

Board of Education Regular Meeting  
Monday, August 11, 2025 4:30 PM  
Central Office Board Room  
401 South Pine Street  
Valley, NE 68064-0378

1. <b>Call to Order</b>	
2. <b>Public Communications and Correspondence</b>	<b>3</b>
3. <b>Approval of Agenda</b>	
4. <b>Administrative Reports</b>	<b>5</b>
4.1. Superintendent's Report	60
4.2. Financial Report	61
5. <b>Consent Agenda</b>	
5.1. Approve Minutes	69
5.2. Approve Claims for Payment	
5.3. Approve Financial Report	
5.4. Approve Classified Staff	
6. <b>Old Business</b>	
6.1. Building and Grounds Update	72
6.2. Committee Updates	
7. <b>New Business</b>	
7.1. 2025-2026 Preliminary Estimated Budget	75
7.2. Second Reading and Approval of 2025 Policy Updates	76
7.3. Approve Vehicle Purchases	184
7.4. Long Term Facility Planning	

## 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  
August 11th, 2025

Shawna Younghans- Administrative Facilitator

The 2025–2026 school year promises to be an exciting time of growth and positive change, all focused on increasing student success. At the heart of these changes are the core values of accountability and encouragement.

The Keystone Program has been redesigned to better support student development across all grade levels.

- **9th and 10th Grades:** These keystone sessions will follow a more structured format, focusing on building essential academic and personal skills. The goal is to prepare students for continued success throughout their high school journey.
- **11th and 12th Grades:** Upperclassmen will have the opportunity to demonstrate the skills they've developed. Students who are maintaining a grade of "C" or above in all classes will have choice-based activities during Keystone time, such as physical activity in the gym or quiet time in the library. Those who are not meeting the academic benchmark will be required to attend targeted academic support.

This revised approach ensures that students are both recognized for their efforts and supported when needed, promoting a balanced system of accountability and encouragement.

In addition to academic preparation, one of the school's key responsibilities is to help students develop the behaviors necessary for success beyond high school. Last year, staff began intentionally identifying these behaviors, resulting in the development of the **SOAR** framework.

**SOAR** stands for **Scholarship, Ownership, Attitude, and Respect**—four pillars that define what it means to be college and career ready. Each component outlines clear, observable behaviors that students are expected to demonstrate across settings.

- **Scholarship**
  - Arrive prepared with materials and completed assignments
  - Stay focused and productive during independent and group work
  - Submit original work and properly cite sources
- **Ownership**
  - Accept responsibility for lateness, incomplete work, or being off-task
  - Make thoughtful decisions in both academic and social situations
  - Proactively communicate with teachers for support or to make up work

- **Attitude**
  - Approach challenges calmly and persistently, rather than with complaints
  - Stay engaged in all classroom activities, even when they are difficult or uninteresting
  - Accept feedback with a growth mindset and take steps to improve
- **Respect**
  - Follow classroom expectations consistently, even without direct supervision
  - Use appropriate language and tone in all school environments
  - Participate in discussions respectfully, valuing diverse perspectives

This framework is now embedded in our school culture and will continue to guide student development in the 2025–2026 school year. It reflects our broader commitment to preparing students not just academically, but holistically for life after high school.

As part of our ongoing efforts to create a safer, more supportive school environment, we have taken key steps to both empower students and minimize classroom disruptions:

- **Implementation of SmartPass System**

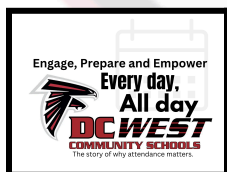
To improve accountability and reduce interruptions during instructional time, we have adopted the **SmartPass electronic hall pass system**. This digital tool allows for real-time monitoring of student movement and helps regulate hallway traffic. Students can now receive scheduled passes—such as for appointments—without disrupting classroom instruction.

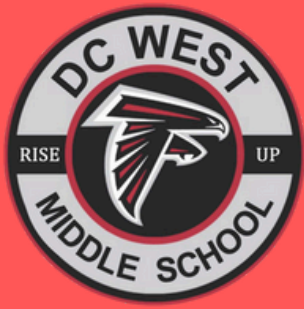
In addition, SmartPass integrates with our revised Keystone process, supports emergency procedures, and provides valuable data to help maximize instructional time. As we continue to explore its full capabilities, we anticipate even more benefits for both students and staff.

- **Installation of Vape Detectors**

In response to student feedback, **Zeptive vape detectors** have been installed in all high school bathrooms. This student-led initiative reflects their desire for a cleaner, safer environment where all students can use restrooms without exposure to vape odors. These detectors will aid in discouraging vaping on campus and support a healthier school culture.

Mrs. Shawna Younghans





# DC WEST MIDDLE SCHOOL

August 2025 | From The Desk of Dr. Kerns

Welcome Back, Falcon Families!

I hope your summer has been absolutely fantastic—filled with sunshine, adventure, laughter, and a well-deserved dose of relaxation! As we turn the page to a brand-new school year, I can hardly contain my excitement to welcome you and your child back to campus. There’s something truly magical about a fresh start, and I can already picture our hallways buzzing with joy, energy, and the sound of students reconnecting.

Being part of the Falcon Middle community is an incredible honor. Here, kindness, connection, and care aren’t just words—we live them every day. At the heart of all we do are the strong relationships between students, families, and staff. When we come together as a team of dedicated adults, we build the kind of support system that empowers our kids to soar—both in the classroom and beyond.

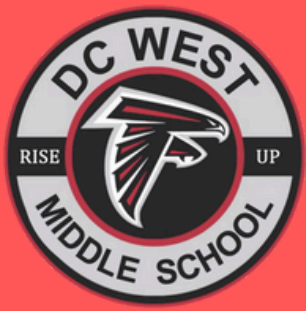
This year, we’re especially excited to focus on strengthening those relationships during our newly reimagined Advisory time (formerly known as Pride). This dedicated part of the day is all about creating intentional moments for connection, character-building, and community. Advisory is more than just a routine—it’s a safe space where students are seen, supported, and celebrated. It’s where they’ll build trust with a consistent adult mentor and a small group of peers, setting the tone for a positive and successful school experience.

As we prepare for another amazing school year, please know how deeply honored I am to serve as your principal. I’m continually inspired by the energy, curiosity, and resilience of our students and the unwavering commitment of our staff. Together, we are building a culture where every learner is valued, every voice matters, and every day is an opportunity to grow. Thank you in advance for helping DC West Middle School remain a celebrated and successful place for learning and growth. The heart of our school’s strength lies in the partnership we share with our families—dedicated, supportive, and deeply invested in the success of every student. Your involvement and encouragement are what help make our community truly exceptional.

Enjoy the rest of your summer—whether it’s filled with adventure, relaxation, or a little bit of both. We can’t wait to welcome our Falcons back in August, and we’re excited for all the learning, laughter, and memories that await. Here’s to a year of connection, growth, and shared success!

Dr. Jeffrey Kerns



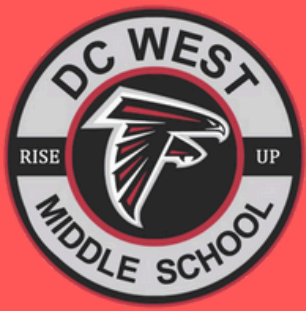


# DC WEST MIDDLE SCHOOL

August 2025 | From The Desk of Dr. Kerns

- 1) Advisory Replaces Pride
- 2) MTSS 45 Minute Block
  - (25 for MTSS/20 Study Hall)
- 3) New Courses:
  - Leadership
  - Coding
  - Career 2
  - Intro to Falcon Athletics
  - Art Odyssey
  - Yearbook/Media
  - Lifetime Activities
  - Falcon Athletic Advantage
- 4) Famous Falcons
- 5) Falcon Fitness
  - (Continue with 15 Minutes recess/social time at lunch)
- 6) Master Schedule Adjustments to Maximize Instructional Time.





# DC WEST MIDDLE SCHOOL

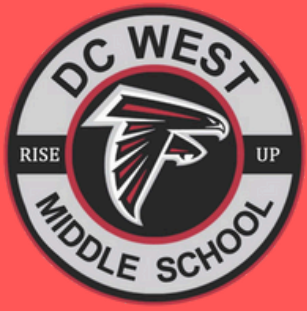
August 2025 | From The Desk of Dr. Kerns



I would like to extend our sincere appreciation to Mrs. Dawn Beyl and Ms. Sherry Dill for their vision and dedication in creating the Famous Falcons Program. This summer, Dawn and Sherry designed and led a two-week camp that allowed students to develop and showcase their singing and acting talents.

Elementary and middle school students participated in this engaging opportunity, culminating in a performance of *The Addams Family* on August 1st. High school students served as peer role models, assisting both on stage and behind the scenes with stage crew and lighting.

We also wish to recognize and thank the DC West PTSA for providing flowers for our student actors, adding a special and memorable touch to the evening.



# DC WEST MIDDLE SCHOOL

August 2025 | From The Desk of Dr. Kerns

Snapshots From Famous Falcons: Adams Family



Board Report  
August 11, 2025

Jim Knott - Principal  
Douglas County West High School

As always, the new school year brings a renewed excitement for students, staff, and parents. From the upcoming contests at the new outdoor athletic complex, to fall sports practices officially starting, to new course offerings at the High School, and meeting new staff, administrators, and students, it is a GREAT time to be a Falcon!

Every new school year also brings new faces to our team. This year at the high school, we will have three new employees. Their names and bios are listed below. Please stop by and meet them at open house on Monday, August 11, from 6:30-8:00.

1) **Morgan Thompson** - MS/HS Assistant Band & Choir – Ms. Thompson is originally from Blair and earned her undergraduate degree from the University of Nebraska, Omaha. She student-taught at Omaha Central High School last spring in the Instrumental Music Department. At DC West, she will assist Mrs. Guinn and Mrs. Beyl in the middle and high school band and choir programs.

2) **Karmen Koch** (Pronounced “Cook”) – High School Math - Ms. Koch is originally from Crofton, NE, student taught at Laurel-Concord-Coleridge, and taught math at Crofton High School last year. Her undergraduate degree is from Wayne State University. Ms. Koch will teach Geometry, Honors Geometry, and Geometry Support at DC West.

3) **Kim Loofe** (Pronounced “Loof”) – HS Special Education - Mrs. Loofe has worked as a special education teacher at several schools over the last twenty-five years, but her most recent stop was at Kearney High School from 2018-2025. She earned her undergraduate degree from UNO and her master’s degree from Concordia University. She will teach high school special education at DC West.

