. Increasing Student Attendance

We aim to increase our average daily attendance through intentional efforts focused on education and community engagement. A primary strategy will be expanding our social media campaign, "**Every Day, All Day**", to emphasize the importance of consistent attendance. By showcasing what students are learning at DC West, we hope to foster a stronger connection between families and the school. Our teachers develop engaging, meaningful lessons daily, and regular attendance is essential to student success.

#### 2. Enhancing School Safety

School safety remains a top priority. In 2025–2026, we will introduce an **electronic e-hall pass system** to help monitor and regulate student movement throughout the building. This system will provide data on movement patterns, allowing us to better understand and respond to students' needs while minimizing classroom disruptions and maximizing instructional time.

We are also exploring the implementation of a **vape detection system** in student restrooms. This initiative is aimed at ensuring all students feel safe and comfortable when using restroom facilities, free from the misuse of these spaces.

### 3. Reformatting Keystone Time

Keystone time is an essential component of our school culture, promoting connection, academic monitoring, and student support. For the upcoming year, we will restructure Keystone to ensure it is developmentally appropriate and aligned with our goals for student growth:

- **9th and 10th Grades:** These students will remain with their assigned Keystone groups unless a pass is initiated by a teacher. They will participate in monthly academic and emotional skills training (1–4 times per month), using consistent, schoolwide lesson plans.
- **11th Grade:** Students will meet with their Keystone teacher on Mondays. If they maintain a grade of "C" or higher, they will be provided with flexible options for the remainder of the week, such as studying in a designated classroom, working in the library, or using the gym. These options are still under development.

### 4. Implementation of Late School

We will begin offering **Late School**, held from 3:30 p.m. to 6:00 p.m. on designated evenings. This intervention will be used for students whose behavior does not warrant suspension but who are not responding to traditional detention.

Late School will provide a structured, supportive environment where students can reflect on their actions, complete academic work, and most importantly, **learn skills to help them be more successful in school**. These skills may include time management, organization, conflict resolution, and strategies for staying engaged in the classroom. By addressing the root causes of behavioral concerns and providing tools for success, we aim to help students make positive, lasting changes.

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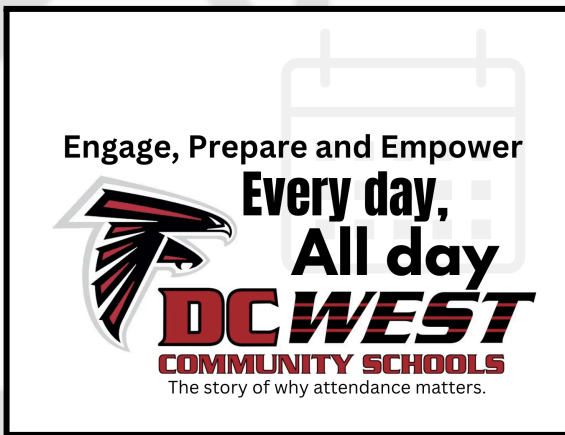
### Looking Ahead

The 2025–2026 school year brings meaningful changes designed to support student growth, safety, and success. We are committed to keeping families and students

informed through multiple channels of communication to ensure a smooth and supportive transition into the new school year.

Go Falcons!

Mrs. Shawna Younghans



## Director of Special Education Board Report

June 2025

### Month in Review:

#### *Special Education Department*

**Falcons in the News! Preschool Backpack Program:** DC West Preschool was recently featured on WOWT Channel 6 News. The segment is linked in the image below and highlighted the preschool's partnership with the Buffett Early Childhood Institute in starting a new backpack program for our preschool students. The program is designed to increase family engagement and kindergarten readiness by providing fun learning activities for children to engage in with their parents at home. Rachelle Schurman did a great job of highlighting the program on Channel 6 on May 24. The program was also highlighted on UNO's website: [Smart Start Program Builds School Readiness One Backpack at a Time](#)

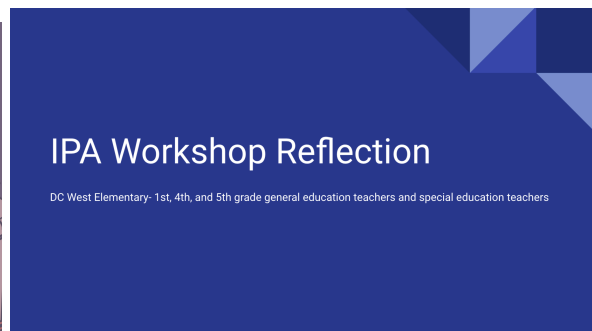
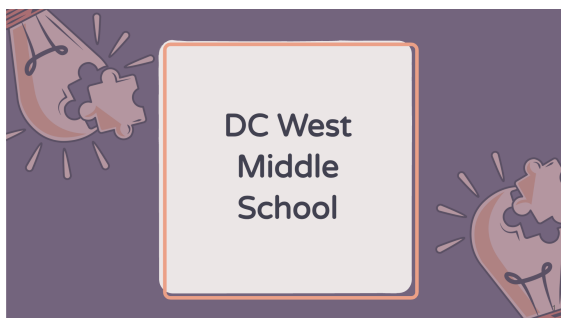
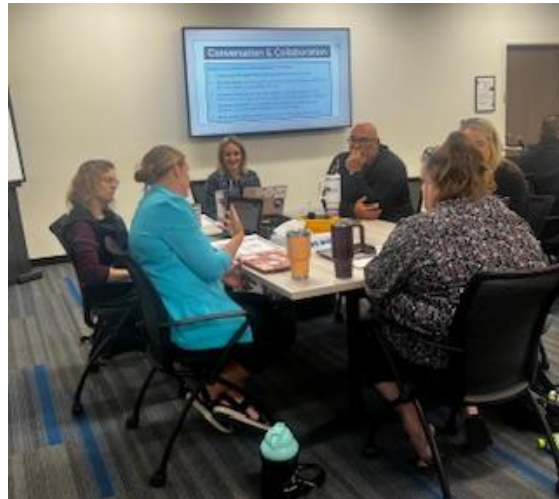
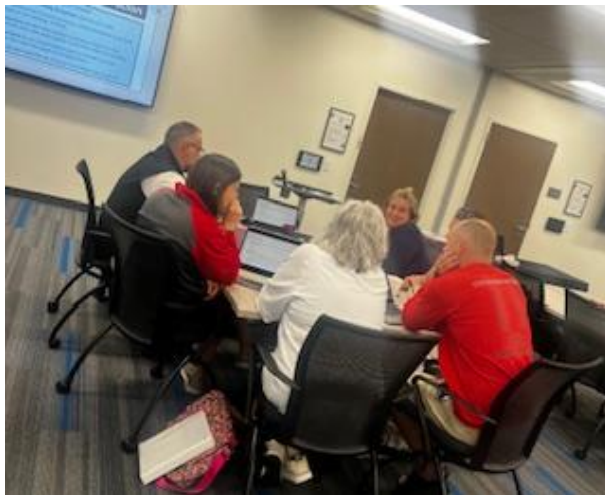
### UNO professors start program that helps kids prepare for kindergarten



**Early Childhood Teaching Strategies GOLD Special Education Outcomes:** We have recently completed our annual submission of federally mandated reporting to the Office of Special Education Programs for our Early Intervention and Preschool Special Education programs. Preschool results indicated strong, positive growth and outcomes for our preschoolers with disabilities who are heading to kindergarten. Specifically, in the area of Positive Social Emotional Skills, 80% of children who entered the program with delayed skills demonstrated substantial growth by the time they exited, and 75% of children with disabilities exited the program with social-emotional skills within typical age expectations. In the area of Acquiring New Knowledge and Skills, 100% of children who entered with delayed skills made substantial growth, and 87.5% of children were functioning with age expectations upon exiting preschool. Way to go, Preschool Team!

**Inclusive Practices Academy:** Members of our first cohort of participants in ESU 3's Inclusive Practices Academy wrapped up their Year 1 work with two days of planning and reflection at ESU 3 on June 3 and 4. Participants reported that they found the professional development to be highly beneficial in learning how to meet the needs of all students through Universal Design for Learning and strategies for co-teaching and providing specialized instruction. Participants believed that the training services helped foster collaborative and trusting relationships between general and special education teachers, ultimately benefiting the students. The initial results are impressive. Special education students in participating teachers' classrooms gained 20 MAP percentile points from fall to spring in both first and sixth grades.

On the last day of training, Mr. Sarka and Dr. Kerns attended the training as part of the IPA Principal Showcase, allowing teams to share their learning and plan for broader implementation in their buildings next year (see photos below). Year-end presentations from the elementary and middle school teams are also available below. This year's IPA participants included Kim Bottorff, Mattie Subbert, Jake Subbert, Sonya Lutze, Cindy Hayden, Toni Donahoe, Amber Goddard, Molly Dembinski, Michelle Anderson, Sherry Dill, Mekenna Haahr, and Kristi Eggen.



**Project SEARCH Graduation:** Justin Detimore graduated from Project SEARCH at Madonna Hospital in Elkhorn on May 16. Project SEARCH is a one-year immersive internship program designed to teach students transferable skills for employability. Justin completed rotations in food service and floor care. We are proud of Justin and wish him all the best.



**Dyslexia Data:** Our annual report on reading disability (including dyslexia) evaluations and student progress on Individual Reading Improvement Plans was submitted to the NDE this month. The following table summarizes our data.

	Number of Students Evaluated for Learning Disabilities in Reading, Including Dyslexia	Numbers of Students Determined Eligible Under the Category of Specific Learning Disability in Reading	Number of Students Determined Not Eligible Under the Category of Specific Learning Disability in Reading
DC West Elementary	25	12	13
DC West Middle School	3	3	0
DC West High School	10	8	2



**Midland University & NDE "Grow Your Own" Teacher Apprenticeship Program:** Congratulations to Lindsay Schurman, who will be participating in Midland University and DC West's "Grow Your Own" Teacher Apprenticeship Program. Lindsay earned a spot in the Summer 2025 cohort designed to provide paraeducators with the education and work experience necessary to graduate with a Bachelor's in Elementary Education in two years. Lindsay will continue to work as an elementary para for the next two years while take coursework at Midland with full financial support from an NDE Teacher Apprenticeship grant. Lindsay is slated to graduate in May 2027 with K-6 elementary education and early childhood endorsements. Brandi Price will be Lindsay's mentor and cooperating teacher. We are thrilled for this opportunity for Lindsay and for the chance to provide opportunities within our own community to build our future Falcon teaching workforce.

### *Student Services Department*

**Code of Conduct Work:** A small administrative workgroup has been working on updating the district's Student Code of Conduct. Our goal is to develop and implement positive and consistent disciplinary procedures that align with Board policy and state statute. The draft Code of Conduct has been designed with the following guiding principles in mind:

*The DC West Community Schools are committed to creating a learning environment where every individual is valued, respected, and supported. The district's Code of Conduct was created within the context of the district's Multi-Tiered System of Supports for Behavior (MTSS-B), which emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.*

**Crisis Response Team:** The Crisis Response Team, also known as the Psychological First Aid for Schools (PFA-S) Team, met this spring to update the district's Crisis Response Procedures following two trainings over the past year. The procedures are embedded within the District's larger Emergency Operations Plan, and the team's objective is to provide psychological and emotional support and stabilization following a crisis. Team members include Nicki Pechous (Crisis Response Team Leader), Kristen Phillips, Reagan Rosenberg, Katie Richards, Ty Hansen, Kristen Reeves, Karla Sextro, Kelsey Nabity, Ben Steward, and Heather Cox. Kristen Phillips and Kelsey Nabity met with the Administrative Team in May to update them on the procedures. EOP manuals will be updated over the summer, and annual Standard Response Protocol training will be provided at the start of the school year for all staff. Kelsey Nabity designed the EOP graphic overview shown below:



A comprehensive plan addressing *prevention, preparedness, response* and *recovery* to minimize the impact of a threat, hazard or incident on the safety and security of students, staff, and visitors.

Respectfully submitted,

Nicki Pechous, Ed.S.  
Director of Special Education

Jim Knott  
High School Principal

High School Board Report  
June 16, 2025

The school year wound to a close for students with final exams on May 21-23. Teachers finished up on that Friday with one more contract day to work over the course of the summer. Since that time, we have gone into “summer mode” which includes updating handbook policies, preparing and supervising summer school, fine tuning student schedules, administrative meetings, and generally planning for the 2025/26 school year. I have also spent some time reflecting on the previous school year, noting areas for improvement, and setting professional goals for next school year.

Our summer school session at the high school began on Monday, June 2 and will run through Friday, June 20. The program includes 15 sessions from 8-11 in the morning. Students who need credit recovery are invited and must attend a minimum of 12 sessions. Katie Richards, Heather Cox, and Trey Baker are coordinating and teaching this year’s summer school. Our program is available only to DC West students and the cost is \$100. We have seven high school students attending. High School Counselor Katie Richards stated, “Summer school is a great opportunity for students to get back on-track if they stumbled for a semester in one of their core classes. So far, the students have been doing a great job of getting here on time, ready to work.”

As I reflect back on the past school year and prepare to take some time off in June and July, I think we made some great progress and look forward to even more next year. I am thankful for the great team of teachers, administrators, and support staff I have the privilege to work with on a daily basis at the high school and am proud to be part of the Falcon Family.