## August 2025 Student Services Report

Welcome to the 2025-2026 school year! We are excited and energized in the Special Education Department and looking forward to a great year.

### *Celebrations to Start the Year...*

- ✦ Improvements on state data from 22-23 to 23-24: 8th grade proficiency on reading and math assessments increased to above 30% for students with disabilities in both areas!
- ✦ Improvement in our inclusive practices goal...students in regular classes for less than 40% of the day was reduced from 6% to 3% in 2023-2024. We are including students with their general education peers at a higher rate, which leads to better academic and social functioning for all.
- ✦ We are almost entirely staffed with amazing new staff members! We are welcoming Kim Loofe (HS Special Education) and Noah Ethen (Elementary Special Education), along with three new preschool paras and three new elementary paras. We are continuing to search for one new middle school para and one new high school para.
- ✦ We are sharing our focus on inclusion with our general education colleagues. Teachers are being given TIME to COLLABORATE!
- ✦ Coaching support for Inclusive Practices will be provided from our partners in the Student Services Department at ESU 3. Allison Kelberlau, Assistant Director of Student Services, will spend one day each quarter in the district to provide coaching and consultation to participants in the Inclusive Practices Academy.
- ✦ Data from NDE indicates that the number of our preschool children functioning within age expectations for behavior and positive social-emotional skills by the end of their preschool year increased to meet state targets.
- ✦ The percentage of preschoolers showing substantial improvement in behavior over their preschool year increased to 83%!

## *2025-2026 Goals and Strategies*

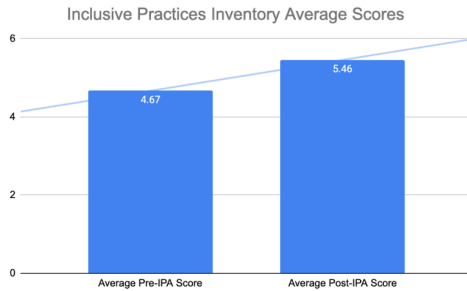
**Targeted Improvement Goal:** By May 2027, the reading achievement gap between students with disabilities and all students will be reduced from 38 percentage points to 25.68 percentage points on the fourth-grade NSCAS Growth ELA assessment.

### Strategies:

- Inclusive Practices Academy participation: Year 1 & Year 2
- Adding job-embedded coaching to Inclusive Practices participants
- STEPS participation focusing on inclusion of students with autism
- Data analysis through PLCs...are students making progress throughout the year
- Implementation of Creative Curriculum at elementary
- Continued implementation of guaranteed core curriculum using high-quality, evidence-based materials
- Continued implementation and refinement of Tier 2 literacy strategies: Title, MS intervention, and HS ELA Support
- Increased collaboration time for sped and gen ed
- Participation in ESU 3's Literacy Grant, starting with focus on early literacy.
- Embedding special education improvement into building and district continuous improvement

## *Inclusive Practices Academy Update*

Lastly, I wanted to provide an update on our feedback from the Inclusive Practices Academy (IPA) over the past year. The IPA is an ongoing professional development that 12 teachers participated in last year, and an additional 10 will start this year. We have been busy analyzing the data and impact that this training series has had on our students' learning, and the initial data looks great. We will update you later in the year when our analysis is more complete. For now, I'd like to share some feedback from teachers and data on the improvement in their own ratings of their understanding and use of inclusion. We are thrilled that this training has been so well received and impactful.



*"I think it was a great training. I think having special education teachers work together with general education teachers is super valuable and I have not been to a training like that before. I think it was so important. It also gave us a bit of 'bonding' time that we would not normally get. So I think this allowed for some relationship building away from the school, which is also important."*

**"Loved this more than I thought."**

*"Thank you! :) Our students, both special education and general education students, made so much growth, and this workshop has helped with this huge improvement!"*

## Inclusive Practices Academy- Year 1 Teacher Data

Respectfully submitted,

Nicki Pechous, Ed.S.  
Director of Student Services

## **DC West Middle School 2025-2026**

Fall Athletic Sign-ups for 7th and 8th grade Cross Country, Football and Volleyball will be on Wednesday, August 13th during the school day.

**Football Practice Begins on Monday, August 18th.** First game is September 9th @ Fort Calhoun at 4:30. DC West will provide all football equipment, however football cleats are the student's responsibility if they choose.

**Volleyball Practice Begins on Monday, August 18th (Elementary Gym).** First game is September 4th vs Oakland-Craig at 4:00 at DC West.

**Cross Country Practice Begins on Thursday, August 14th.** First Invitational is August 28th @ Logan View at TBA.

**ALL Practices Times are (3:45-5:15) after school on Monday's thru Thursday's.** We will Not have practices after school on Friday's due to the early dismissal schedule. Students must be picked up from practice no later than 5:15.

**In Order to Practice/Participate Students Must Have:**

- A **Physical** (All students entering the 7th grade for the 2025-2026 school year MUST have a physical before starting school. For students entering the 8th grade, they must have a sports physical if they plan to participate in any athletics for the 2024-2025 school year.
- **Signed NSAA Parent Consent Form**
- **Paid \$35 Student Activity Pass/Fee** (This will allow all students to participate in any activity throughout the school year as well as be able to attend all home DC West activities for free admission except tournaments and special conference, district, or state-level events.)



## S.A.L.T. (Student Athlete Leadership Team)

**2025-2026**

We're looking for difference making student athlete leaders to continue to positively impact and build upon **The Falcon Way** culture here at DC West. Students have been recommended to participate in SALT by their coaches & staff members for the leadership abilities that they have displayed.

**When:** Tuesday Morning's from 7:00 - 7:45am (Donuts 6:45 - 7:00) \* **Sponsored by Falcon Pride Booster Club**

**Dates:** 8/26 Mr. Travis - SALT Kick-Off  
9/16 Allie Mailloux - Humanex - Select 7  
10/21 Guest Speakers  
11/18 Allie Mailloux - Humanex -  
12/16 Guest Speakers  
1/13 Allie Mailloux - Humanex -  
2/10 Guest Speakers  
3/10 Allie Mailloux - Humanex -  
4/14 Guest Speakers  
5/5 Allie Mailloux - Humanex -

**Where:** DC West Performing Arts Center (PAC)

Students will be involved in leadership activities and listen to difference making guest speakers messages to be able to bring back to their teams. We are also partnering with Humanex Ventures and their leadership activities. We will be participating in Community Service Projects also as SALT. This will be an exciting step to continue to develop player led teams and programs here at DC West.

There will be an outside speaker(s) that will have a leadership message/topic.

- There will be 3 questions that are asked of each speaker:
  1. Share your journey as a student athlete to present life today
  2. If you could go back, what might you do differently or change?
  3. What characteristics do you believe positively impact teams and their success?
- There will be time for questions

#RiseUp #TheFalconWay



**WELCOME**

**COACHES & SPONSORS**

**2025-2026**

**THANK YOU** to all of the  
Coaches/Sponsors for your  
work in the Summer

- **Strength & Conditioning**
- **Camps**
- **Parades**
- **Clinics**
- **Events**
- **Continuing Education/Professional Development**

# Assistant AD's

**Chip Daehling**

**Heather Cox**

**Kim LaChapelle**

# **Building Level Secretaries**

**MS - Chelsea Dembinski**

**HS - Jenny Finck**

# #BetterTogether

**#RiseUp**  
**#TheFalconWay**  
**#dcwestpride**

# AD Info. Google Site

## *What You Can Expect from Me*

- A continued **Commitment to DC West**
- To walk **The Falcon Way** each and every day
- To **Engage, Prepare, and Empower** our Students and Staff
- To help **Continue ALL of the Great Things** that our programs have going at DC West
- To **Enrich our Culture** into being a part of something bigger than yourself, **a Family**
- **Relentless Hours** as the job **Takes What It Takes** and that changes every single day
- Great **Communication, Organization, and Preparedness** at both the MS and HS Levels
- A **Passion and Desire** for DC West to be the **Only Place to be in Town**
- An **Administrative Vision** as a whole for **ALL of our Programs**
- To **Listen and Support** you in the leadership of your program in any way I can
- To **Provide Opportunities** for our **Students in Athletics and Activities**
- To **Create Systems** to proactively be prepared for our Athletics and Activities
- To **Partnership** to build upon your successes and be able to **Share Your Vision**
- To **Develop a Team** where everyone would go **Above and Beyond** for each other

## ***What I Expect from You***

- **Hardworking Coaches and Sponsors** regardless of the level of competition
- To Create a **We > Me Culture**
- **Team Goals > Individual Goals but Help the Student Athlete Achieve Goals of Theirs**
- To Be Elite at **Communication, Organization, and Preparedness**
- To Develop a **Prepared Confidence** and **Belief** for Your Team
- To Promote the **Student Athlete Mentality**
- To **Support** other **Athletics, Activities, and Community Events**
- To have **High Expectations** for your Program (especially everything that leads up to Game Day)
- To **Build Positive and Professional Relationships** with Students and Families
- To make sure that your players know **How Much You Care About Each and Every One of Them** through **Communication** and **Clear Expectations**
- Knowing that there is **No "Off-Season"** for your program
- To be a **Role Model** at all times
- To keep up on the **Trends of the Game**
- To **Celebrate Successes (#TheFalconWay)**, no matter how big or small

# **Social Media**

**Promote Your Programs**

**Promote Your Student Athletes**

**Promote Your Games/Events**

- **Be Very Cautious of what you are putting out there on your Personal Social Media Platforms**
- **I wouldn't be friends with any students on your Personal Social Media Accounts until after they've graduated high school**
- **Remember that YOU are ALWAYS representing DC West!**

# **Nike Brand School**

- **All Varsity Athletic Programs within 5 years must have Nike Uniforms**
- **All Varsity Athletic Programs Must have a BSN Apparel Store for their Program open and available throughout the whole school year**
- **The more we purchase through BSN, the more kick back the school gets to give back to all of our athletic programs**

# Stephen Mackey - Impact and Legacy Summit - HumanEx

- **Non-Negotiable Characteristics in Selecting Leaders of Your Team**
  - **Optimism, Selfless, Resilience, Decisiveness, and Refusal to Accept the Status Quo (CEO's of The Locker Room)**
  
- **Which kind of Teammate are You for a 7:00 am Workout?**
  - **Content** - Show up at 7:10 am - Live on your own time, do it your own way, and have excuses!
  - **Compliant** - Show up at 7:00 am - Just does the norm, will do what's told, doesn't go above and beyond!
  - **Committed** - Show up at 6:45 am - Committed to yourself aspects more than the team!
  - **Compelled** - Show up at 6:30am - High fiving teammates, self-starter, will do whatever it takes, and just wants to win!
  
- **We have 15 Athletic Programs at DC West but we must have 1 Team!**
- **We must ALL have Optimism, Belief, Be able to Connect, and have Influence!**
- **We are ALL an Unfinished Product - We have to keep Learning, Growing, and Moving Forward! #BetterTogether**

## **An Expectation of Non-Negotiables at DC West:**

- **Pre-Season Checklist**
- **Parent/Player Meeting at the Start of the Season**
- **Equipment/Uniform Check out and Check in - Clean and Organized**
- **BAND - Exceptional Communication for players, coaches, and parents**
- **Gametime Playlist for your Team**
- **Youth Connections - Must have Camps/Clinics**
- **End of the Season Banquet**
- **Supporting All Programs**
- **Lead The  Way**
- **Have the Why Not Us Mentality**

- *I will be working extremely close with our **Assistant AD's**, our Building Level **Secretaries**, our Building Level **Principals**, our **Head Coaches and Sponsors**, our **Students**, our **Families**, and **other School Districts**.*

- *In the past year, I've been meeting with all of the **Head Coaches and their staff** to discuss the **Programs Status, Wants, Needs, and Vision**. Over time, I believe that we will be able to accomplish even more as we prepare for growth and even higher-level opportunities. I believe the job **Takes What It Takes** and I will passionately give you **everything that I've got**.*

- ***CPR/AED/First Aid Certified (CT) - Sara Widhelm***

- ***3 NFHS Classes Completed-Sudden Cardiac Arrest, Heat Illness Prevention, Concussion in Sports***

- ***Fall Head Coaches-NSAA Rules Meetings Completed (FB, VB, SB, XC)***

# Important Dates

**August 11<sup>th</sup>** Start of High School Fall Practices

**August 13<sup>th</sup>** Middle School Fall Athletic Sign-ups at the Middle School (Middle School Practices Start on the Following Dates: Cross Country (August 14<sup>th</sup>), Football (August 18<sup>th</sup>), Volleyball (August 18<sup>th</sup>).

**August 20<sup>th</sup>** 6:00 All High School Athletic Kick-off Meeting (players and parents please attend if you are planning on participating on any High School Athletic Team throughout the school year) in the Performing Arts Center followed by Fall Athletic Parent/Player Team Meetings (Football, Volleyball, Cross Country, Softball).

# HS Athletic Parent Meetings 2025-2026

**8/20**

**All Athletic Kick-Off 6:00 (PAC)**

- **Fall Parent Meetings After Kick-Off (FB, VB, SB, XC)**

**11/12**

**Winter Parent Meetings (GBB, BBB, WR)**

**2/25**

**Spring Parent Meetings (BB, TR, Golf)**

# HS Team Picture Dates 2025-2026

**8/16/25**

## *Fall HS Team Pictures*

- 12:00 pm - New Athletic Complex (XC-12:00, FB-12:30, SB-1:00)
- VB, Cheer, and Dance have already made other arrangements

**11/26/25**

## *Winter HS Team Pictures*

- 9:00 am - Main Gym (WR, GBB, BBB)

**3/4/26 or 3/5/26**

## *Spring HS Team Pictures*

- 4:00pm - New Athletic Complex (Track, Baseball, Golf)

# Fundraisers

**Must be approved by the AD 1st and then the District Office 2nd**

- **Go to [www.dccwest.org](http://www.dccwest.org)**
- **Go to Staff Only**
- **Go to Fundraiser Approval Form**
- **Complete and send to JT**

# Neptune - Gametime Music

## Coach Marshall

- Indoor iPad and Outdoor iPad
- Located in AD Office on Charger
- We will send out a link to all coaches and sponsors to be able to create custom playlists to listen to
- 43,000 + songs
- All Clean Music
- We will use for All Games/Events at DC West

# **BAND**

**Main (Almost Only) form of Communication for ALL Programs**

**Calendar - practices, games, events**

**Messages (Remind Parents to create a separate group chat in BAND if they are organizing food, etc)**

**All players, coaches, and parents**

- **Reminder that ANYTIME you are communicating with an individual student athlete you MUST ALWAYS include their parent and even another coach in the message would be good.**
- **There will be no more single communication from any coach to any player, team member, etc. That is to protect you as a DC West Staff Member.**
- **Just use the Band App and that should safeguard you as a coach but more importantly safeguard our student athletes as well.**
- **I want the Band App to be the ONLY platform that our students and parents need to worry about navigating through throughout the school year. It works great!**



## S.A.L.T. (Student Athlete Leadership Team)

We're looking for difference making student athlete leaders to continue to positively impact and build upon **The Falcon Way** culture here at DC West. Students have been recommended to participate in SALT by their coaches & staff members for the leadership abilities that they have displayed.

**When:** Tuesday Morning's from 7:00 - 7:45am (Donuts 6:45 - 7:00) \*Sponsored by Falcon Pride Booster Club

**Dates:** 8/26 Mr. Travis - SALT Kick-Off  
9/16 Allie Mailloux - Humanex - Select 7  
10/21 Guest Speaker  
11/18 Allie Mailloux - Humanex -  
12/16 Guest Speaker  
1/13 Allie Mailloux - Humanex -  
2/10 Guest Speaker  
3/10 Allie Mailloux - Humanex -  
4/14 Guest Speaker  
5/5 Allie Mailloux - Humanex -

**Where:** Performing Arts Center (PAC)

Students will be involved in leadership activities and listen to difference making <sup>36</sup> guest speakers messages to be able to bring back to their teams. We are also partnering with Humanex Ventures and their leadership activities. We will be participating in Community Service Projects also as SALT. This will be an exciting step to continue to develop player led teams and programs here at DC West.

# Athletic Trainer

Steph Maca - [smaca@dcwest.org](mailto:smaca@dcwest.org) (402-366-2561)

- Needs to know about ANY and ALL Player Injuries on Your Team
- Practice/Game Schedules
- SWAY-Concussion Test
- Send BAND Invite

# HS Sports Media Class

## Coach Daehling

- **Media Days**
- **Social Media Coverage**
- **Videos**



Hello DC West Coaches and Sponsors!

**Monday, August 11<sup>th</sup>** is the first official start of Fall Practice for our HS Teams in Football, Softball, Volleyball, Cross Country, Cheer, and Dance. I am providing the Preseason Checklist that was discussed at the beginning of the school year that all Coaches need to be aware of:

### **DC West Head Coaches Preseason Checklist**

**Which Coach is driving a van to the New Athletic Complex for Practice? (*Football, Softball, XC, Track, Baseball*)** Each of these programs will be providing a school van ride for the student athletes that do not have a ride and are attending practice.

**Game Transportation** Leave Times to JT ([jtravis@dcwest.org](mailto:jtravis@dcwest.org)) by first practice

**Practice/Game Calendar** for all athletes and families at your Parent Meeting Night:

***Fall – August 20<sup>th</sup> at 6:00 (All Athletic Kick-Off Meeting and Fall Parents Meetings)***

***Winter – November 13<sup>th</sup> at 6:00 (Winter Parent Meetings)***

***Spring – February 26<sup>th</sup> at 6:00 (Spring Parent Meetings)***

· Double Check Game Theme Nights

Continued....

**Band App** for All Communication is a MUST for coaches, players, families. Anytime there is electronic communication with a player you must include their parent and another coach in the message or response. Please send me and Steph Maca (Trainer) an invite to be in your BAND to keep up with your team.

(3) **NFHS Courses** have been completed by all coaches on your staff before first practice. They have emailed their certificates to JT ([jtravis@dcwest.org](mailto:jtravis@dcwest.org)).

All coaches on your staff are **First Aid/CPR/AED Certified**. Contact Sara Widhelm ([swidhelm@dcwest.org](mailto:swidhelm@dcwest.org)) to get started and completed. Must be completed by first practice.

**Assistant Coaches Responsibilities** for Games and Practices

Calling/Emailing Scores in each night to Newspapers

Enter Scores in **Maxpreps** Each Night

Continued....

We have **Neptune Game Time Music** for your Teams (Pre-Games, Practices, Time-Outs, Walk-Up Music, etc.)....Please let me know if you are interested and we can get that information sent your way for practices and games. Any Music being played at DC West needs to be using this platform as it is 100% safe and appropriate. Players/Coaches have done a nice job creating an On Demand Play List for their Programs throughout this year.

**BSN Team Store** with fan gear for your Program

**Team/Player Handbook** with Rules, Guidelines, and Expectations (Communication)

**Team Player Roster** to Jenny Finck ([jfinck@dcwest.org](mailto:jfinck@dcwest.org)) to load to NSAA Website for Eligibility

**Team Player Roster** to Nurse Sara Widhelm ([swidhelm@dcwest.org](mailto:swidhelm@dcwest.org)) and to Athletic Trainer Stephannie Maca ([smaca@dcwest.org](mailto:smaca@dcwest.org)) for any medical conditions

All Players have completed their **Physical on file, NSAA Signed Parent Consent, Paid Activity Pass Fee** ([jfinck@dcwest.org](mailto:jfinck@dcwest.org))

Continued....

**Communicate** with Building Level Secretaries and put **Leave Times** in AESOP for substitutes

Elementary – Larissa Travis ([ltravis@dcwest.org](mailto:ltravis@dcwest.org))

Middle School – Chelsea Dembinski ([cdembinski@dcwest.org](mailto:cdembinski@dcwest.org))

High School – Jenny Finck ([jfinck@dcwest.org](mailto:jfinck@dcwest.org))

**Creating Inventory Checkout and Check-in** procedures and practices for uniforms and all equipment

Make sure that all **Fundraising** ideas are being approved by JT. Fill out the Fundraising Sheet on the DC West Website

**NSAA Academic All-State Awards**

**NCA Team Academic Excellence Awards**

**End of Year Team Banquet**

## *Committed vs Interested*

- When you are **committed**, you find a way.
- When you are **interested**, you find an excuse.
  
- When you are **committed**, you do whatever it takes.
- When you are **interested**, you do what is convenient.
  
- When you are **committed**, you do it consistently.
- When you are **interested**, you do it occasionally.
  
- When you are **committed**, you are accountable.
- When you are **interested**, you cast blame.
  
- Ask yourself as a coach, are you truly **committed** or merely just **interested**?