June 11, 2025

Board Report

Alan Sarka

DC West Community Schools

Contents:

1. 2025-2026 Administrative Building Goals
2. Renaming of leadership groups
3. Goals for Continuous Improvement team
4. Community partnership- Library Activities for June and July

### 1. 2025-2026 Building Goals

- ❖ Support a successful transition of leadership. Mr. Sarka to building principal and Mrs. Ranslem to the Assistant Principal role.
- ❖ Provide additional student leadership opportunities- K-Kids and student council clearly defined
- ❖ Refine our MTSS, PLC, and FIPS systems through strategic data-driven conversations
  - ❖ Strengthening Tier-1 PLC through data-led conversations and resources
- ❖ Fostering and maintaining a positive culture
  - Energy Bus book study
  - “Fueled by positivity, Flying with Purpose”
- ❖ Develop a master schedule that identifies non-overlapping intervention and small group instruction blocks for each grade level
  - 1 hours ELA intervention blocks
  - 20 minutes math small groups
- ❖ Continue to implement components of responsive classroom
  - Specifically teacher language
  - Schedule and implement quiet time in each classroom following lunch
- ❖ Professional development for support staff and certified staff on behavior

## 2. Renaming of Elementary Leadership Groups

This year the Elementary will rename both of its leadership groups to more effectively represent the goals, mission, and vision of each group

Executive Leadership group that supports the SEPC or Superintendent's plan will change its name to Elementary Continuous Improvement Team. This will more explicitly define how our building goals are connected to the overall strategic plan of the district and help staff more clearly see the connection and purpose of our building work to the district goals.

Staff Senate will change its name to Elementary Leadership Advisory group. We want members of this group to see themselves as being a group that will give input, make shared decisions, and communicate important information back to their teams.

## 3. Goals for our Elementary Continuous Improvement Team

The goals below were written and modified to support the elementary's goals for continuous improvement in the following pillars; Leadership effectiveness, Instructional Excellence, and Family and Community Partnerships. Continuous Improvement Team members spent a whole day at UNO on June 3rd planning our goals for next year and sharing the work that we did this year. Below is a picture of the poster that was presented to other SCHOOL as a HUB schools.

1. Building administration and staff will implement consistent and effective communication practices to promote and align with the vision and goals of DC West Elementary.
2. Building administration and staff will promote a culture of instructional excellence by integrating Social, Emotional, and Behavioral Learning (SEBL) strategies and high-leverage literacy practices to support the growth of the whole child.
3. Building administration and staff will strengthen partnerships with families and the community to achieve a shared vision that supports academic success and student well-being.

## DC West Community Schools

**DISTRICT LEADERS**  
Melissa Palomaki, Superintendent  
Dawn Mathen, Workforce Manager Lead  
Nicki Peshouse, District Administrator

**DC WEST ELEMENTARY**  
Jed Johnston, Principal  
Alexa Berka, Assistant Principal  
Dee Aakins, Home Visitor/Family Facilitator

**Teacher Leadership Members**  
Amy Eiben, Sam Shepard, Rachel Bhurman, and Robert Daniels-Boyd

**Teacher Leadership Network**  
Kelsey Nobility, Jessica Song

2024—25 GREATEST ACCOMPLISHMENTS

**Instructional Excellence through Multi-tiered System of Support (MTSS) and Professional Learning Community (PLC):** Notable growth in student data and instructional decision-making driven by collaborative teams, MTSS practices, and ongoing professional learning.

**Positive School Culture and Behavior Supports:** Strengthened implementation of Responsive Classroom (Year 2), clarified behavior supports including calm corners and Falcon Coins, all contributing to a nurturing and respectful school environment.

**Community Engagement and Enrichment Opportunities:** Ongoing success with Falcon Cafés, expanding community partnerships and robust summer programming supporting socialization and whole-child development.



DC WEST ELEMENTARY SCHOOL

### GOALS

#### LEADERSHIP EFFECTIVENESS

**Goal**  
Building administration and staff will deepen their understanding of the birth through Grade 3 approach in order to effectively implement the six key components (Birth Through Grade 3, School as Hub, Developmental Change, Parents and Family Support, Professional Growth and Support, and Persistence).

- Activities**
- **Enhance Communication:** Include DC West Foundation, parent-teacher-student association (PTSA), and Family Facilitator updates in the school newsletter to improve communication efforts.
  - **Online Presence:** Share important information on school websites and social media, such as Falcon Cafés recordings.
  - **Leadership Team Expansion:** Add leadership members from kindergarten, second grade, and a parent to the Executive Leadership Team.

#### INSTRUCTIONAL EXCELLENCE

**Goal**  
Building administration and staff will gain a deeper understanding of teaching the whole child and implement best practices that align with the Birth through Grade 3 approach, specific to social and behavioral learning.

- Activities**
- **Instructional Coaching:** Implement coaching sessions between teachers and Buflert Early Childhood Institute staff, focusing on the best social and behavioral learning and academic instructional practices.
  - **Responsive Classroom Training:** Plan and offer Responsive Classroom training during Summer 2025. Calm corner is implemented in each classroom.

#### FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

**Goal**  
Strengthen and increase the number of family and community partnerships at DC West Elementary School.

- Activities**
- **Community and Family Engagement:** Increase partnerships with center-based child care and home providers and expand the Family Volunteer Program with more events.
  - **Falcon Cafés, Summer Socializations, and Art Residency:** Set and communicate Falcon Cafés dates in August, offer opportunities for paraprofessionals and teachers to co-lead summer socializations, and include a fine arts residency program.
  - **Incorporating Community and Parent Support:** Community partners that include Valley and Waterloo Libraries, YMCA and CCBE Community Outreach Program of Elkhorn) with the goal of bringing in community partners.

#### IMPACT: SCHOOL AND SYSTEM

- **TPOT Fidelity Achieved**  
All three preschool classrooms met Pyramid Model fidelity in Fall 2024 with scores of 90% or higher—no further observations needed this year due to fidelity.
- **Falcon Family Café (Year 2)**  
Monthly event bringing families and staff together to explore topics from the family interest survey.
  - September (16 attendees): Meet New Administration, School Expectations, Responsive Classroom
  - October (14 attendees): Emergency Management—Standard Response Protocol
  - November (nine attendees): Yardsticks and Social and Behavioral Learning Curriculum
  - January (12 attendees): Counselor Services & Student Support
  - February (three attendees): Home Tech Tips—Logins and Access
  - April: Arbor Day and panel of Falcon student leadership participants
- **Responsive Classroom Morning Meetings**  
Implemented schoolwide in PreK–5. Morning Meetings engaged 545 students daily; all staff trained through a train-the-trainer model or national sessions.



#### IMPACT: FAMILY

- **FAMILY WELL-BEING**  
**Personal Visits**  
Strengthen family well-being by building connections and linking families to community resources.
- **Early Literacy Support**  
Families are using take-home materials from a new program to boost literacy skills at home.
- **Family-School Opportunities**
  - More RAD Dad Fridays on calendar
  - Help Dee with Falcon Closet and Lost & Found
  - Assist teachers with lamination cutting (Tues/Thurs)

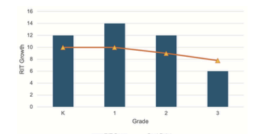


#### IMPACT: CHILD

- **CHILD WELL-BEING**  
**Office Referral/Behavior Data:** Ongoing tracking supports targeted behavior interventions and positive school climate efforts. A reduction in office referrals was noted from this year to last year in the district system. Positive impact: Over 100 students have received positive office referrals.
- **Summer Program Participation:** An increase of participants—including children, families, and early care providers—engaged in summer programming in Valley and Waterloo.
- **Socialization Activities:** Sixty children/families per month took part in social experiences led by the DC West home visitor/family facilitator in Valley and Waterloo.
- **SCHOOL READINESS**  
**Summer Programming (Year 3):** Engages community partners and supports children's school readiness through interactive, family-focused activities.

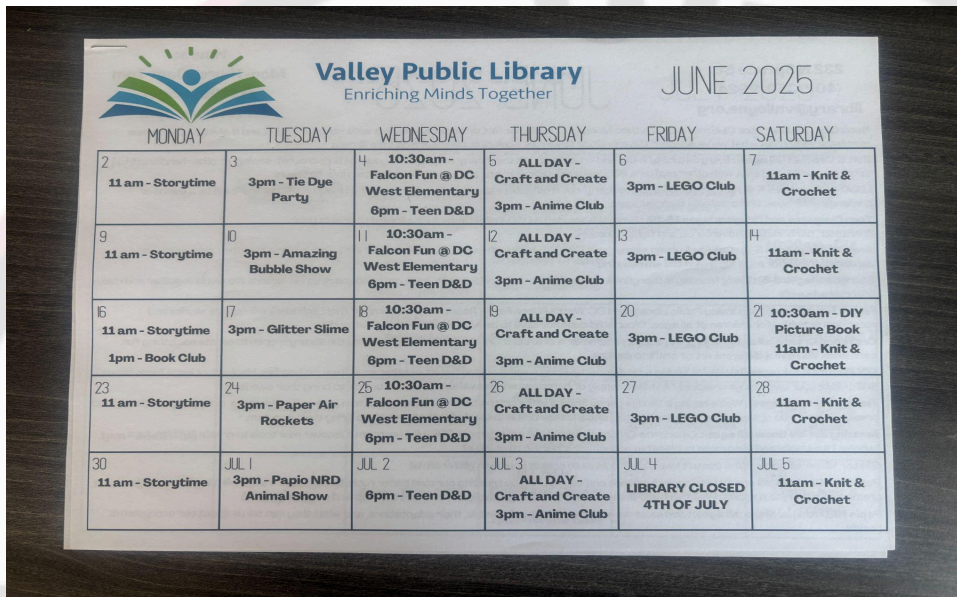
#### ACHIEVEMENT

- **Instructional Growth through MTSS and PLCs:** Student data shows positive trends, supported by collaborative teams, data-driven decisions, and continued professional learning.
- **Math Measures of Academic Progress (MAP) Scores K-3**



### 4. Library Activities for June and July

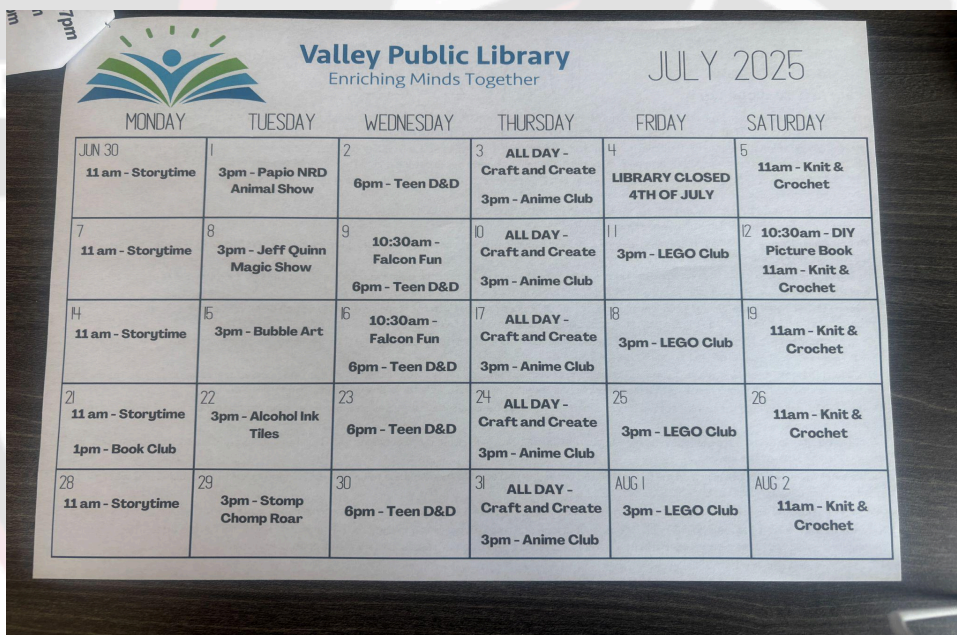
The Elementary has partnered with the local libraries to provide activities for students to do during the Summer. We will continue to explore ways to have a reciprocal relationship with our surrounding community



**Valley Public Library**  
Enriching Minds Together

JUNE 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2 11 am - Storytime	3 3pm - Tie Dye Party	4 10:30am - Falcon Fun @ DC West Elementary 6pm - Teen D&D	5 ALL DAY - Craft and Create 3pm - Anime Club	6 3pm - LEGO Club	7 11am - Knit & Crochet
9 11 am - Storytime	10 3pm - Amazing Bubble Show	11 10:30am - Falcon Fun @ DC West Elementary 6pm - Teen D&D	12 ALL DAY - Craft and Create 3pm - Anime Club	13 3pm - LEGO Club	14 11am - Knit & Crochet
16 11 am - Storytime 1pm - Book Club	17 3pm - Glitter Slime	18 10:30am - Falcon Fun @ DC West Elementary 6pm - Teen D&D	19 ALL DAY - Craft and Create 3pm - Anime Club	20 3pm - LEGO Club	21 10:30am - DIY Picture Book 11am - Knit & Crochet
23 11 am - Storytime	24 3pm - Paper Air Rockets	25 10:30am - Falcon Fun @ DC West Elementary 6pm - Teen D&D	26 ALL DAY - Craft and Create 3pm - Anime Club	27 3pm - LEGO Club	28 11am - Knit & Crochet
30 11 am - Storytime	JUL 1 3pm - Papio NRD Animal Show	JUL 2 6pm - Teen D&D	JUL 3 ALL DAY - Craft and Create 3pm - Anime Club	JUL 4 LIBRARY CLOSED 4TH OF JULY	JUL 5 11am - Knit & Crochet



**Valley Public Library**  
Enriching Minds Together

JULY 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUN 30 11 am - Storytime	1 3pm - Papio NRD Animal Show	2 6pm - Teen D&D	3 ALL DAY - Craft and Create 3pm - Anime Club	4 LIBRARY CLOSED 4TH OF JULY	5 11am - Knit & Crochet
7 11 am - Storytime	8 3pm - Jeff Quinn Magic Show	9 10:30am - Falcon Fun 6pm - Teen D&D	10 ALL DAY - Craft and Create 3pm - Anime Club	11 3pm - LEGO Club	12 10:30am - DIY Picture Book 11am - Knit & Crochet
14 11 am - Storytime	15 3pm - Bubble Art	16 10:30am - Falcon Fun 6pm - Teen D&D	17 ALL DAY - Craft and Create 3pm - Anime Club	18 3pm - LEGO Club	19 11am - Knit & Crochet
21 11 am - Storytime 1pm - Book Club	22 3pm - Alcohol Ink Tiles	23 6pm - Teen D&D	24 ALL DAY - Craft and Create 3pm - Anime Club	25 3pm - LEGO Club	26 11am - Knit & Crochet
28 11 am - Storytime	29 3pm - Stomp Chomp Roar	30 6pm - Teen D&D	31 ALL DAY - Craft and Create 3pm - Anime Club	AUG 1 3pm - LEGO Club	AUG 2 11am - Knit & Crochet



# **DC WEST** Community Schools

**Engage, Prepare, and Empower**

## **Superintendent's Report June 16, 2025**

### **Policy Updates**

Policy updates have been received from our legal counsel policy service. The policy updates are mostly initiated by newly passed laws. In order to start the process of updating needed policies, I will communicate with the American Civics (policy) Committee; Luke Janke, Cole Groteluschen, and Kelly Hinrichs to review the updates and present policy updates to the Board of Education for first reading in July and second reading with approval in August prior to school starting.