**Quick Reminder** that we share students for all of our programs. Find a way to make it work for all of our students in your programs as coaches/sponsors.

I believe that we are all **Better Together** and I can't wait to get started!

I am here for you, your student athletes, your program, our families, our school, and our community!

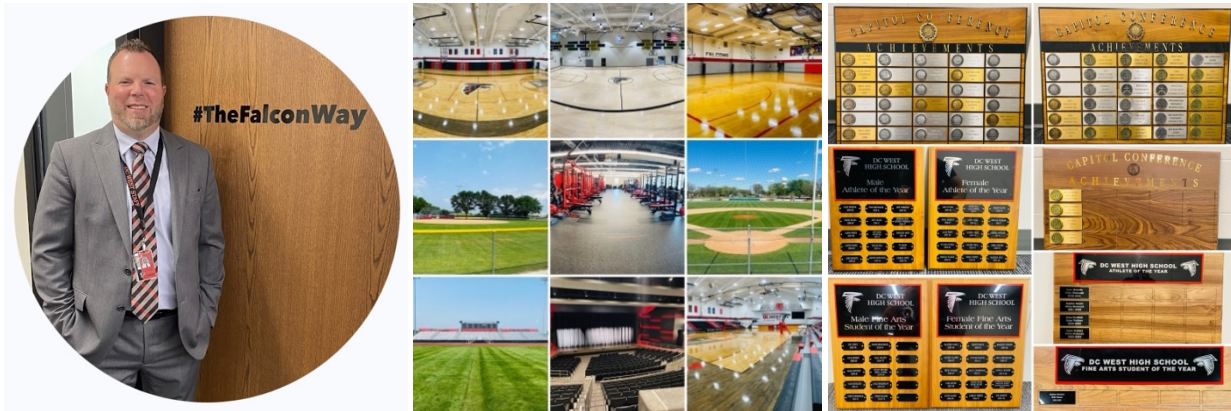
Email: [jtravis@dcwest.org](mailto:jtravis@dcwest.org)

Cell Phone #: **402-616-9718**



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

# DC West Director of Athletics & Activities



Parents and Students,

Welcome to Douglas County West Community Schools, Home of the Falcons! I am Jeremy Travis and I am the Director of Athletics and Activities (7-12). I am beginning my 26<sup>th</sup> year in education in our school district and 2<sup>nd</sup> year as AD. Previously, I was the Middle School Principal/AD for the 15 years, taught Physical Education and Weight Training at the High School for 9 years, the HS Head Boys' Basketball Coach for 12 years, and I have also been involved in coaching and sponsoring a high number of athletics and activities during my time.

Before DC West, I earned my bachelor's degree from Midland Lutheran College where I also participated in basketball and golf at the collegiate level. I received my Masters in Administration Degree in Educational Leadership from Doane College.

I am married to my wife Larissa and I have four boys in Brody (Red-Shirt Junior at Midland University), Drake (Sophomore at the University Nebraska-Omaha), Gage (11<sup>th</sup> grade), and Grady (8<sup>th</sup> grade). We really enjoy participating in all of the athletics and activities that DC West has to offer all of our students and families of the DC West community.

DC West is a member of the **Nebraska Capitol Conference** (DC West, Arlington, Conestoga, Fort Calhoun, Logan View-Scribner Snyder, Louisville, Raymond Central, Syracuse, and Yutan). We are both a Class B and C-1 School depending on the Athletic or Activity event. Students will be encouraged to get involved in our school and to participate in the Athletics, Fine Arts, and Activities that we have to offer.

In the **2024-2025 School Year** we had the following programs that made it to **State Level Competition**: **Football** (C-1 Playoffs), **Softball** (Class C State Runner-Ups), **Boys Basketball** (Class B State Tournament), **Wrestling** (Qualified 4 Individuals for Class B State Tournament), **Competitive Cheer** (Participated in the Class C Cheer Competition), **Speech** (Qualified 1 Individual for Class B State Competition), and **Track** (Qualified 7 Individuals for the State Track Meet). So, we had a heckuva year in our extra-curricular activities here at DC West!

**Here are the Head Coaches and Sponsors at both the High School and Middle School for this upcoming 2025-2026 school year:**

**Cross Country:** (HS) Ty Hansen and (MS) Nolan Zimmer, **Football:** (HS) Mike Troy and (MS) Jesse Hays, **Softball:** (HS) Ady Watts, **Volleyball:** (HS) Bob Wald and (MS) Mandi Mace, **Cheerleading:** Alyssa Lindahl, **Dance:** (HS) Maggie Dailey, **Speech:** (HS) Kristi Eggen and (MS) Sherry Dill, **One Act:** Sherry Dill, **Boys Basketball:** (HS) Chip Daehling and (MS) James Eddy, **Girls Basketball:** (HS) Russ Ninemire and (MS) Mattie Subbert, **Wrestling:** (HS) Ryan Braun and (MS) JD Gagner, **Boys Track:** (HS) Mattie Subbert and (MS) Jake Subbert, **Girls Track:** (HS) John Brockhaus and (MS) Amber Axline, **Girls Soccer:** (HS) Laura Troutman, **Baseball:** (HS) Joel Voss, **Golf:** (HS) Ben Knobbe, **Band:** Liz Guinn, **Choir:** Dawn Beyl, **Unified Sports:** Lisa Masters, **Robotics:** Lisa Leonard, **Student Council:** (HS) Heather Cox and (MS) Janna Giles, **Art Club:** (HS) Sean Pralle and (MS) Sara Gotch, **NHS:** (HS) Matt Caldwell, **Quiz Bowl:** (HS) Matt Caldwell, **FBLA:** (HS) Ben Knobbe, **HOSA:** (HS) Cyndi Thomas, **Spring Play/Musical:** (HS) Sherry Dill and Dawn Beyl, **Strength & Conditioning:** Morgan Bergen, **Freshman Class:** Lisa Benson, John Brockhaus, Karmen Koch, Alyssa Lindahl, and Kim Loofe, **Sophomore Class:** Logan Johansen, Lisa Leonard, Sean Pralle, and Cyndi Thomas, **Junior Class:** Lindsey Boardman and Maggie Dailey, **Senior Class:** Kim Remmick and Jared Wiemer.

**Here are some important Dates for the Start of the School Year:**

**August 11<sup>th</sup>** Start of High School Fall Practices

**August 13<sup>th</sup>** Middle School Fall Athletic Sign-ups at the Middle School (Middle School Practices Start on the Following Dates: Cross Country (August 14<sup>th</sup>), Football (August 18<sup>th</sup>), Volleyball (August 18<sup>th</sup>).

**August 20<sup>th</sup>** 6:00 All High School Athletic Kick-off Meeting (players and parents please attend if you are planning on participating on any High School Athletic Team throughout the school year) in the Performing Arts Center followed by Fall Athletic Parent/Player Team Meetings (Football, Volleyball, Cross Country, Softball).

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

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

**In Order to Practice/Participate Students Must Have:**

- **Sports Physical** (All students entering the 7<sup>th</sup> – 12<sup>th</sup> grade for the 2024-2025 school year MUST have a sports physical if they plan to participate in any athletics for the 2024-2025 school year.
- **Signed NSAA Parent Consent Form**
- **Paid \$35 Student Activity Pass/Fee** (This will allow all students to participate in any activity throughout the school year as well as be able to attend all home DC West activities for free admission except tournaments and special conference, district, or state-level events.)

**S.A.L.T. (Student Athlete Leadership Team)**

We're looking for difference making student athlete leaders to continue to positively impact and build upon **The Falcon Way** culture here at DC West. Student team representatives will be recommended to participate in S.A.L.T. by their coaches & staff members for the leadership abilities that they have displayed.

**When:** Tuesday Morning's from 7:00 - 7:45am (Donuts 6:45 - 7:00) \*Sponsored by Falcon Pride Booster Club

**Dates:** 8/26, 9/16, 10/21, 11/18, 12/16, 1/13, 2/10, 3/10, 4/14, 5/5

**Where:** Performing Arts Center (PAC)

Students will be involved in leadership activities and listen to difference making guest speakers messages to be able to bring back to their teams. We are also partnering with HumanEx Ventures and their leadership activities. This will be an exciting step to continue to develop player led teams and programs here at DC West.

Please consider joining the **Falcon Pride Booster Club** as they provide support for all of our High School Athletic Programs here at DC West throughout the school year! Here is what the **Falcon Pride Booster Club supported in 2024-2025:**

- Kick-off Seasonal Donation to each DCW Athletic Program
- End of Season Donation to Program Team Dinner 's
- BSDN Live Broadcasting for all DCW High School Events
- Equipment for Excellence Campaign - DCW Strength & Conditioning
- Athlete Signs for State Qualifications
- Card My Yard Decorations for State Qualifications
- Two Senior Scholarships
- End of Year Athletic Celebration Donation

Your Individual, Family, and Business Memberships and Donations are key to supporting opportunities to our DC West Student Athletes and their Programs. Thank you for your support!

We feel that we have many experiences to offer your son/daughter during their secondary years. Please feel free to attend an athletic or activity event and check out some of the great things that are going on. If you have any further questions, please don't hesitate to e-mail Mr. Travis at [jtravis@dcwest.org](mailto:jtravis@dcwest.org) . We are looking forward to another great year, Go Falcons!

In Education,

Mr. Jeremy Travis, M.A.  
DC West Director of Athletics & Activities (7-12)

Douglas County West Community Schools Website: [www.dccwest.org](http://www.dccwest.org)

Douglas County West Community Schools Facebook

DC West Community Schools Twitter: @DCWestFalcons

#BetterTogether #RiseUp #TheFalconWay



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

There has been a lot of constant and consistent work going on behind the scenes for all of our athletic and activities programs here at DC West. We are always attempting to try and find ways to enrich opportunities for our student athletes, coaches, programs, families, and communities. I believe the New DC West Athletic Complex is going to be a state of the art facility when it is all said and done and we can't wait for everyone to get the chance to enjoy it all. With that being said, there are still a lot of moving parts, coordination, and collaboration on a daily basis as we near the start of our Fall Athletic Programs. MCL has been fantastic to work with and I really appreciate their professionalism and efforts for DC West. I am including the following in this board report:

- From the AD Welcome Back Letter
- My Coaches and Sponsors Slide Show that I will share when I meet with them all here at the start of the school year.
- SALT (Student Athlete Leadership Team) Communication
- MS Fall Athletic Sign-up Notification

We have been working on a bit of a new look for everyone as they come into the Main Gym. We got New Banners for all of our programs with the years that they were Conference/District Champions and/or State Qualifiers over the years. We are moving the NCC Banners to a new location, the American Flag to a new location, hanging our (2) State Runner-Up Banners, and installing New Pads on both ends of the Court. It should be an exciting and fresh look for our

programs, especially celebrating/recognizing our 20<sup>th</sup> year as DC West. Dr. Polonic and Scott Perrigo have helped play an integral part in this vision.