### **July Meeting**

As a reminder, our regular Board of Education meeting has been rescheduled for July 21st.

### **DC West Athletic Complex Project**

We have had some volunteers and MCL provide some photos and videos by drone to continue updating our community on the progress of the athletic complex. These have been posted on social media as well as on our [website](#). The project continues to be on time and on budget for the August 2025 opening. We have begun ordering owner's equipment through our school funds and will be reimbursed by the project account for those items. You may see some of these transactions coming through on the monthly financial reports.

### **Vehicle Replacement**

The 2025 budget included allotments to replace a special education minivan as well as a larger passenger van with a Suburban. We have some vehicles that are reaching higher mileage and/or have been in for repair more frequently this year so I will look to purchase new to replace those vehicles first. I will be looking to purchase the vehicles this summer as part of summer projects.

### **Superintendent Goals 2025:**

- Lead the vision and support needed to implement strategic plan priorities in 2025. Particularly engaging in the area of high level proficiency in core area student achievement district-wide.
- Complete construction of the new sports complex opening on time and on budget.
- Complete the adoption and implementation of a new administrator evaluation system.
- Continue to unify, lead, and empower the entire administrative team to excellence.
- Identify with the Board, areas to study & research to facilitate the growth of the communities and district in the next five to ten years so we are proactive rather than reactive. Seek outside resources to consult in this process.
- Begin to develop a leadership succession plan within the district and a transition process to proactively identify and transition new leadership within the district. (Strategic Plan, Strategy 3.4)

### **Upcoming Dates:**

[2025-2026 District Calendar](#)

July 21~ Regular Board of Education Meeting

## Financial Recap May 2025

	5/1/2025	Receipts	Expenditures	5/31/2025
<b>General Fund</b>	\$6,951,264.91	\$ 2,921,103.59	\$ 1,309,627.95	\$8,562,740.55
<b>Depreciation Fund</b>	\$1,635,006.08	\$ 2,430.87	\$ 1,590.00	\$1,635,846.95
<b>Food Service Fund</b>	\$77,950.60	\$ 79,715.40	\$ 80,293.55	\$77,372.45
<b>Qualified Capital Fund</b>	\$400,430.09	\$ 131,502.24	\$ 1,705.00	\$530,227.33
<b>Bond Fund</b>	\$1,670,741.92	\$ 185,291.83	\$ 289,275.00	\$1,566,758.75
<b>Special Building Fund</b>	\$1,063,019.60	\$ 513,534.84	\$ -	\$1,576,554.44
	<b>\$11,798,413.20</b>	<b>\$3,833,578.77</b>	<b>\$1,682,491.50</b>	<b>\$13,949,500.47</b>

### General Fund Detail

<u>Expenditures</u>	May	YTD	Budgeted
All Instructional Program	\$ 657,493.48	\$ 5,938,053.61	\$ 8,372,681.00
SPED Instructional Program	\$ 192,626.21	\$ 1,623,654.93	\$ 2,266,547.00
Support Services SPED Related	\$ 43,459.00	\$ 380,787.71	\$ 596,720.00
Support Services Non-SPED Related	\$ 43,437.13	\$ 384,091.13	\$ 497,980.00
Support Instructional	\$ 44,575.68	\$ 472,564.62	\$ 757,644.00
Board of Education	\$ 7,302.99	\$ 69,495.96	\$ 87,200.00
Executive Administration Services	\$ 28,785.93	\$ 287,154.53	\$ 387,300.00
District Legal Services	\$ 959.00	\$ 13,985.10	\$ 40,000.00
Office of the Principal	\$ 79,427.18	\$ 712,100.04	\$ 965,742.00
General Admin - Business Services	\$ 19,133.19	\$ 210,061.07	\$ 323,944.00
Maint & Operation of Building & Sit	\$ 80,228.59	\$ 1,158,286.80	\$ 2,026,979.00
Vehicle Acquisition & Maint	\$ 3,278.01	\$ 4,033.61	\$ 15,713.00
Regular Pupil Transportation	\$ 38,080.69	\$ 309,639.21	\$ 550,095.00
SPED Pupil Transportation	\$ 9,453.39	\$ 88,455.77	\$ 165,302.00
Categorical Grant from Coporation	\$ 13,873.21	\$ 96,122.17	\$ 164,525.00
State Categorical Programs	\$ 10,756.73	\$ 104,341.17	\$ 137,588.00
Federal Programs	\$ 36,757.54	\$ 323,414.03	\$ 439,266.00
Transfer Out	\$ -	\$ -	\$ -
	<b>\$ 1,309,627.95</b>	<b>\$ 12,176,241.46</b>	<b>\$ 17,795,226.00</b>

<u>Revenues</u>	May	YTD
Personal and Prop Taxes	\$ 799,302.96	\$ 4,932,752.26
Carline Tax	\$ 9,135.39	\$ 9,869.80
Motor Vehicle Taxes	\$ 139,416.70	\$ 1,148,164.84
Facility Rental	\$ 2,025.00	\$ 4,230.00
Tuition Received from Individuals	\$ 3,537.50	\$ 80,492.45
Interest	\$ 5,376.52	\$ 40,111.22
Local License Fees	\$ -	\$ 3,040.00
Grants from Corporations/Private	\$ -	\$ 179,291.48
Other Local Receipts	\$ 920.55	\$ 3,987.63
County Fines and License Fees	\$ 1,692.59	\$ 18,809.40
ESU Receipts	\$ -	\$ 5,473.00
State Aid	\$ 284,747.00	\$ 2,564,188.00
Special Education Programs	\$ -	\$ 1,249,904.00
Special Education Transportation	\$ 92,006.00	\$ 92,006.00
Homestead Exemption	\$ 29,455.96	\$ 89,335.96
Pro-Rate Motor Vehicle	\$ -	\$ 14,029.17
High Ability Learners	\$ -	\$ 9,786.00
Early Childhood Grant	\$ -	\$ 65,222.00
State Apportionment	\$ -	\$ 333,245.60
Other State Receipts	\$ -	\$ -
Prop & Personal Property Tax Credit	\$ 1,553,487.42	\$ 3,106,974.84
Title ESSA Programs	\$ -	\$ 139,407.00
IDEA Programs	\$ -	\$ 259,663.00
Medicaid	\$ -	\$ 26,543.31
ESSER II & ESSER III	\$ -	\$ 743,529.00
Other Federal Categorical Receipts	\$ -	\$ -
Sale of Property	\$ -	\$ 6,931.25
Insurance Adjustment	\$ -	\$ -
	<b>\$ 2,921,103.59</b>	<b>\$ 15,126,987.21</b>

### May 2025 Payroll

Net Payroll	\$ 655,595.33
Payroll Taxes (District)	\$ 70,268.86
Payroll Withholding (Employees)	\$ 167,362.24
Retirement (District)	\$ 86,548.07
Retirement Withholding (Employees)	\$ 85,691.26

**Activity Fund Balance Report - Summary - Exclude Encumbrances**

05/2025 - 05/2025

Regular; Beginning Month 05/2025; Processing Month 05/2025; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	INTEREST	3,522.30	0.00	117.95	0.00	3,640.25
05 704 1001	ACTIVITY PASSES	21,707.64	0.00	0.00	0.00	21,707.64
05 704 1002	CORPORATE SPONSORSHIPS	4,765.54	49.41	0.00	0.00	4,716.13
05 704 1003	INSTRUMENTAL MUSIC	4,184.00	246.00	923.00	0.00	4,861.00
05 704 1004	HS DC WEST TRAVEL	0.00	0.00	0.00	0.00	0.00
05 704 1005	STAFF LOUNGE	2,129.93	0.00	27.81	0.00	2,157.74
05 704 1007	VALLEY WAY	9,572.57	875.00	0.00	0.00	8,697.57
05 704 1011	PTSA DONATION	4,117.70	0.00	0.00	0.00	4,117.70
05 704 1023	PROM	2,635.64	469.88	0.00	0.00	2,165.76
05 704 1102	ARTS & HUMANITIES	447.02	0.00	0.00	0.00	447.02
05 704 1104	ATHLETICS HS	5,438.79	4,599.75	2,869.00	0.00	3,708.04
05 704 1106	BASEBALL TEAM	1,199.55	0.00	0.00	0.00	1,199.55
05 704 1107	BAND	2,749.90	234.00	572.75	0.00	3,088.65
05 704 1108	CHEER	12,091.86	9,709.05	6,382.32	0.00	8,765.13
05 704 1110	SPRING PLAY	1,727.16	0.00	0.00	0.00	1,727.16
05 704 1111	BBB TEAM	1,132.05	1,125.00	3,585.00	0.00	3,592.05
05 704 1112	CONCESSIONS	37,560.30	3,297.72	1,607.25	0.00	35,869.83
05 704 1113	CONSTRUCTION TECH	7,106.79	0.00	0.00	0.00	7,106.79
05 704 1114	DANCE TEAM	2,216.13	0.00	282.20	0.00	2,498.33
05 704 1115	HS MUSICAL	5,857.55	0.00	0.00	0.00	5,857.55
05 704 1116	ONE ACT	1,050.06	0.00	0.00	0.00	1,050.06
05 704 1117	FBLA	2,363.22	0.00	0.00	0.00	2,363.22
05 704 1118	HIGH SCHOOL	951.01	0.00	4.50	0.00	955.51
05 704 1119	DC TECH 1:1	1,070.24	1,663.15	240.00	0.00	(352.91)
05 704 1120	GBB TEAM	4,802.14	1,565.00	1,440.00	0.00	4,677.14
05 704 1123	HOSA	3,305.57	0.00	77.00	0.00	3,382.57
05 704 1124	STUCO HS	3,497.94	1,040.85	508.00	0.00	2,965.09
05 704 1128	NATIONAL HONOR SOCIETY	1,512.89	113.52	96.00	0.00	1,495.37
05 704 1131	FOOTBALL TEAM	1,499.34	0.00	23.88	0.00	1,523.22
05 704 1132	SCIENCE CLUB	615.19	0.00	0.00	0.00	615.19
05 704 1133	SPEECH TEAM	3,156.17	0.00	0.00	0.00	3,156.17
05 704 1134	VOCAL MUSIC	4,052.97	0.00	9.00	0.00	4,061.97
05 704 1136	WORLD LANGUAGE CLUB	647.12	0.00	35.00	0.00	682.12
05 704 1137	ROBOTICS TEAM	3,426.08	0.00	150.00	0.00	3,576.08
05 704 1141	GOLF TEAM	349.88	0.00	0.00	0.00	349.88
05 704 1142	YEARBOOK HS	3,332.49	0.00	215.00	0.00	3,547.49

**Activity Fund Balance Report - Summary - Exclude Encumbrances**

05/2025 - 05/2025

Regular; Beginning Month 05/2025; Processing Month 05/2025; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1151	CROSS COUNTRY TEAM	1,975.43	0.00	0.00	0.00	1,975.43
05 704 1161	SOFTBALL TEAM	5,430.36	650.00	0.00	0.00	4,780.36
05 704 1166	BOYS TRACK TEAM	185.52	0.00	0.00	0.00	185.52
05 704 1167	GIRLS TRACK TEAM	57.50	0.00	0.00	0.00	57.50
05 704 1176	VOLLEYBALL TEAM	4,881.40	160.50	3,073.00	0.00	7,793.90
05 704 1186	WRESTLING TEAM	1,668.67	0.00	0.00	0.00	1,668.67
05 704 1198	SUMMER SPORTS CAMPS	598.12	0.00	0.00	0.00	598.12
05 704 1199	CHANGE BAGS	0.00	0.00	0.00	0.00	0.00
05 704 1222	SCIENCE GRANT	3,055.68	0.00	0.00	0.00	3,055.68
05 704 1224	STUCO MS	14,517.47	0.00	12.00	0.00	14,529.47
05 704 1225	COFFEE CART - EL SPED	1,576.40	0.00	0.00	0.00	1,576.40
05 704 1319	DISNEY MUSICAL	15,203.93	0.00	0.00	0.00	15,203.93
05 704 1320	PRESCHOOL	11,481.50	283.33	0.00	0.00	11,198.17
05 704 2112	MS CONCESSIONS	2,646.11	0.00	746.00	0.00	3,392.11
05 704 2121	MS BBB TEAM	211.05	0.00	0.00	0.00	211.05
05 704 2136	MS FOOTBALL TEAM	368.47	0.00	0.00	0.00	368.47
05 704 2201	ART CLUB MS	157.88	0.00	0.00	0.00	157.88
05 704 2204	ATHLETICS MS	1,802.30	478.00	500.00	0.00	1,824.30
05 704 2205	UNIFIED SPORTS	1,292.50	77.57	300.00	0.00	1,514.93
05 704 2216	MS DRAMA	96.47	370.81	422.00	0.00	147.66
05 704 2218	MIDDLE SCHOOL	1,970.71	817.00	1,685.40	0.00	2,839.11
05 704 2242	MS YEARBOOK	3,374.48	0.00	0.00	0.00	3,374.48
05 704 3220	ELEM FIELD TRIP	3,020.59	1,567.50	0.00	0.00	1,453.09
05 704 3221	PBIS/FALCOIN	3,662.75	0.00	216.35	0.00	3,879.10
05 704 3222	BATTLE OF THE BOOKS	405.50	498.85	120.00	0.00	26.65
05 704 3318	ELEMENTARY	6,433.68	0.00	19.80	0.00	6,453.48
Fund Total: 05		251,869.20	29,891.89	26,260.21	0.00	248,237.52