We have an **Athletic Kick-Off Night** on Wednesday, August 20<sup>th</sup> at 6:00pm in the PAC. We will partner with our Falcon Pride Booster Club on that night to make it great for all. **HS Fall Practises** Start on Monday, August 11<sup>th</sup> for Football, Softball, Volleyball, and Cross Country. We have scheduled our Fall Team Pictures for our Programs. **BSDN Live** through **WDC NE Media** on **YouTube** will continue to provide play by play coverage for all Varsity Home Games for DC West again this school year. They are fully sponsored by our Falcon Pride Booster Club, which it is extremely important for us to have strong membership support from businesses and families as this is a feature that I know everyone that can't attend the game enjoys watching and listening to all over the country.



2005

COMMUNITY SCHOOLS



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

- Go to [www.dccwest.org](http://www.dccwest.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 Better Together 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

- 401 S. Pine Street  
Valley, NE 68064
- 402.359.2583
- jtravis@dcwest.org
- @DCWestFalcons

EST

2005

COMMUNITY SCHOOLS

August 11, 2025  
Board Report  
Elementary School  
DC West Community Schools

Contents:

1. Beginning of the year
2. Master schedule change to focus on targeted skilled based small group instruction
3. Outside updates
4. New Staff
5. Community agencies coming to support Open House
6. Staff team building scavenger hunt
7. Grade level web sites for consistency of parental communication

## 1. 2025-2026 Beginning of the year

### Hello Falcon Families,

We hope you are having an amazing summer! Soon, it will be time for school and we hope that you are relaxed, recharged, and ready to start the new school year. The word NEW has special meaning again this year. You will have a new Principal - Mr. Sarka - and a new Assistant Principal - Mrs. Meghan Ranslem. We welcome Ms. Fischer and Mrs. Kempf to the 5th grade team. We also welcome Mr. Noah Ethen who will teach SPED, Mrs. Nabilly will move to HAL coordinator/instructional coach, Mrs. Donohoe will be our new math interventionist, Mr. Kitterman will be the new media specialist, and Mrs. Tessendorf will join our family as our new family home facilitator. Also, a warm Falcon Welcome to the new Preschool and Kindergarten students who are new to DC West Elementary Family, and A big welcome back to all of our current falcon students and families. Finally, we welcome a wonderful group of teachers and staff who will serve a new group of students.

There is always a sense of excitement at the beginning of each new school year. We eagerly await the start and can't wait to welcome our students and their families back to campus. DC West Elementary is truly an amazing place. Together, we are a community where parents, teachers, and students care for each other and strive to build positive relationships that support academic success and social growth. Student success relies heavily on the support offered both at school and at home and the strong partnership we develop. We are certain that our common responsibility for children's success will provide fruitful outcomes as the year progresses.

### SCHOOL HOURS

DC West Elementary Student Day: 8:00 AM - 3:24 PM (Monday-Thursday)

- DC West Elementary Student Day: 8:00 AM - 2:30 PM (Friday)
- Students may enter the building starting at 7:30 AM if they are eating breakfast at school.
- All students not eating school breakfast will be able to enter the building starting at 7:45 AM for walking club.
- Supervision starts at 7:30 AM, please do not drop students off prior to 7:30 a.m.

### Reminders

1. **Open House:** Monday, August 11, 5:30-7:00 p.m
2. **First day of school for students, K-5:** Wednesday, August 13th with an early dismissal time of 11:45 a.m. **Only** breakfast will be served on August 13th
3. **First day of school for Preschool students:** Thursday, August 14th
4. **Pictures:** Thursday, September 18th, retakes are scheduled for October 28th
5. **The DC West Elementary PTSA** provides programs and coordinates different activities for our school. Please join in! You may contact them at [DCWestPTSA@gmail.com](mailto:DCWestPTSA@gmail.com)
6. If you have any **questions about bus routes**, please contact the Superintendent's office at (402)-359-2583.
7. Please contact the **Twin Rivers YMCA** at (402)-359-9622 for further information on their **childcare program hours and registration process**.

8. **THE FALCON FORECAST NEWSLETTER** will be sent out monthly at the beginning of the month. Please look for important information about upcoming events and happenings at DC West Elementary.

Children's safety is everyone's responsibility. Thank you for your patience and for modeling the Falcon Way to your young Falcon(s). Procedures have been developed to provide a safe and efficient way to get all of our students to and from school safely each day.

- **Drop Off:** Please drop off your **(K-5) Falcon(s)** in the large loop on the east side of the building and please drop off your **Preschool Falcons** in the small loop on the north side.
- **Pick Up:** Please pick up your **(1-5) Falcon(s)** in the large loop on the east side of the building and please pick up your **Preschool and Kindergarten Falcon(s)** in the small loop on the north side of the building.
- Please make sure your Falcons are ready to exit and enter your vehicle and do so on the **passenger side**.
- **Please do not leave your vehicle when waiting for your Falcon(s)** in either loop.
- Please bring your patience and respect the cones that are in place for student safety
- **While in either loop, please pull as far forward as you can as the line progresses.**
- **If you would like to walk your child to the door, please park in the parking lot and escort your child to the door.** Be sure to model safety by only crossing in the marked crosswalks and always walk with your child in the parking lot.
- **If you would like to get out of your car and wait for your child after school, please park in the parking lot and walk to the door.**
- **Students that ride a bike or scooter will be asked to walk their ride when on campus for the safety of all our students especially the little ones.**
- **Students walking to/from school from Valley** will need to walk down the sidewalk between the two high school parking lots proceeding around the bus barn to the elementary parking lot. Adults will be on duty in the elementary parking lot after school to escort students to the sidewalk and staff will also be in front of the elementary building in the parent drop off area.
- **Please do not park in the drop off loops.**

Thank you for helping DC West remain a celebrated and successful school. It is an honor and privilege to serve as your principals. We look forward to meeting each of you!

All the best,

Mr. Sarka, Principal, and Mrs. Meghan Ranslem, Assistant Principal



### 2. Renaming of Elementary Leadership Groups

The Master Schedule for the 2025-2026 elementary school year was created with non-overlapping intervention blocks for both reading and math. This was done intentionally to place a focus on targeted skill-based instruction through individualized small group instruction. Struggling students that receive extra help from SPED or intervention will receive a true “double dip” of instruction as we strive to achieve growth in all students.

50	Whole Group Reading	SGR/Intervention Block				
55	RGR	8:50- 9:50	Writing 9:05 - 9:25			
30	8:50-9:35					
10				Small Groups 9:10-9:30		
15					PE/ART/Music/Media	2 Rotations of Unit Studies
20	MyView		Recess 9:20- 9:35		9:15-10:00	9:15-10:15
25				Grammar / Cursive	4th Grade	
30				9:30 - 10:00		
35	Recess 9:35-9:50		9:35-9:40 Writing Exit Ticket			
40			Math			
45			9:40-10:40			
50	SGR/Intervention Block	Whole Group Continued			PE/ART/Music/Media	SGR/Intervention Block
55	9:50-10:50	9:50-10:30			10:00-10:45	10:00-10:55
00					3rd Grade	
05						
10						
15						
20			Small Groups 10:20-10:40			Whole Group Reading
25						10:20-11:05
30						Counselor 10:20-10:50 (Thurs)
35			Writing			
40			10:30-10:55			
45			Whole Group Reading			
50			RGR	Writing		
55			10:40-11:20	10:45-11:15		
30	Recess	Recess		Counselor 10:50-11:20 (Tues)	2 Rotations of ELA/Science/SS	
35	10:50-11:05	10:55-11:10			11:00-12:00	SGR/Intervention Block
	Falcon Way Review		My View			

### 3. Outside Updates

We are hoping to have the new playground ready to go for the first day of school. The weather has created some challenges, but Dr. Polonic and Mr. Perrigo have been working very closely with the company to place a priority on completion. Picnic tables have been installed under the outdoor classroom to make it a functional learning space for our students to use. The school is in conversation with PTSA about funding some outdoor storage for materials.



#### 4. New Staff

Toni Donohoe- moving from 5th grade to Math interventionist

Kelsey Nability- moving from math intervention to HAL coordinator/Instructional coach

Jefferey Kitterman,- New to DC West from Wyoming. Elementary Media Specialist

Angie Kempf- New to DC West from Bergen Community Schools. 5th grade teacher

Amy Tessendorf- New to DC West, will serve as the home family facilitator

Noah Ethen- New graduate from Midland University. 2nd and 3rd grade SPED

Meghan Ranslem- coming from Millard. Assistant Principal

Kim Brandom- Pre-school para

Izabella Bryson- Pre-school para

Miranda Menking- Pre-school para

Deb TenEyck- 2nd and 3rd grade SPED para

#### 5. Community Agencies attending Elementary Open House

1. YMCA
2. Valley Fire Department
3. Valley Library
4. Waterloo Library
5. COPE
6. PTSA
7. DC West Foundation
8. Boy Scouts

### 6. Team Building Scavenger Hunt

We want to thank all the businesses that will support our staff team building scavenger hunt on Tuesday August 12th.. A special thank you to Christina Groteluschen for opening her house and taking the time to bake cookies for each staff member that participates.

#### Staff Scavenger Hunt August 12, 2025

1. Need a boost without the cord?  
Find your power—BOOK by board.  
From solar facts to winds that blow,  
It's energy you'll want to know.  
Your journey starts, it's not too hard—  
Just pick up yours and sign up for a card.
2. Fuel your fun and quench your thirst.  
At a place where snacks come first.  
Known for breakfast pizza's fame,  
Grab a drink & a snack that represents teamwork to claim!
3. They race to help when things get hot.  
In heavy gear—they give a lot.  
With hoses, hearts, & trucks to ride.  
They keep our town safe far and wide.  
Snap a photo, make it sweet,  
And bring them snacks—a hero's treat!
4. Down on Spruce, there's a treat in store,  
With comfy jeans and time out the door.