Regular; Beginning Month 05/2025; Processing Month 05/2025; Accounts to Include Accounts with Activity; Fund Number 05, 12

Fund: 12 STUDENT FEES

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
12 704	STUDENT PARTICIPATION FEE	23,898.22	0.00	280.00	0.00	24,178.22
	Fund Total: 12	23,898.22	0.00	280.00	0.00	24,178.22

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MAY 16, 2025 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ADVENTURE ENTERPRISES, LLC		1,338.00
AMAZON CAPITAL SERVICES, LLC		17,971.85
ANCHOR HEALTH AND FITNESS, INC		13,226.89
ASPI SOLUTIONS INC		294.00
ATHLETIC ASSESSMENT TECHNOLOGY		2,228.34
AWARDS UNLIMITED INC		2,330.58
BLACK SQUIRREL ENTERPRISES, LLC		350.00
BLAZER ATHLETIC EQUIPMENT		425.21
BLICK ART MATERIALS		1,164.47
BORDER STATES INDUSTRIES INC		780.67
BOYS TOWN		4,500.00
BSN SPORTS LLC		2,178.24
CDW GOVERNMENT LLC		1,972.28
CENTER FOR RESPONSIVE SCHOOLS, INC		532.44
CINTAS CORP		453.15
CLASSIC SPORTSWEAR & AWARDS		176.45
COMMITTEE FOR CHILDREN		5,556.00
DAILY RECORD, THE		319.33
DASHR, LLC		255.00
DC WEST FOOD SERVICE		1,821.91
DEMCO INC		169.94
DISCOUNT SCHOOL SUPPLY		117.23
DISCOVERY EDUCATION, INC		999.00
EAGLE SERVICES INC.		1,024.00
EAKES OFFICE PLUS		810.00
EDUCATIONAL SERVICE UNIT #2		34,731.37
EDUCATIONAL SERVICE UNIT #3		80.00
EGAN SUPPLY CO		11,922.46
ELKHORN AUTOMOTIVE, INC		2,178.10
ELKHORN PUBLIC SCHOOLS		7,500.00
FIBER PLATFORM, LLC		558.32
FIRST STUDENT		60,019.84
FLINN SCIENTIFIC INC		621.05
GOPHER SPORT		8,739.80
HOMETOWN LEASING		2,522.27
HOUGHTON MIFFLIN HARCOURT		192.34
INSECT LORE		63.98
INTERNATIONAL E-Z UP, INC		526.00
JOHNSON, ALEX		350.00
JOSTENS INC		175.70
JUST FOR KIDS THERAPY INC		7,955.50
KORNEY BOARD AIDS		149.81
LAKESHORE LEARNING MATERIALS, LLC		114.43
LEARNING FORWARD NEBRASKA		25.00
LEARNING FORWARD		180.00
LEARNING WITHOUT TEARS		265.49
MATHESON TRI-GAS INC		43.05
MCGRAW-HILL EDUCATION INC		1,057.84
MEDCO SUPPLY COMPANY		851.67
MENARDS - ELKHORN		526.11
MENSAH, SOWAH		200.00
MIDWEST MOVEMENT		85.00
MILLARD SPRINKLER INC		686.18
N S A A		1,480.00
NE COUNCIL OF SCHOOL ADM		75.00

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MAY 16, 2025 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
NEBRASKA CAPITAL CONFERENCE		695.00
NEBRASKA METHODIST COLLEGE		71.50
NEBRASKA SAFETY CENTER		350.00
NEBRASKA UMPIRES ASSOC		70.00
ODEY'S INC		298.00
OMAHA CHILDREN'S MUSEUM		498.00
OMAHA WORLD-HERALD		2,799.00
ONE SOURCE		58.50
OPD BUSINESS SOLUTIONS, LLC		347.50
PERFORM BETTER - MFAC, LLC		308.00
PERRY GUTHERY HAASE & GESSFORD		3,560.78
POSTMASTER		120.00
POWERSCHOOL GROUP LLC		8,229.46
PRAIRIE MECHANICAL CORP		3,638.19
PUBLICATION PRINTING		369.25
QUILL, LLC		560.24
READING WAREHOUSE		940.80
REALLY GOOD STUFF INC		151.26
REALLY GREAT READING COMPANY, LLC		9,633.80
SCHOOL HEALTH CORPORATION		149.86
SCHOOL OUTLET		704.52
SCHOOL SPECIALTY INC		5,840.63
SIMPLIFASTER		41,599.98
SPEECH SQUAD, LLC		9,598.50
SPEED4LIFTS S.L		7,990.92
STAPLES ADVANTAGE		7,968.43
STUDENT ASSURANCE SERVICES INC		1,525.00
TEAM BUILDR		5,100.00
VALLEY ACE HARDWARE		323.75
VANDELOO, KATRINA		923.75
VERNIER SCIENCE EDUCATION		3,442.85
WASTE CONNECTIONS OF NEBR, INC		1,208.82
WATER ENGINEERING INC		317.62
WEST MUSIC COMPANY INC		198.64
WINSUPPLY COMMERCIAL CHARGE		158.75
Fund Number 01		<hr/> 324,622.59

Checking Account ID 2	Fund Number 02	DEPRECIATION	
AMAZON CAPITAL SERVICES, LLC			1,513.88
BEST BUY			12,465.38
Fund Number 02			<hr/> 13,979.26

Checking Account ID 6	Fund Number 06	NUTRITION FUND	
CASH-WA DISTRIBUTING			5,352.81
CHESTERMAN CO			396.36
CINTAS CORP			727.35
HILAND DAIRY			4,908.32
ROTELLA'S ITALIAN BAKERY INC			587.04
SYSCO LINCOLN			3,375.99
US FOOD INC			4,055.58
Fund Number 06			<hr/> 19,403.45

Checking Account ID 9	Fund Number 09	QCPUF	
BORDER STATES INDUSTRIES INC			2,977.50
Fund Number 09		94	<hr/> 2,977.50

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MID MONTH BILLS - MAY/JUNE 2025

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01	GENERAL FUND
ACH BANK FEE		63.00
AKRS EQUIPMENT SOLUTIONS INC		1,835.00
APPLE COMPUTER INC		6,480.00
BOYS TOWN		11,100.00
CASEY'S BUSINESS MASTERCARD		188.12
COMPOSITE RECYCLING TECHNOLOGY CENTER		2,399.94
COX BUSINESS		197.07
KERNS, JEFFREY		2,783.75
LOVE'S TRAVEL STOPS & COUNTRY STORE		1,940.86
MADISON NATIONAL LIFE INS CO IN		2,847.15
MAGIC WRIGHTER, INC.		308.50
OMAHA PUBLIC POWER DISTRICT		19,995.83
OMAHA WORLD-HERALD		4,149.00
PECHOUS, NICOLE		930.75
PORKY BUTTS BBQ		2,055.00
SOKOL CAMP ASSOCIATION		750.00
TEACHING STRATEGIES LLC		25,152.00
VERIZON		166.16
ZOOM VIDEO COMMUNICATION, INC.		1.17
Fund Number 01		<u>83,343.30</u>
Checking Account ID 8	Fund Number 08	SPECIAL BUILDING FUND
FIRST CITIZENS BANK		<u>965,061.08</u>
Fund Number 08		965,061.08

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF  
EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 28-0015,  
a/k/a, DOUGLAS COUNTY WEST COMMUNITY SCHOOL DISTRICT  
Monday, May 12, 2025**

The regular meeting of the Board of Education, District #15, in the County of Douglas, in the State of Nebraska, was convened in open and public session on Monday, May 12, 2025 at the Central Office Board Room, 401 South Pine Street, Valley, NE 68064-0378.

Following public notification procedures approved by the Board of Education, February 14, 2011, in adherence to 84-1411, notice of the meeting was given in advance thereof by posting such Notice on the exterior front door of the high school, elementary school, middle school, Valley City Hall, First Nebraska Bank, and Foundation One Bank. Notice of the meeting was simultaneously given to all members of the Board of Education. Availability of the agenda was communicated in advance notice and in the notice to the Board of Education of the meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Attendance Taken at 7:00 PM.

Cole Groteluschen: Present  
Kelly Hinrichs: Present  
Luke Janke: Present  
Jamie Jorgensen: Present  
Elizabeth Mayer: Present  
Jim Tomanek: Present

Present: 6.

### **1. Call to Order**

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

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

### **2. Public Communications and Correspondence**

Comments from the audience will be accepted at this time. Correspondence addressed to the Board will be presented.

### **3. Approval of Agenda**

Motion to approve agenda as presented Passed with a motion by Elizabeth Mayer and a second by Jim Tomanek.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea

Yea: 6, Nay: 0

### **4. Administrative Reports**

Board Member Jorgensen thanked those of those involved in preparing the 2025 Graduation Ceremony. Board Mayer Groteluschen thanked interim Elementary Principal Jed Johnston for stepping in this year.

#### **4.1. Superintendent's Report**

Dr. Poloncic will report back to the Board regarding the date of the board meeting in July.

#### **4.2. Financial Report**

### **5. Consent Agenda**

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

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea,

Jim Tomanek: Yea  
Yea: 6, Nay: 0

5.1. Approve Minutes  
Regular Meeting Date:  
Special Meeting Date:

5.2. Approve Claims for Payment

5.3. Approve Financial Report

5.4. Approve Classified Staff

## 6. Old Business

6.1. Committee Updates

Buildings & Grounds Committee met April 14th to discuss the following:

- Long Term Maintenance using QCPUF
- Summer Projects
- Flagpole Request
- Owner's Budget Athletic Complex

## 7. New Business

7.1. Long Term Maintenance with QCPUF Discussion

Facility Advocates completed an energy, operations, and long-term maintenance audit for our facilities. This audit was at no cost. The 3 main recommendations from the audit were:

1. Replacement of the roof on the High School
2. Replacement of the HVAC units that are near the main competition gym
3. Replacement Cycle of some of the older rooftop units

The board discussed two options for the long-term planning and financing of these projects:

1. Continue to levy 3 cents in the QCPUF fund which will create approximately \$500,000 a year to pay for projects when money is available
2. Qualify for a 10-year Energy Savings bond, asking for the amount needed and levy 3 cents for the payment of the bond

The Board requested rough estimated cost for projects for the June meeting.

7.2. Option Enrollment Discussion

This agenda item was requested by Board Member, Liz Mayer. The Board discussed perspective on ideal program capacity numbers. Mayer reported two issues. Mayer stated a School Board Member told a community member that we are subject to capacity audits at our school and if DC West doesn't accept option enrollment students we could possibly be sued. She wanted to let the board know that that was not true.

7.3. Approve Certificated Staff for the 2025-2026 School Year

The following were recommended by the administration to the Board for their approval:

Jalen Hausmann, Middle School Science  
Jeffrey Kitterman, Elementary Librarian  
Noah Ethen, Elementary Special Education  
Angie Kempf, 5th Grade

Motion to approve Jalen Hausmann, Middle School Science Jeffrey Kitterman, Elementary Librarian Noah Ethan, Elementary Special Education Angie Kempf, 5th Grade beginning the 2025-2026 school year Passed with a motion by Kelly Hinrichs and a second by Luke Janke.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer:

Yea, Jim Tomanek: Yea

Yea: 6, Nay: 0

7.4. Authorize Superintendent to Sell, Recycle, or Dispose of Property

Superintendent Poloncic requested authorization for the following items to sell, recycle, or dispose of:

- Technology hardware (recycle)
- Library books
- Physical Education cardio equipment (sell)
- Folding chairs (sell and recycle)
- Old Woodshop tools (sell and recycle)

Motion to authorize the Superintendent to Sell, Recycle, or Dispose of Property Passed with a motion by Jamie Jorgensen and a second by Jim Tomanek.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea

Yea: 6, Nay: 0

**8. Executive Session**

The Board entered into closed session to discuss legal matter.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

Motion to enter in Executive Session Passed with a motion by Kelly Hinrichs and a second by Cole Groteluschen.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea

Yea: 6, Nay: 0

8.1. Reconvene to Regular Session

**9. Reconvene to Regular Session & Adjournment**

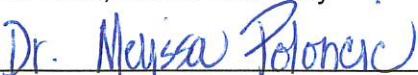
Motion to Reconvene to Regular Session & Adjournment @ 8:09pm Passed with a motion by Jamie Jorgensen and a second by Cole Groteluschen.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea

Yea: 6, Nay: 0



Kristi Trost, Board Secretary



Dr. Melissa Poloncic, Superintendent

## Special Improvement Projects Form

DC West Board of Education

Policy No. 1320

### Organization or Individual Proposing the Project: DC West Alumni

Name: Dave Williams

Phone:

Email:

**Date of Submission: Spring 2025**

**Title of Project: Flagpole Donation @ the new DC West Athletic Complex**

### Detailed Proposed Scope/Description of the Project including proposed materials, labor, equipment, and workmanship:

\*All bids must be obtained in accordance with board policy and district purchasing procedures and practices

**Already included in the project GMP of the DC West Athletic Complex**

### Estimated Costs:

Cost approximately \$5000, Donation of \$3500

### Details and Cost of Fundraising Campaign:

\*All fundraising campaigns, activities, marketing and advertising must be approved by the Board of Education or designee prior to their use.