- Grab your tickets, don't be slow—  
And snag a menu to-go to go!  
For your team, it's a tasty perk.  
Now off you dash—back to work!
5. In a quiet place where stories grow,  
And pages turn both fast and slow,  
You'll get your own MARK to hold your place.  
And join the readers' learning race.  
Sign your name, it's not too hard—  
And walk away with your own card!  
412853<sup>rd</sup> N, 96.2887<sup>th</sup> W
6. I don't fix sinks, but I do fix smiles,  
Just a few steps away, not miles.  
Next to the place with nuts and screws,  
Where tools abound and hardware rules.  
If you need a crown, not made of brass,  
Come find my chair—I'll fix that crack!
7. Round and sweet with chocolate chips,  
They dance upon your fingertips.  
Not cake, not pie, but baked just right,  
A golden treat, a chewy bite.  
Where cookies rule both taste and style.

Find your next clue with a sugar-sweet smile!  
25424 Spencer Street

8. Where strength is built and goals align,  
You'll find a challenge by design.  
Not alone, but side by side,  
Together's how you'll win this ride.  
Move as one and don't delay—  
Record the task to be on your way!

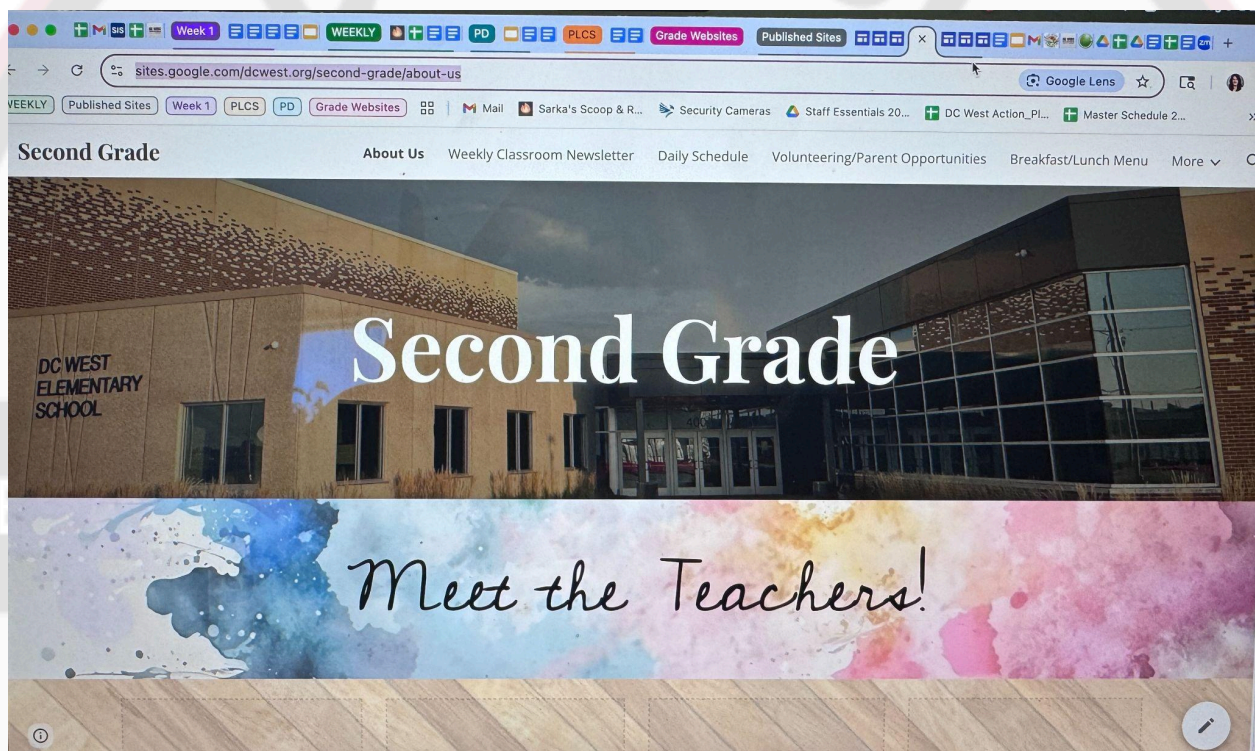
\*\*\*\*\*Someone needs to record a video of this activity (employee said they are willing to record)

1. Meet front desk employees and let them know you are with the Elementary School
2. They will escort you to the gym to participate in a team bonding activity
3. Use the ball they provide
4. The goal: Pass the ball around the circle **without using hands**—try using elbows, shoulders or knees. Do this two times around. If the ball drops, start over.

9. Where laughter echoes, bright and clear,  
A place for fun and friends so near,  
A slide awaits—both high and wide,  
Your team must climb and slide inside.  
  
Sometimes teamwork's not so smooth,  
But step by step, you find your groove.  
Snap a selfie—your teams pride,  
Together strong, down the slide.

## 7. Grade Level Websites for consistent communication across all grade levels

DC West Administration created grade level websites for each grade to populate. These will be a one stop shop for families to access grade level information all in one place. Upcoming information, spelling lists, about the teacher etc...





### August 2025 Board of Education Report Dr. Dawn Marten, Director of Learning

## Teaching & Learning

#### Superintendent’s Early Childhood Plan - Buffett Institute Partnership

The Elementary Executive Leadership Team—which includes district directors, building principals, teachers, and staff from the Buffett Institute—has finalized the Action Plan for the 2025-2026 school year. The team is looking forward to pursuing the following goals:

<b>25-26 Overarching District Goal</b>	The DC West overarching goal for the Superintendents' Early Childhood Plan for 2026 is to enhance the Birth Through Grade 3 Approach in order to close the achievement gap. Our work will have the greatest attention to the following research-based pillars supporting the District Strategic Plan.		
	<b>Leadership Effectiveness</b>	<b>Instructional Excellence</b>	<b>Family and Community Engagement</b>
<b>Domain Specific Goals</b>	Leadership Effectiveness: Building administration and staff will implement consistent and effective communication practices to promote and align with the vision and goals of DC West Elementary.	Instructional Excellence: 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.	Family & Community Partnerships: 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.

## Professional Learning

#### 25-26 Professional Learning Plan

The objective of the DC West professional development plan is to provide teachers with resources and support to implement research-based, differentiated instruction in order to improve student achievement, develop social-emotional skills, and increase civic engagement.

For the new school year, the district's professional learning priorities are focused on:

#### 1. Strengthening instructional excellence

- Key efforts include a district-wide literacy focus, further development of the instructional models with an emphasis on evidence from both teachers and



students, and the development of comprehensive curriculum maps and inclusive practices.

### **2. Effective grading practices**

- Grading initiatives will center on best practices and building college and career readiness skills at the middle and high school levels.

### **3. Continuous improvement**

- Continuous improvement will be driven by school-level action plans and district-wide teams through aligned goals. Building continuous improvement plans will be shared soon.

### **4. Curriculum Pilot**

- Curriculum pilots in science and health will take place in the spring. Detailed plans will be shared in the near future.

### **5. Social-emotional behavioral learning (SEBL)**

- SEBL initiatives will be supported through the use of assessment screeners, tiered intervention decision rules, and strategies like Check-In/Check-Out. Implementation will leverage professional learning days, dedicated improvement teams, and the district mental health team, illustrating the district's cohesive approach to professional growth and student support.

### **25-26 New Teacher Induction**

The district recently welcomed its newest educators during a comprehensive two-day New Teacher Induction Orientation in preparation for the 2025-2026 school year. The orientation provided an in-depth overview of district programs, strategic goals, instructional models, curriculum, and support systems. New staff participated in tours, building-level orientation, technology training, special education, and teacher expectations. Opportunities for professional networking were built in, including shared meals with administration and board members, and collaborative planning sessions with mentors. This supportive onboarding experience reflects the district's commitment to fostering a welcoming and well-prepared learning community for both staff and students as the new year begins. Thank you to Kelsey Nabity, the DC West Program Coordinator, for planning an amazing two days.



# **DC WEST Community Schools**

**Engage, Prepare, and Empower**

## **Superintendent's Report August 11, 2025**

### **Quarterly Superintendent Parent Forum**

In response to the Humanex parent survey feedback, I would like to implement a quarterly Superintendent Parent Forum this school year. I plan to select a date once a quarter to host an open forum for all parents who would like to provide feedback, hold discussion, ask questions, and learn information from me as the district superintendent. I hope to encourage parent engagement with me directly as my opportunities are limited with this audience. I will keep you informed of these planned events, topics of discussion, and feedback received.

### **Federal Grant Program Release of Funds Update**

We have received notification from the Nebraska Department of Education that the US Department of Education has released funding for all of our federal grant programs. We have received our 2025-2026 allocations in time for budgeting.

### **Elementary Playground PTSA Legacy Projects**

The PTSA has approached me regarding their thoughts on planning for their upcoming annual fundraiser and use of those funds for a capital improvement legacy project. One of the areas they were considering is installing more playground turf. We did receive some bids for them to review and they are considering this with their membership for a multi-year project. They also asked about Board interest in partnering with them. I shared that if they had interest in investing more on the playground to complete our capital improvement project form, we will initiate discussion based upon whatever their proposal may be. I will keep you informed as this progresses. I appreciate the proactive communication and discussion with the PTSA officers.

### **NASB Fall Events**

I'd like to get a couple of Board learning opportunities on your calendar for the Fall. The NASB Area Membership meetings near us are Tuesday, September 9th in Omaha or Wednesday, September 24th in Fremont. The State Education Conference is November 19-21 in Omaha. If you plan to attend one or both of these opportunities, I am happy to register you for the events.