No fundraising

### Preliminary Designs (if appropriate):

Already in project design, placement is the common plaza area

### Approximate Ongoing Maintenance or Operational Costs:

NA

### Any Special Recognition or Naming Rights of Donors Requested:

\*Must receive Board approval

Requested a plaque attached to the flagpole stating "Donated by Valley Alumni" \*Updated 6.9.25

# *Energy Financing Contract for Facility Improvement Solutions*

DC West Community Schools  
Executive Summary Report

**DC WEST**  
**Community Schools**  
**Engage, Prepare, and Empower**



## Executive Summary

Following the submission of the Preliminary Report, it has been asked to provide a more detailed scope of work and pricing for a potential Roof Replacement project and HVAC projects that include Air Handling Units (3) and Roof Top Units (2). Please note that in the Energy Services Company (ESCO) process that pricing is estimated in a Guaranteed Maximum Price (GMP) format until a contract is signed. Meaning, all costs (engineering, equipment, labor, project management, risk, etc.) are included in the ESCO contract. The following is an overview to the scope and budget:



## Roofing

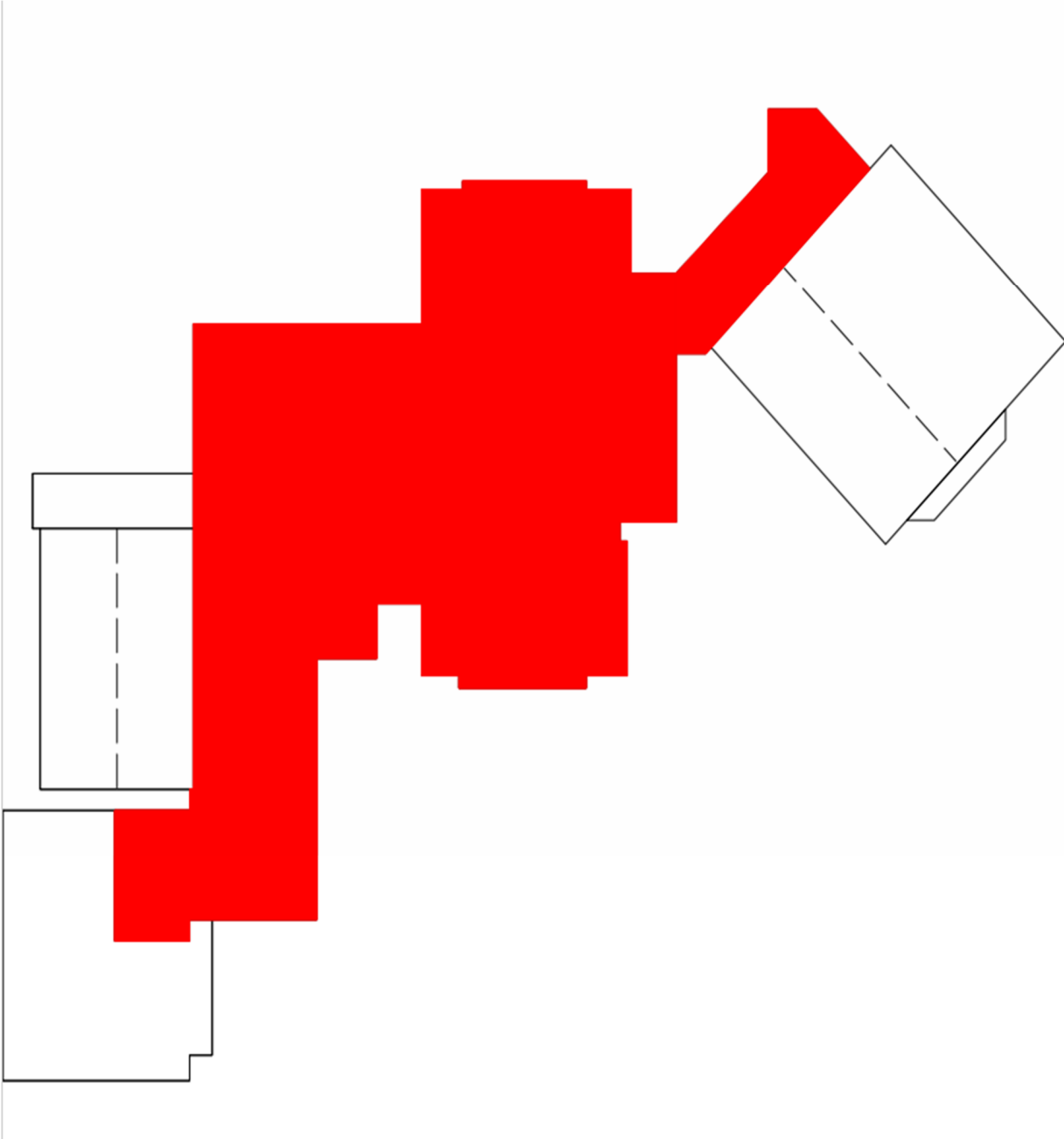
After inspection and further investigation it appears that the previous roofs were poorly installed. The former contractor had removed a ballasted EPDM membrane and left the loose laid XPS insulation, mechanically fastened a wood fiberboard and then adhered a new EPDM membrane. The old XPS insulation has broken down due to pressure from the fasteners, foot traffic and expansion/contraction. This is why the current roof appears to be “lumpy”. This system is prime for creating tears in the membrane and causing leak events. Furthermore, the wood fiber coverboard is an absorbent material that has been damaged due to leaks and has allowed the adhesive to fail and caused the membrane to delaminate in areas.

The recommendation is to tear-off the current roof system down to the metal deck, fasten down tapered Iso insulation, adhere a high density coverboard and adhere a new 60 mil EPDM membrane. This is a very good roof system that will perform for many years with proper maintenance.

Overall budget for the total replacement of the roof sections is: \$2,000,000. This roof can be sectioned out and split up over the course of 3-5 years with expansion joints installed to separate it out. **If this design is outside the budget, alternative designs are available.**

The following page is a visual example of what the specific roof that is identified for replacement.

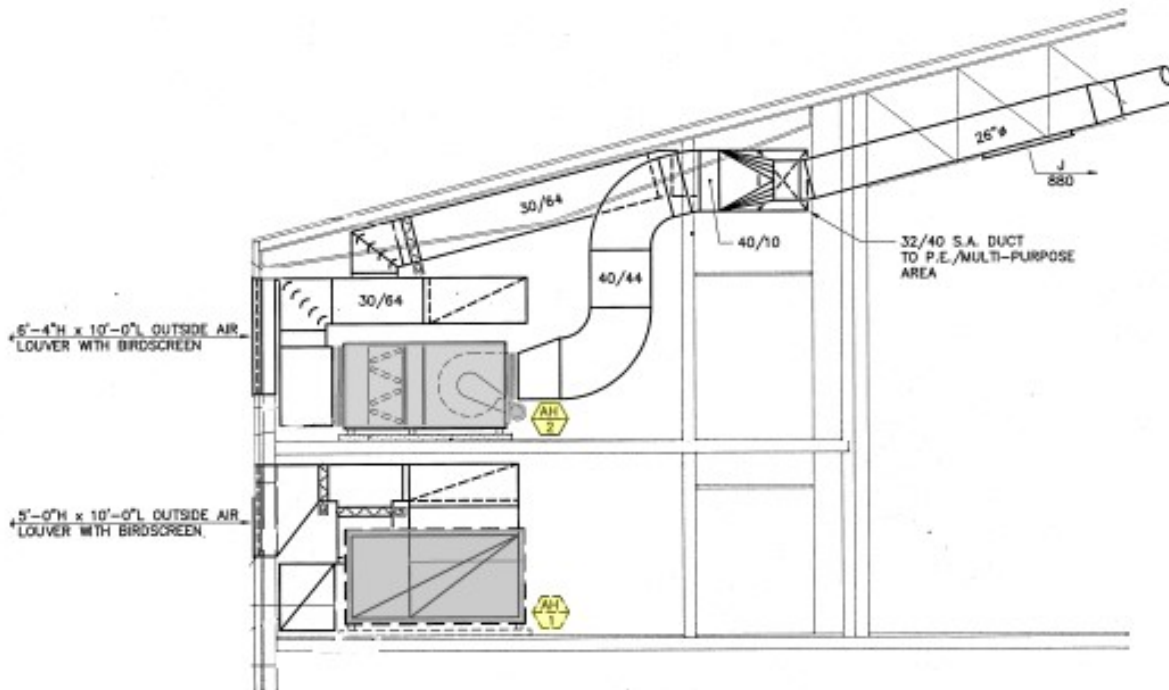




## HVAC Project

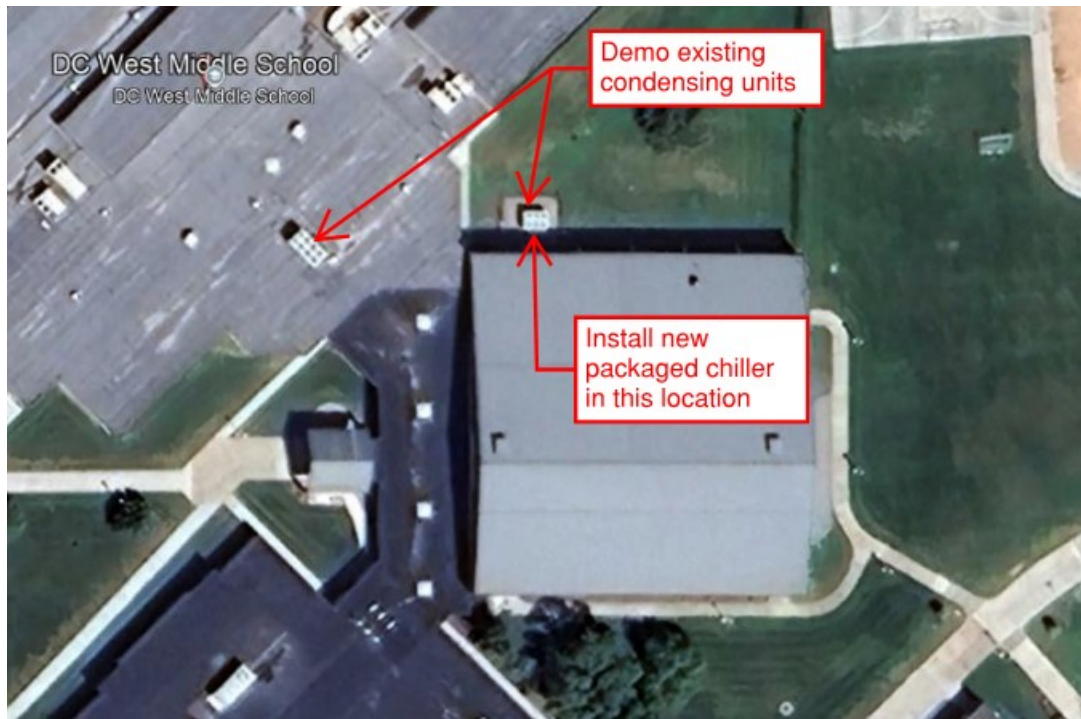
### Replace AHU's 1, 2, & 3 (GMP \$1,300,000)

- Demo existing AHU's
  - AHU #1 is on the lower floor mechanical room and serves commons and classrooms.
  - AHU #2 is on the second floor and serves gymnasium
  - AHU#3 is on second floor and serves locker rooms
- Reclaim and demo condensing units on roof and ground that serve AHU #1 & #2.
- Install (3) new AHU's on existing housekeeping pads.
- Install new packaged air cooled scroll type chiller with integral pump on ground in existing fenced area north of mechanical rooms.
- Extend chilled water piping to all (3) new AHU's.
- Utilize 30%-40% glycol solution to prevent freeze damage.
- Modify controls to serve new equipment including locker room air conditioning and BACnet chiller interface.

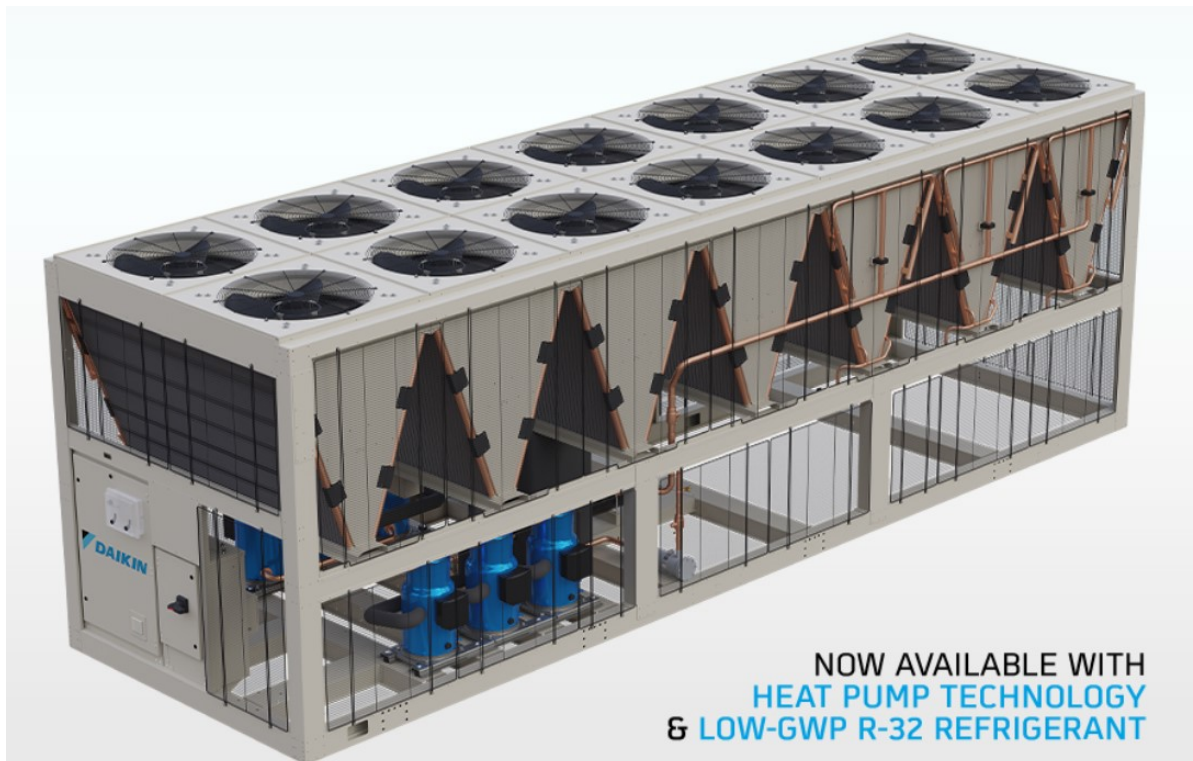


AHU Section View





DAIKIN SCROLL CHILLER



### Replace RTU's #6 & #9 (GMP \$200,000)

- Reclaim and demo both existing roof top units.
- Install new adapter curbs on existing roof curbs
- Set new rooftop units in place with crane
- Reconnect all power and controls
- Startup and verify operation



### PACKAGED RTU



### Project Costs and Financial Options

As stated above the GMP for the Roofing needs are \$2,000,000 and the GMP for the HVAC scope listed is \$1,500,000 (\$1,300,000 for AHU's & \$200,000 for RTU's). Detailed costs would be determined after the RFQ competitive process (next page).

A majority of the ESCO contracts approved for implementation the past 15 years utilize the QCPUF tax authority that allows a BOE to approve up to 3 cents and finance for 10 years to generate funds needed to make Building improvements. The Districts Fiscal Agent will supply financial options for funding that include QCPUF bonds. Typically, the ESCO partner will provide the Engineering Affidavit Letter to finance such bonds for 10 years. Annual energy savings will be calculated after final direction on the Scope of Work is determined.





## Energy Financing Contract Process

Steps Required	Projected Dates
<p><b>I. INITIAL CONCEPTUAL PRESENTATIONS</b></p> <p><input checked="" type="checkbox"/> Administration and/or School Board and/or Buildings and Grounds Committee</p>	<u>February 2025</u>
<p><b>II. PRELIMINARY AUDIT REPORT</b></p> <p><input checked="" type="checkbox"/> Engineers Identify Energy Conservation Measures (ECM)</p>	<u>February/March 2025</u>
<p><b>III. BUILDINGS AND GROUNDS COMMITTEE PRESENTATION</b></p> <p><input type="checkbox"/> Solicit Request for Qualifications (RFQ) responses in local paper</p>	<u>June/July 2025</u>
<p><b>IV. EVALUATION OF RFQ RESPONSES</b></p> <p><input type="checkbox"/> School Board and/or Buildings and Grounds Committee evaluate proposals</p> <p><input type="checkbox"/> DC West Community Schools Issues Letter of Intent to (ESCO) Partner</p>	<u>July/August 2025</u>
<p><b>V. IN-DEPTH STUDY</b></p> <p><input type="checkbox"/> Technical &amp; Financial Parameters Established</p>	<u>August 2025</u>
<p><b>VI. VERIFICATION OF PROJECTS</b></p> <p><input type="checkbox"/> Third Party Engineer Review of Projects</p>	<u>Aug/Sept 2025</u>
<p><b>VII. PROPOSAL PRESENTATION</b></p> <p><input type="checkbox"/> School Board Approves GMP Contract &amp; Financing Resolutions</p>	<u>September 2025</u>
<p><b>VIII. PROJECT IMPLEMENTATION</b></p>	<u>2025-26 School Year</u>

### SAMPLE - School Board Resolution

**MOVE THAT:** Whereas the Board of Education, intends to enter an Energy Financing Contract with a Qualified Energy Services Company (ESCO), we authorize the Superintendent to adhere to the Request for Qualification (RFQ) process as identified, in State Statute sections 66-1062 to 66-1066, for selecting an ESCO to implement a variety of energy conservation measures.



# Personal Electronic Device Procedures

Implementation

2025-2026

**Engage,** Prepare, Empower



# STRATEGIC PLAN

## Goal 2.2: Culture and Cohesion

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

- 2.2f Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.
- 2.2h Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.

# PASSED LEGISLATIVE BILL 140

Each school board of a public school district shall adopt a **policy that establishes rules and standards concerning use of electronic communication devices** by students while on school property or attending a school instructional function. This law aims to **address the impact of cellphones on student learning and well-being.**



# PURPOSE STATEMENT

The DC West Community Schools is committed to **safeguarding instructional time** to ensure every student **thrives academically, behaviorally, socially, and emotionally.**

The Personal Electronic Device procedures aim to:

- foster an optimal learning environment
- enhance academic focus
- support higher achievement
- support the mental health well-being of our students.



Personal electronic devices include cell phones, smart watches, and earbuds.





## Teacher, Parent & Student Focus Group & Feedback Survey

- Learn the Proposed Procedures
- Understand the Research-Based Rationale
- Provide Meaningful Input
- Build Shared Commitment

# Finalized Procedures





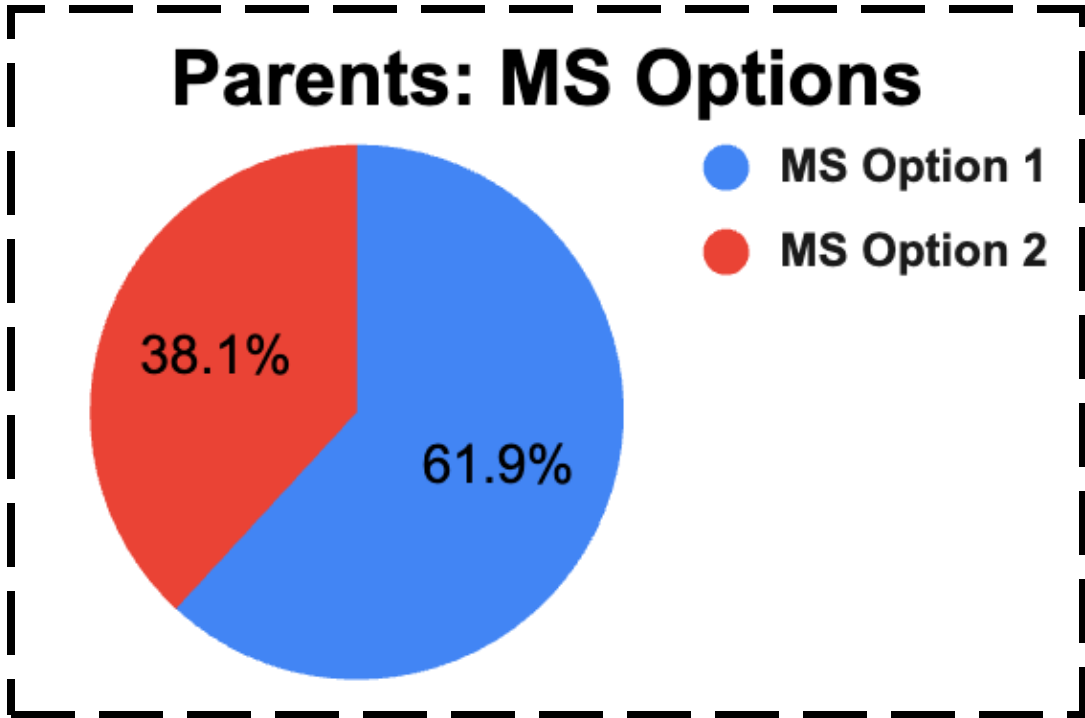
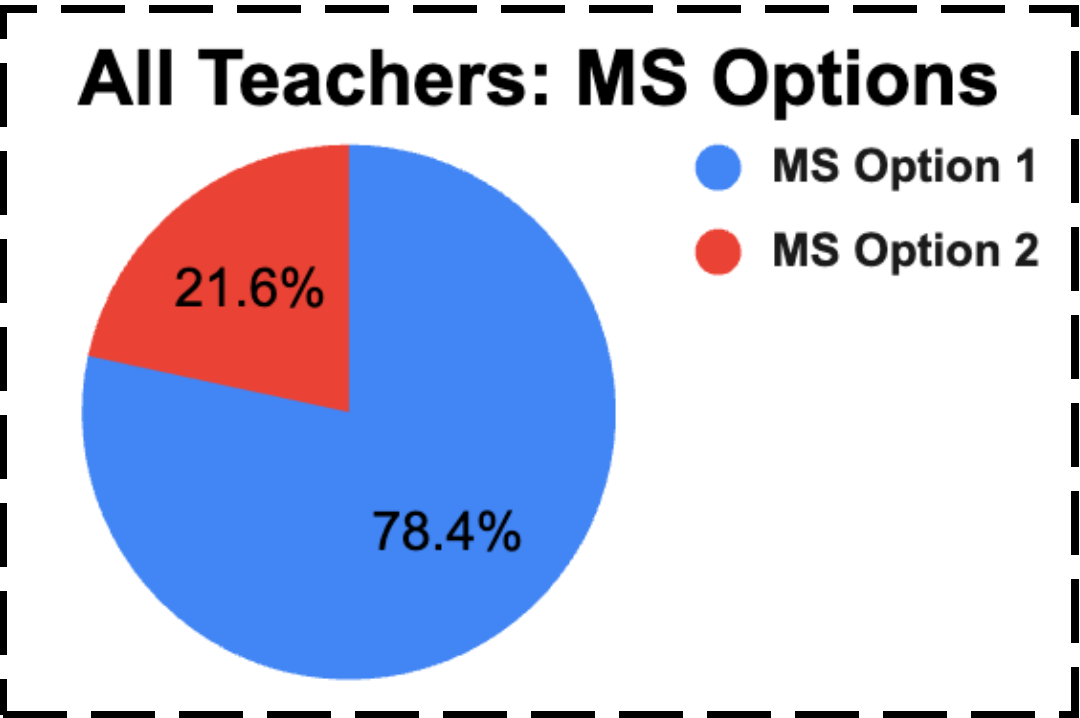
# ELEMENTARY & MIDDLE SCHOOLS

- Devices are restricted from the beginning of the school day to the end of the school day (8:00 - 3:24/2:04)
- Devices will be placed in a backpack or locker