### **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](#)**

August 13- First Day of School

September 1- Labor Day, No School

September 15- Regular Board of Education Meeting & Budget Hearings

## Financial Recap July 2025

	7/1/2025	Receipts	Expenditures	7/31/2025
<b>General Fund</b>	\$8,145,058.88	\$ 336,396.00	\$ 1,455,240.12	\$7,026,214.76
<b>Depreciation Fund</b>	\$1,621,741.66	\$ 2,531.76	\$ 52,852.92	\$1,571,420.50
<b>Food Service Fund</b>	\$56,114.66	\$ 4,579.99	\$ 1,421.38	\$59,273.27
<b>Qualified Capital Fund</b>	\$535,562.15	\$ 7,528.09	\$ 19,411.67	\$523,678.57
<b>Bond Fund</b>	\$1,591,567.91	\$ 22,307.53	\$ -	\$1,613,875.44
<b>Special Building Fund</b>	\$640,744.70	\$ 125,993.44	\$ 13,724.00	\$753,014.14
	<b>\$12,590,789.96</b>	<b>\$499,336.81</b>	<b>\$1,542,650.09</b>	<b>\$11,547,476.68</b>

### General Fund Detail

<u>Expenditures</u>	July	YTD	Budgeted	<u>Revenues</u>	July	YTD
All Instructional Program	\$ 693,733.76	\$ 7,437,114.93	\$ 8,372,681.00	Personal and Prop Taxes	\$ 84,386.54	\$ 5,117,260.21
SPED Instructional Program	\$ 115,343.79	\$ 1,954,131.81	\$ 2,266,547.00	Carline Tax	\$ -	\$ 9,869.80
Support Services SPED Related	\$ 26,915.91	\$ 447,448.19	\$ 596,720.00	Motor Vehicle Taxes	\$ 119,680.26	\$ 1,395,039.01
Support Services Non-SPED Related	\$ 29,853.34	\$ 452,204.19	\$ 497,980.00	Facility Rental	\$ -	\$ 4,230.00
Support Instructional	\$ 90,159.81	\$ 628,261.84	\$ 757,644.00	Tuition Received from Individuals	\$ 330.00	\$ 80,383.65
Board of Education	\$ 10,177.31	\$ 83,334.30	\$ 87,200.00	Interest	\$ 5,472.38	\$ 51,218.60
Executive Administration Services	\$ 28,270.89	\$ 343,504.15	\$ 387,300.00	Local License Fees	\$ -	\$ 3,040.00
District Legal Services	\$ 288.00	\$ 17,833.88	\$ 40,000.00	Grants from Corporations/Private	\$ 91,394.06	\$ 270,685.54
Office of the Principal	\$ 74,345.37	\$ 870,156.55	\$ 965,742.00	Other Local Receipts	\$ -	\$ 11,498.77
General Admin - Business Services	\$ 34,371.47	\$ 264,828.48	\$ 323,944.00	County Fines and License Fees	\$ 2,010.88	\$ 23,233.93
Maint & Operation of Building & Sit	\$ 223,225.85	\$ 1,460,144.71	\$ 2,026,979.00	ESU Receipts	\$ -	\$ 5,473.00
Vehicle Acquisition & Maint	\$ -	\$ 4,033.61	\$ 15,713.00	State Aid	\$ -	\$ 2,848,936.00
Regular Pupil Transportation	\$ 41,226.37	\$ 407,221.01	\$ 550,095.00	Special Education Programs	\$ -	\$ 1,806,370.00
SPED Pupil Transportation	\$ 7,382.55	\$ 108,346.36	\$ 165,302.00	Special Education Transportation	\$ -	\$ 92,006.00
Categorical Grant from Coporation	\$ 39,301.95	\$ 173,887.92	\$ 164,525.00	Homestead Exemption	\$ 29,455.96	\$ 148,247.88
State Categorical Programs	\$ 10,609.84	\$ 125,707.73	\$ 137,588.00	Pro-Rate Motor Vehicle	\$ 4,002.88	\$ 18,032.05
Federal Programs	\$ 30,033.91	\$ 393,782.88	\$ 439,266.00	High Ability Learners	\$ -	\$ 9,786.00
Transfer Out	\$ -	\$ -	\$ -	Early Childhood Grant	\$ -	\$ 65,222.00
	<b>\$ 1,455,240.12</b>	<b>\$ 15,171,942.54</b>	<b>\$ 17,795,226.00</b>	State Apportionment	\$ -	\$ 333,245.60
				Other State Receipts	\$ -	\$ 9,313.02
				Prop & Personal Property Tax Credit	\$ (1,811.96)	\$ 3,105,162.88
				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	\$ 1,475.00	\$ 8,766.25
				Insurance Adjustment	\$ -	\$ -
					<b>\$ 336,396.00</b>	<b>\$ 16,586,162.50</b>

### July 2025 Payroll

Net Payroll	\$ 570,967.98
Payroll Taxes (District)	\$ 61,445.44
Payroll Withholding (Employees)	\$ 159,868.53
Retirement (District)	\$ 64,077.95
Retirement Withholding (Employees)	\$ 63,444.37

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

07/2025 - 07/2025

Regular; Beginning Month 07/2025; Processing Month 07/2025; 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	3,753.58	0.00	106.16	0.00	3,859.74
05 704 1001	ACTIVITY PASSES	21,707.64	0.00	480.00	0.00	22,187.64
05 704 1002	CORPORATE SPONSORSHIPS	4,331.53	0.00	0.00	0.00	4,331.53
05 704 1003	INSTRUMENTAL MUSIC	4,371.80	2,285.60	0.00	0.00	2,086.20
05 704 1004	HS DC WEST TRAVEL	0.00	0.00	0.00	0.00	0.00
05 704 1005	STAFF LOUNGE	2,248.06	0.00	33.00	0.00	2,281.06
05 704 1007	VALLEY WAY	8,697.57	0.00	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	2,165.76	0.00	0.00	0.00	2,165.76
05 704 1102	ARTS & HUMANITIES	347.02	0.00	0.00	0.00	347.02
05 704 1104	ATHLETICS HS	2,828.04	150.00	350.00	0.00	3,028.04
05 704 1106	BASEBALL TEAM	1,199.55	0.00	0.00	0.00	1,199.55
05 704 1107	BAND	3,013.65	106.50	0.00	0.00	2,907.15
05 704 1108	CHEER	(6,759.80)	900.00	200.00	0.00	(7,459.80)
05 704 1110	SPRING PLAY	1,727.16	0.00	0.00	0.00	1,727.16
05 704 1111	BBB TEAM	4,392.05	0.00	0.00	0.00	4,392.05
05 704 1112	CONCESSIONS	33,249.36	0.00	0.00	0.00	33,249.36
05 704 1113	CONSTRUCTION TECH	7,106.79	0.00	0.00	0.00	7,106.79
05 704 1114	DANCE TEAM	2,944.93	217.28	0.00	0.00	2,727.65
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	955.51	120.25	25.25	0.00	860.51
05 704 1119	DC TECH 1:1	(352.91)	0.00	460.00	0.00	107.09
05 704 1120	GBB TEAM	4,582.14	315.00	0.00	0.00	4,267.14
05 704 1123	HOSA	3,407.57	20.00	0.00	0.00	3,387.57
05 704 1124	STUCO HS	1,789.09	190.54	105.00	0.00	1,703.55
05 704 1128	NATIONAL HONOR SOCIETY	1,110.37	0.00	0.00	0.00	1,110.37
05 704 1131	FOOTBALL TEAM	1,523.22	0.00	1,720.00	0.00	3,243.22
05 704 1132	SCIENCE CLUB	615.19	168.50	0.00	0.00	446.69
05 704 1133	SPEECH TEAM	3,156.17	259.00	0.00	0.00	2,897.17
05 704 1134	VOCAL MUSIC	4,061.97	0.00	0.00	0.00	4,061.97
05 704 1136	WORLD LANGUAGE CLUB	682.12	0.00	0.00	0.00	682.12
05 704 1137	ROBOTICS TEAM	3,576.08	0.00	0.00	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	3,547.49	0.00	0.00	0.00	3,547.49

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

07/2025 - 07/2025

Regular; Beginning Month 07/2025; Processing Month 07/2025; 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	4,780.36	0.00	450.00	0.00	5,230.36
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	8,235.90	720.00	11.00	0.00	7,526.90
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	3,055.68	0.00	0.00	0.00
05 704 1224	STUCO MS	14,529.47	329.67	0.00	0.00	14,199.80
05 704 1225	COFFEE CART - EL SPED	1,576.40	0.00	0.00	0.00	1,576.40
05 704 1319	DISNEY MUSICAL	15,303.93	484.00	110.00	0.00	14,929.93
05 704 1320	PRESCHOOL	10,773.67	640.00	10.00	0.00	10,143.67
05 704 2112	MS CONCESSIONS	3,312.27	0.00	0.00	0.00	3,312.27
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	1,774.30	0.00	250.00	0.00	2,024.30
05 704 2205	UNIFIED SPORTS	1,674.08	680.77	700.00	0.00	1,693.31
05 704 2216	MS DRAMA	109.67	0.00	0.00	0.00	109.67
05 704 2218	MIDDLE SCHOOL	375.86	7.32	713.25	0.00	1,081.79
05 704 2242	MS YEARBOOK	3,394.48	0.00	0.00	0.00	3,394.48
05 704 3220	ELEM FIELD TRIP	883.09	0.00	0.00	0.00	883.09
05 704 3221	PBIS/FALCOIN	3,879.10	0.00	0.00	0.00	3,879.10
05 704 3222	BATTLE OF THE BOOKS	26.65	0.00	0.00	0.00	26.65
05 704 3318	ELEMENTARY	6,453.48	0.00	0.00	0.00	6,453.48
Fund Total: 05		225,078.14	10,650.11	5,723.66	0.00	220,151.69

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

07/2025 - 07/2025

Regular; Beginning Month 07/2025; Processing Month 07/2025; 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	24,178.22	0.00	595.00	0.00	24,773.22
Fund Total: 12		24,178.22	0.00	595.00	0.00	24,773.22