# MIDDLE SCHOOL DATA ANALYSIS



<p><b>Option 1</b> Restrict devices during school hours.</p>	<p><b>Option 2</b> Restrict devices during instructional time and passing periods. Devices may be used during lunch.</p>
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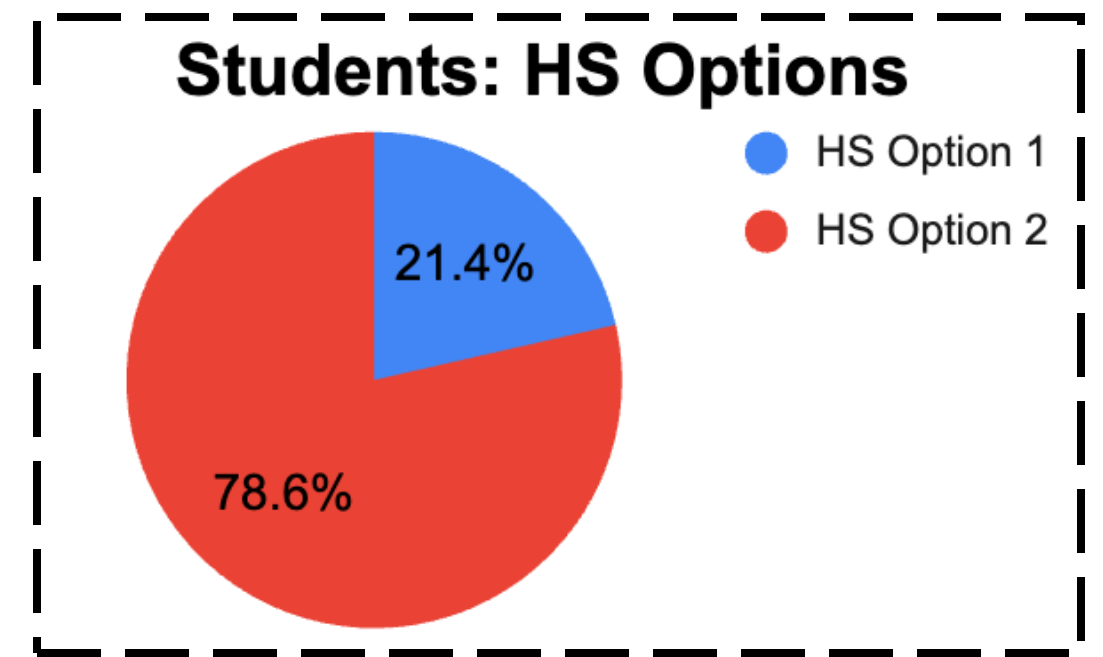
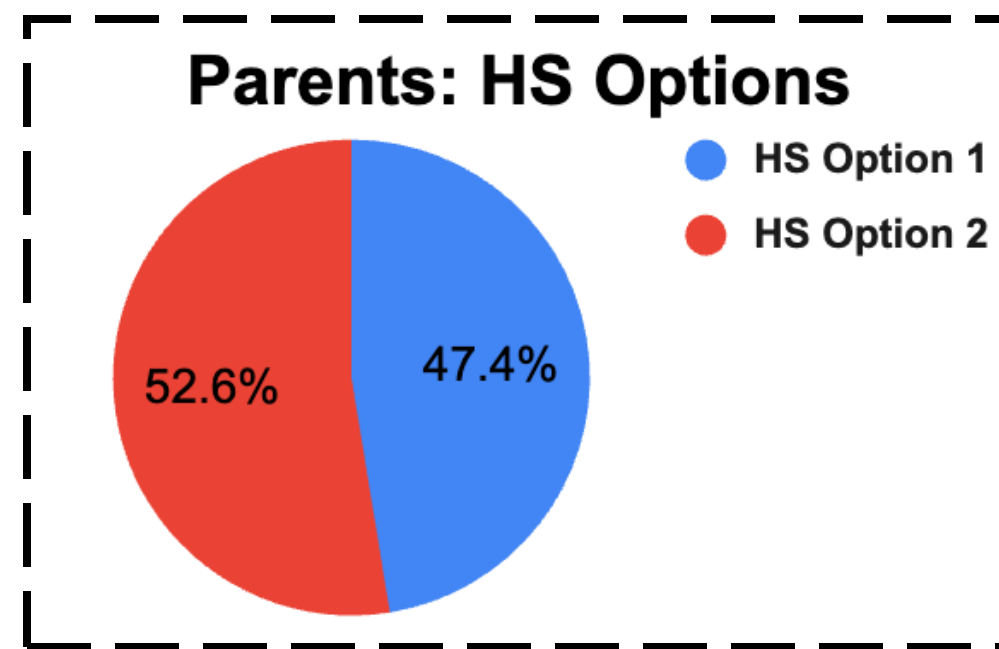
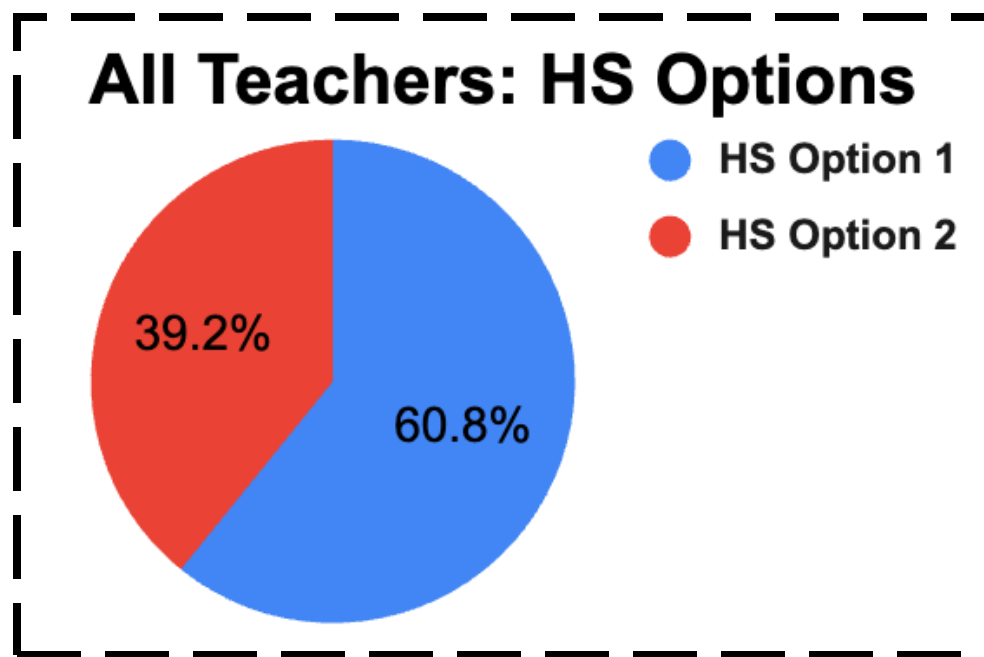
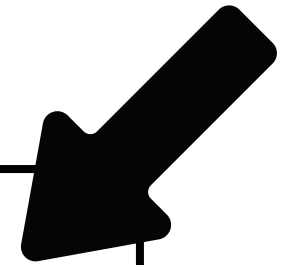
# HIGH SCHOOL

- Devices are restricted during all class periods
  - Class Period = beginning period bell to ending period bell
  - This includes Keystone and Academic Support
- Devices are allowed during the passing period and lunch
  - Passing Period = ending period bell to beginning period bell
- Devices will be placed in a backpack or locker
- Devices may not be used in restrooms or locker rooms

# HIGH SCHOOL DATA ANALYSIS

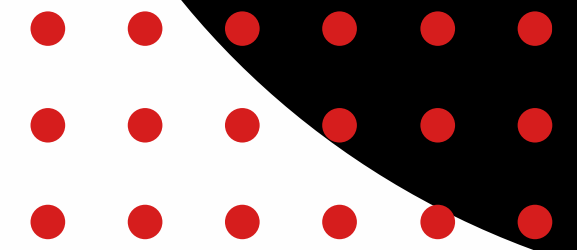
**Option 1**  
Restrict devices during school hours.

**Option 2**  
Restrict devices during instructional time.  
Devices may be used during passing periods lunch.



50 - 50 split between options by the  
High School Teachers

# Exceptions for Students with Educational and Health Needs



Exceptions for devices may be granted for educational purposes outlined in a student's IEP, 504 Plan, or for medical needs as documented in the Individualized Health Plan.

# GUIDELINES FOR NON-COMPLIANCE

1

Device is collected by the teacher and turned over to the principal.

Student retrieves the device from the principal at the end of the day.

2

Device is collected by the teacher and turned over to the principal.

Principal contacts the parent.

The student checks in the device with the principal in the morning on the next school day for 1 school day, or does not bring it to school.

3

Device is collected by the teacher and turned over to the principal.

Principal contacts the parent.

Parent picks up the device from the principal.

The student checks in the device with the principal in the morning for 5 school days, or does not bring it to school.

4

Device is collected by the teacher and turned over to the principal.

Principal contacts the parent.

Parent picks up the device from the principal.

The student checks in the device with the principal in the morning for the remainder of the semester, or does not bring it to school.

# DC West Goals

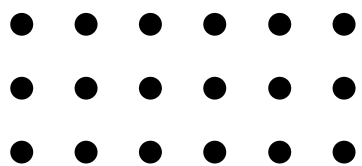
- Foster an optimal learning environment
- Enhance academic focus
- Support higher achievement
- Support the mental health well-being of our students



**"We may not have all started in the same place,  
but now we share the same direction.  
Success depends on our unity."**

# NEXT STEPS FOR SUCCESS

- Summer 2025
  - At the June Board Meeting, share the final proposal for implementation in the 25-26 school year
  - Update staff and student handbooks
  - Create classroom and hallway visuals
- Fall 2025
  - Review with staff during Fall Workshop
  - Review with students during class announcements
  - Utilize the school website, newsletters, and email to explain and reinforce
  - Educate all stakeholders with SmartGen Society speakers
    - Staff during Professional Learning time
    - Parent Night
    - Students - TBD
- Spring 2026
  - Survey teachers and parents about the implementation and suggested adjustments to the plan





**THE FALCON WAY**

**#RISEUP**

# ADMINISTRATION EVALUATION UPDATE



THEMES + NOTES FROM 2.13.25



**GROWTH + REFLECTION**

## TIMELINE

### FALL

Personalized Goal(s) Solidified

### QUARTLERLY

Personalized Goal Check-Ins

### EARLY SUMMER

Summative Conversation

### PRIOR TO THE YEAR

Personalized Goal(s) Developed

## COMPONENT ANALYSIS



### INTRODUCTION

The Work Group discussed that the system should emphasize growth over deficiencies, ensuring alignment with DC West's mission and beliefs to foster a positive tone. There should be differentiation between positions and performance deficiencies should be addressed with a clear improvement plan and recommendations for rehire.



### PERFORMANCE STANDARDS

The Work Group suggested structuring the system with overarching standards followed by specific performance indicators. In addition, DC West standards should be comprehensiveness in covering S.E.E.D. and leadership domains, and then adapted for different positions.



### EVIDENCE OF PERFORMANCE

The administration defined "evidence" as the narrative component that demonstrates adherence to standards. They considered including an optional feature for uploading artifacts or evidence of progress towards goals. The Work Group dialogue emphasized the importance of reflective questions aligned with standards.



### OVERALL STANDARD RATING

The Work Group agreed that the evaluation ratings should align with the DC West Teacher Evaluation Framework, categorizing performance into 4 levels: *Ineffective*, *Developing*, *Effective*, and *Exemplary*. This alignment aims to provide clear expectations and common language.

## ADDITIONAL NOTES

The group emphasized the importance of using common language. Additionally, the group recognized the need to continue considering specialized roles such as Administrative Facilitators, Director of Technology, Counselors, and School Psychologists, to ensure their evaluations are appropriately tailored.

## PERSONALIZED GOAL STRUCTURE

The Work Group emphasized that goals should naturally emerge from conversations, with clear action steps and impact on student outcomes. They recommended including a space for noting necessary resources and collaborations, while outlining various goal criteria without setting a limit on the number of goals. The group also discussed the nuances of sharing goals with staff, acknowledging that some goals may be personal while others could be outward-facing. Goals should be set around performance standards, and not evaluated in isolation.

# ADMINISTRATION EVALUATION UPDATE



THEMES + NOTES FROM 5.12.25

## FORMS CALIBRATION & HIGHLIGHTS

### QUARTERLY MEETING FORM

- When calibrating the forms document, the section previously labeled "Evidence of Performance" under "Quarterly Meetings" has been updated to "Quarterly Topics of Discussion." This form is not intended to be completed in advance; rather, it serves as a record of the conversation that takes place during the meeting. The Superintendent completes the form, but it remains accessible to the principal.
- An additional explanation will be included on the form to clarify its purpose and use.

### TIMELINE

- Within the timeline, the workgroup noted that teacher evaluation cycles differ from those of administrators.
- Therefore, it is important to clarify that administrators are not tenured.

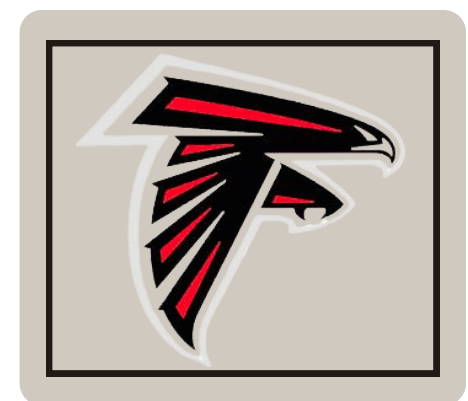
### PERSONALIZED GOAL FORM

The team discussed updating the form's formatting to enhance user-friendliness, including the following changes:

- Increase the space in the "Action Steps" column to allow for more detailed input.
- Narrow the "Timeline" and "Data Source" columns to optimize layout.
- Add additional boxes to the goal form to capture necessary information more effectively.

## STANDARD PERFORMANCE

- The workgroup cross-checked the standards with the tasks they identified as the principal's responsibilities.
- They also reviewed the language for alignment.
- Edits were made to the document to clarify the standard indicators.
- Additionally, the group discussed the timing of the quarterly completion of the Evidence of Performance.



## JOB DESCRIPTIONS

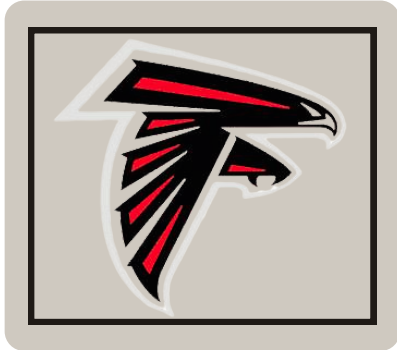
- Dr. Polonic presented the work group with job descriptions approved by the legal team. They use broad, flexible language to keep them open-ended. The team agreed to maintain a consistent structure across all job descriptions.
- The team began the review process by examining the job descriptions at a high level, then moving into a more detailed analysis of the standards and standard language. After this in-depth review, the team will revisit the job descriptions to ensure alignment.

**GROWTH + REFLECTION**

# ADMINISTRATION EVALUATION UPDATE



THEMES + NOTES FROM 6.4.25



**GROWTH + REFLECTION**

## LANGUAGE CONSISTENCY

- The Administrative Work Group discussed the categories of language used in the evaluation tool: *ineffective, developing, effective, and exemplary*.
- It was decided to maintain the same language as is currently used in the teacher evaluation system, though this topic may be revisited.

## NEXT STEPS

### SUBMISSION FOR APPROVAL

- The drafted administration evaluation system will be submitted to the Nebraska Department of Education for pre-approval.
- Upon receiving pre-approval, the document will be presented to the Board of Education for approval.

### PILOT IMPLEMENTATION

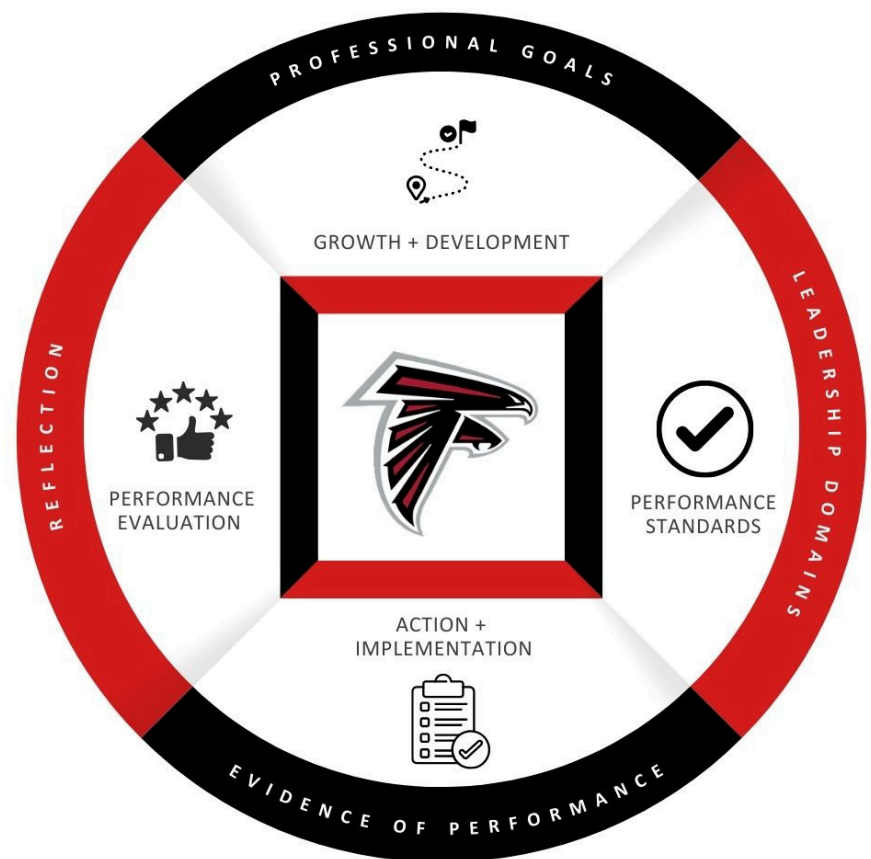
- Once approved, the evaluation system will be piloted beginning in August 2025.
- Similar to the teacher evaluation system, this process will be conducted online using Vector.

### FUTURE WORK

- Following implementation, future efforts may focus on updating evaluation systems for non-teaching, yet non-administrative staff members such as technology facilitators and administrative facilitators.

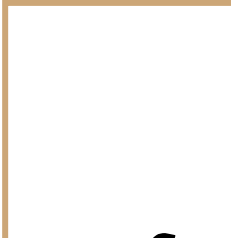
## DOCUMENT FINALIZATION

The Administration Work Group has completed a comprehensive review and refinement of the administration evaluation and appraisal document. Final formatting and language adjustments were made, with particular attention to correcting sentences ending in prepositional phrases and improving overall clarity for both evaluators and administrators. Specific revisions included ensuring consistency in the use of the terms “meeting” and “conversations,” as well as standardizing the language to “school improvement” instead of “building improvement.” Additionally, an area was added for administrators to include notes before and after Quarterly Meetings with the Superintendent and/or Designee.



## JOB DESCRIPTIONS

- Job descriptions were discussed, with an emphasis on ensuring they accurately reflect the major responsibilities of each role.
- Description templates were provided and reviewed by Perry Law for legal compliance.
- Each job description was cross-walked with the performance standards outlined in the evaluation document to ensure full alignment and consistency.



# Student Code of Conduct Update to the BOE

June 2025



# DC West Strategic Plan

## Strategy 1.1

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

## Strategy 2.1

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

# Current Resources for Student Discipline and Intervention

- [Board Policy 5101 Student Discipline](#)
- [Student Handbooks](#)

# New Resources

The new *Student Code of Conduct* is organized around **levels of interventions and responses to behavior violations**. Applying a leveled intervention and response to behavior violations supports a teaching and learning approach to managing behavior in our schools. School administration considers the least restrictive resolutions to managing behavior violations.

**Level 1** interventions aim to teach alternative behavior so students can learn and demonstrate safe, respectful, and responsible behavior. Staff are encouraged to try a variety of teaching and classroom management strategies.

**Level 2** interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to enhance students' skills, positive view of schooling, and positive school experiences, thereby reducing the likelihood of misbehavior continuing or escalating.

**Level 3** interventions may involve the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be as limited as possible while adequately addressing the behavior. In the case of repeated need for suspension, a plan of support (e.g., FIPS Plan, MTSS-B Tier II or III Intervention, Community Resources) should be implemented.

**Level 4** responses take into consideration the potential of the behavior to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve the expulsion of a student to another school or assignment to an alternative program or separate school that will provide additional structure to teach appropriate behavior.

# Examples

	Responses			
	1	2	3	4
<p><b>Absence or Tardiness, Excessive</b> In accordance with Student Attendance Policy 5008, school staff will intervene when a pattern of attendance emerges that is concerning or seems counter to the student's continued school success</p>		x		
<p><b>Alcohol and Drugs, Possession or Under the Influence</b> Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals * See Glossary, page 18</p>	x	x	x	x
<p><b>Arson</b> Intentionally setting or attempting to set a fire on or in school property</p>		x	x	x
<p><b>Assault</b> No Injury Attempting to cause injury to another person, including staff; by knowingly and intentionally using force that places another person in reasonable apprehension of imminent personal injury</p>		x	x	x
<p><b>Assault with Injury (Intentional)</b> Assault of another person, including staff, when the student has knowingly and intentionally used force to cause personal injury</p>			x	x
<p><b>Bullying</b> Any intentional ongoing pattern of written or verbal expression, electronic abuse, physical acts, or gestures intended to cause distress/harm upon one or more students and includes an imbalance of power</p>		x	x	x
<p><b>Bus Misconduct</b> Activity on the bus which is unsafe; refusal to follow directions of the driver or aide</p>	x	x		

# Examples

## Level 2 - Interventions and Responses

Level 2 interventions often involve the family, support staff from both school-based and community settings, and/or the administrator. These interventions aim to enhance the student's skills, positive view of schooling, and positive experiences at school, thereby reducing the likelihood of misbehavior continuing or escalating. In-school suspension may be applied due to the severity or chronic nature of an individual's behavior. In cases of multiple infractions, an assistance plan may be developed.

Level 2 interventions may include, but are not limited to:

- Level 1 Interventions
- Parent/guardian collaboration (a parent/guardian meeting is a recommended element of response to chronic misbehavior)
- School or Community Counselor support (e.g., small group/ individual)
- Behavior card
- Change in schedule or class
- Consultation with School Psychologist
- Mentoring
- In-School Suspension
- Referral to a school-based mental health therapist
- After-school program (e.g., Falcons Nest)
- Service to School/Service to Community
- Conflict resolution
- Loss of school privileges
- Bus suspension
- Revision of Individual Educational Plan (IEP)/504 Plan
- Referral to a community agency
- Late School
- Additional restorative practices that teach desired behaviors and repair the relationship
- Check in/ Check out

## Level 4 - Interventions and Responses

Level 4 violations have the potential to impact the safety of the school environment significantly. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve reassigning a student to an alternative program. These interventions focus on maintaining the safety of the school community and correcting self-destructive and dangerous behavior.

A long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Reassignment may be used when chronic misbehaviors are present and school staff have documented efforts to intervene and support the development of acceptable behavior. Expulsion may be applied when a student's presence at school is deemed too dangerous or disruptive for staff to maintain a safe and positive climate. Upon returning to a traditional school setting after expulsion, the school staff will establish a plan of support (e.g., an early intervention or safety plan) to ensure the student's ongoing success at school.

Violence against school staff is an egregious act that not only jeopardizes the safety and well-being of individuals but also undermines the foundations of our ongoing efforts to maintain a safe and secure environment conducive to teaching and learning. Because intentional and knowing violence against a staff member is highly disruptive to the learning environment, it may result in consequences, including expulsion in grades where these consequences are available, even in cases of first offense. As in every disciplinary situation, student age, developmental level, the severity of the circumstances, and other mitigating factors will be considered.

Interventions for Level 4 Violations may include, but are not limited to:

- Interventions from all previous levels
- Parent(s)/guardian(s) notification
- Long-Term Suspension
- Assignment to an Alternative to Suspension Program (e.g., BT-MIC, Brook Valley Outreach)
- Expulsion
- For students in grades K-5, expulsion will not be a consequence for violating the *Student Code of Conduct*, except in cases of knowingly and intentionally possessing a firearm.
- Referral to the IEP team (students with disabilities) for manifestation determination
- Alternative educational placement
- Communication with law enforcement (as needed)

# Final Steps:

- Finalize Draft Code of Conduct
- All Administrators Review & Revise
- Finalize Administrative Procedures
- Incorporate Code of Conduct into District & Building Handbooks
- Approval of Handbooks by the Board of Education in July 2025



<b>Budget Planning FY26</b>				
	<b>FY25</b>	<b>FY26</b>	<b>\$ Change</b>	<b>Notes</b>
<b>Estimated General Fund Revenues</b>				
General Fund Property Tax Request	\$9,683,016.00	\$10,619,628.00	\$936,612.00	
State Aid	\$2,848,936.00	\$2,699,629.00	-\$149,307.00	*Option Loss
Special Education Reimbursement	\$1,402,235.00	\$1,825,618.00	\$423,383.00	*cause of PTA Cap Reduction
Other Local, State, and Federal	\$1,713,319.00	\$1,947,225.00	\$233,906.00	*FY 26 calculation includes ESSER Reimbursement
Cash Reserve	\$1,963,859.00	\$1,100,000.00	-\$863,859.00	
<b>Total Revenue</b>	<b>\$17,611,365.00</b>	<b>\$18,192,100.00</b>	<b>\$580,735.00</b>	
<b>Estimated General Fund Expenditures</b>	\$17,514,960.00	\$18,180,528.00	\$665,568.00	*3.8% budget increase
<b>Proposed Levy Breakout:</b>				
General Fund	\$0.55	\$0.58	\$0.03	
Building Fund	\$0.12	\$0.11	(\$0.01)	
QCPUF	\$0.03	\$0.03	\$0.00	
Bond Fund	\$0.07	\$0.06	(\$0.01)	
<b>Total Levy</b>	<b>\$0.77</b>	<b>\$0.78</b>	<b>\$0.01</b>	
<b>Estimated Levy Revenue Breakout:</b>				
General Fund	\$9,683,016.00	\$10,619,628.00		
Building Fund	\$2,098,431.00	\$2,034,412.00		
<b>PTA Cap Total</b>	<b>\$11,781,447.00</b>	<b>\$12,654,040.00</b>		
QCPUF	\$533,500.00	\$554,840.00		
Bond Fund	\$1,244,832.00	\$1,109,679.00		
<b>Payments From Levy</b>				
NEBA Project Payment	1841161	\$ 1,962,534		
QCPUF Payment	\$434,300.00	TBD		
Bond Payment	\$768,550.00	\$ 768,850		
<b>Budget Authority</b>	\$14,266,122.00	\$14,622,765.00	<b>\$356,643.00</b>	
<b>Property Tax Authority Cap Minimum</b>	\$11,873,067.00	\$11,830,922.00	<b>-\$42,145.00</b>	No 3% increase due to above reimbursement increases
<b>Property Tax Authority Cap Maximum</b>		\$12,896,378.00	<b>\$12,896,378.00</b>	Additional 6% authority of the Board



# **DC WEST** Community Schools

**Engage, Prepare, and Empower**

## **DC West Community Schools: Engagement Survey Summary 2025**

DC West Community Schools conducted the annual Humanex engagement surveys in April 2025 to evaluate staff culture, student experiences, and family satisfaction. A total of 876 participants across staff (148), students and teachers (595), and families (133), representing 9% of parents, 90% of staff, and 76% of 3rd-12th grade students completed the survey. The surveys measure various dimensions of engagement, educational satisfaction, and community relationships to identify both strengths and areas for opportunity and growth on a 1 to 5 scale.

The staff culture assessment strengths are in the areas of employee pride (4.40), engagement (4.39), and growth mindset with 92% of employees expressing great pride in their work and 75.68% demonstrating high growth mindset. DC West has cultivated a committed workforce that values continuous improvement (4.20) and organizational success. Staff satisfaction scores improved notably along with engagement and inspiration indicating that employees feel motivated and connected to their work. In all, 97% of employees who participated shared high levels of satisfaction and engagement. An area of opportunity for growth is increasing the recognition (3.97) of the exceptional people doing great work at DC West.

The student surveys showed declines across all dimensions, specifically in student choice (3.12), satisfaction (3.24), and basic energy needs (3.42). Students report low daily energy levels and limited enthusiasm for school, despite feeling a strong sense of safety (3.74) and belonging (3.73) along with having strong relationships with caring teachers. In all, 64% of students are satisfied and engaged in their school. Opportunities for growth are in having energy and enthusiasm for being in school each day and a sense of choice in the activities of class.

The participation of the parent survey was extremely low, down 85 parents from last year with only 9% participation. Families expressed confidence in school safety (4.32), environment (4.20) and student learning (4.14). The two questions on the survey regarding the superintendent had the sharpest declines along with teacher feedback of how students are doing in school and district communication. In all, 85% of parents have a positive perception of pride and quality of service for the school district. Opportunities for growth lie with the Superintendent opening new and more comfortable lines of communication along with strengthening the teachers regular communication with parents about how their children are doing.

All groups identify communication as an area of opportunity for growth. Recognition and feedback systems also emerged as strategies for higher levels of satisfaction and engagement. Moving forward, DC West Community Schools will leverage its strong staff culture foundation and strengths while addressing the gaps in student engagement and family confidence. The organization's commitment to growth mindset and strong interpersonal relationships provides an excellent foundation for these improvements.