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AUGUST 11, 2025 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ALCOVE ROOFING		1,250.00
AMAZON CAPITAL SERVICES, LLC		4,792.35
AWARDS UNLIMITED INC		40.23
BORDER STATES INDUSTRIES INC		75.60
BROWN & BOTT INDUSTRIES		28,741.90
BSN SPORTS LLC		184.14
CAPPEL NAPA AUTO SUPPLY - VALLEY		198.86
CENGAGE LEARNING		2,383.50
CINTAS CORP		453.15
COX, HEATHER		239.99
DAILY RECORD, THE		326.66
DIETZE MUSIC HOUSE		7.20
EGAN SUPPLY CO		36.73
ESU COORDINATING COUNCIL		1,275.00
FIBER PLATFORM, LLC		1,396.56
FREMONT ELECTRIC INC		2,047.45
HEARTLAND PEST CONTROL		260.00
HOLIDAY INN EXPRESS		2,659.05
HOMETOWN LEASING		2,522.27
HUDL		11,000.00
HWI CUSTOM INTERIORS		1,676.06
JOURNEYED.COM, INC		500.00
JUST FOR KIDS THERAPY INC		927.50
LEISURE CRAFT HOLDINGS, LLC		4,995.05
MACKIN EDUCATIONAL RESOURCES		429.88
MARKING REFRIGERATION, INC		903.75
MATHESON TRI-GAS INC		43.05
MENARDS - ELKHORN		521.99
MICROFILM IMAGING SYSTEMS, INC.		512.56
MIDWEST MOVEMENT		255.00
NE COUNCIL OF SCHOOL ADM		2,115.00
OMAHA WORLD-HERALD		2,799.00
ONE SOURCE		596.00
PERRY GUTHERY HAASE & GESSFORD		216.00
PRAIRIE MECHANICAL CORP		6,607.00
PUBLICATION PRINTING		1,249.70
RISE VISION		999.00
SCHOLASTIC INC		5,128.81
SECURITY EQUIPMENT INC.		11,470.06
SELECT-YOUR-GIFT, INC		1,053.44
SPEECH SQUAD, LLC		648.00
STANZEL'S MOW & SNOW LLC		9,265.00
SUBURBAN SCHOOLS PROGRAM		2,821.29
TAESE/USU		600.00
VALLEY ACE HARDWARE		491.86
WASTE CONNECTIONS OF NEBR, INC		1,208.82
WATER ENGINEERING INC		385.36
WAYNE STATE COLLEGE		50.00
WINSUPPLY COMMERCIAL CHARGE		445.20
Fund Number 01		<u>118,805.02</u>
Checking Account ID 2	Fund Number 02 DEPRECIATION	
HWI CUSTOM INTERIORS		11,345.00
LEISURE CRAFT HOLDINGS, LLC	65	13,754.04
Fund Number 02		<u>25,099.04</u>

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AUGUST 11, 2025 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 6 CINTAS CORP EGAN SUPPLY CO Fund Number 06	Fund Number 06 NUTRITION FUND	422.35 659.76 <hr/> 1,082.11
Checking Account ID 9 SECURITY EQUIPMENT INC. Fund Number 09	Fund Number 09 QCPUF	31,976.92 <hr/> 31,976.92

08/07/2025 07:52 AM

MID MONTH BILLS - JULY/AUGUST 2025

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ACH BANK FEE		51.25
CASEY'S BUSINESS MASTERCARD		421.10
GRIMM, THOMAS		1,750.00
JOHNSON FITNESS & WELLNESS		29,535.00
LOVE'S TRAVEL STOPS & COUNTRY STORE		1,159.12
MAGIC WRIGHTER, INC.		12.75
PITNEY BOWES BANK, INC PURCHASE POWER		1,016.00
Fund Number 01		<hr/> 33,945.22
Checking Account ID 8	Fund Number 08 SPECIAL BUILDING FUND	
MILLER & SONS GOLF CART, LLC		13,724.00
Fund Number 08		<hr/> 13,724.00

# Financial Recap July 2025

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	<b>\$12,590,789.96</b>	<b>\$499,336.81</b>	<b>\$1,436,944.25</b>	<b>\$11,653,182.52</b>

## General Fund Detail

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District Legal Services	\$ 288.00	\$ 17,833.88	\$ 40,000.00
Office of the Principal	\$ 74,345.37	\$ 870,156.55	\$ 965,742.00
General Admin - Business Services	\$ 34,371.47	\$ 264,828.48	\$ 323,944.00
Maint & Operation of Building & Sit	\$ 223,225.85	\$ 1,460,144.71	\$ 2,026,979.00
Vehicle Acquisition & Maint	\$ -	\$ 4,033.61	\$ 15,713.00
Regular Pupil Transportation	\$ 41,226.37	\$ 407,221.01	\$ 550,095.00
SPED Pupil Transportation	\$ 7,382.55	\$ 108,346.36	\$ 165,302.00
Categorical Grant from Coporation	\$ 39,301.95	\$ 173,887.92	\$ 164,525.00
State Categorical Programs	\$ 10,609.84	\$ 125,707.73	\$ 137,588.00
Federal Programs	\$ 30,033.91	\$ 393,782.88	\$ 439,266.00
Transfer Out	\$ -	\$ -	\$ -
	<b>\$ 1,455,240.12</b>	<b>\$ 15,171,942.54</b>	<b>\$ 17,795,226.00</b>

<u>Revenues</u>	July	YTD
Personal and Prop Taxes	\$ 84,386.54	\$ 5,117,260.21
Carline Tax	\$ -	\$ 9,869.80
Motor Vehicle Taxes	\$ 119,680.26	\$ 1,395,039.01
Facility Rental	\$ -	\$ 4,230.00
Tuition Received from Individuals	\$ 330.00	\$ 80,383.65
Interest	\$ 5,472.38	\$ 51,218.60
Local License Fees	\$ -	\$ 3,040.00
Grants from Corporations/Private	\$ 91,394.06	\$ 270,685.54
Other Local Receipts	\$ -	\$ 11,498.77
County Fines and License Fees	\$ 2,010.88	\$ 23,233.93
ESU Receipts	\$ -	\$ 5,473.00
State Aid	\$ -	\$ 2,848,936.00
Special Education Programs	\$ -	\$ 1,806,370.00
Special Education Transportation	\$ -	\$ 92,006.00
Homestead Exemption	\$ 29,455.96	\$ 148,247.88
Pro-Rate Motor Vehicle	\$ 4,002.88	\$ 18,032.05
High Ability Learners	\$ -	\$ 9,786.00
Early Childhood Grant	\$ -	\$ 65,222.00
State Apportionment	\$ -	\$ 333,245.60
Other State Receipts	\$ -	\$ 9,313.02
Prop & Personal Property Tax Credit	\$ (1,811.96)	\$ 3,105,162.88
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	\$ 1,475.00	\$ 8,766.25
Insurance Adjustment	\$ -	\$ -
	<b>\$ 336,396.00</b>	<b>\$ 16,586,162.50</b>

\* Correction was due to donations received in July. The donations was receipted to offset the expenditures.

**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, July 21, 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, July 21, 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 were accepted at this time. No correspondence addressed to the Board.

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

Motion to approve agenda as presented 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

### **4. Administrative Reports**

4.1. Superintendent's Report

4.2. Financial Report

### **5. Consent Agenda**

Motion to approve Consent Agenda Passed with a motion by Jamie Jorgensen and a second by Kelly Hinrichs.

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

The Americanism Committee was given the policy updates to review prior to first reading. No other committees met.

## 7. New Business

7.1. Approve Administration Evaluation & Continuous Growth Handbook

The administration recommended the Board approve the handbook and process so that the process may be used beginning the 2025-2026 school year.

Motion to approve the Administration Evaluation & Continuous Growth Process and Handbook as presented Passed with a motion by Kelly Hinrichs 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

7.2. Approve 2025-2026 School District Student Handbook

The administration presented the student and parent handbook to the Board for their approval. This handbook includes a new student code of conduct as well as new personal electronic devices and cell phone policy. \*It should be noted that the necessary policy updates that are presented in the first reading of policies and the handbook have been updated in the presented handbook. All policies will be passed before the 2025-2026 school year begins.

Motion to approve the 2025-2026 District Student and Parent Handbook as presented Passed with a motion by Jamie Jorgensen and a second by Kelly Hinrichs.

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

Yea, Jim Tomanek: Yea

Yea: 6, Nay: 0

7.3. First Reading 2025 Board Policy Updates

The proposed Board policy updates come from our legal counsel regarding required policy updates due to state legislation passed in prior sessions. The following policies are included in the updates:

Policies 1200, 4003, and 5401 clarify military or veteran status as a protected class

Policies 3131 Procurement Plan & 3132 Internal Controls

Policy 3410 Safe Driving Record Standard for Drivers

Policy 4009 Drug and Substance Use and Abuse

Policy 5001 Admission

Policy 5101 Student Discipline Dress Code, Cell Phones, and Deep Fakes

Policy 5004 Full-time and Part-time Enrollment

Policy 5103 Extracurricular Activity Discipline  
Policy 5103 Promotion and Retention  
Policy 5202z Notification of Rights Under FERPA  
Policy 5301 Association Activities  
Policy 5414 Identification of Learners with High Ability  
New Policy 5507 Foster Care Student Transportation  
New Policy 6113 Electronic Communication Devices and Cell Phones  
Policy 6400 Parental/Community Involvement in Schools  
New Policy 6931 Behavioral Intervention and Classroom Management  
Policy Rescissions:  
Policy 5001 Forms  
Policy 6410  
Policy 8342 Designated Method of Giving Notice of Meetings

The school administration also proposed a few policy updates:

Policy 5204 Grading System, new guidelines for kindergarten through third grade  
Policy 5206 Early Completion Plan, minimal changes to align to updated practice  
Policy 5103 Extracurricular Code of Conduct changes offenses for drug and alcohol violations, shifts to more education and restorative measures of discipline

#### 7.4. Right of Way Agreement with City of Valley for Fiber Optic Cables

Motion to approve the Right of Way agreement with the City of Valley to install, operate, and maintain fiber optic cables to the new athletic complex Passed with a motion by Jim Tomanek and a second by Elizabeth Mayer.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea  
Yea: 6, Nay: 0

#### 7.5. Student Fees Hearing and Approval of Fees for the 2025-2026 School Year

Annually, the school board shall hold a public hearing on the proposed student fee policy (5416) to meet the requirements of Law 79-2, 134. The changes to our fees this year include:

Milk and lunch price increases in Elementary and Secondary  
Increase in Driver's Education Fee

Increase maximum in Cheer and Dance Uniform cost

Increase in maximum admission for dances

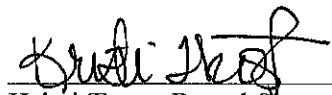
Motion to approve the Student Fees for the 2025-2026 School Year Passed with a motion by Luke Janke and a second by Kelly Hinrichs.

Cole Groteluschen: Yea, Kelly Hinrichs: Yea, Luke Janke: Yea, Jamie Jorgensen: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea  
Yea: 6, Nay: 0

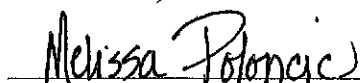
### 8. Adjournment

Motion to adjourn meeting @ 7:05pm Passed with a motion by Kelly Hinrichs and a second by Jamie Jorgensen.

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

Tr	Project	Funding Source	Owner	Status	Contractor	Cost	Notes
	HS FCS Classroom	Depreciation	Melissa Poloncic & Scott Perrigo & Dawn Marten	Completed	HWI	\$11,345.00	Replacement of Sinks and Countertops in FCS classroom
	North Gym Infill for stage	General	Melissa Poloncic & Scott Perrigo	Completed	HWI		Infill for new pad coverage (included in FCS Classroom bid)
	South Gym Floor	General	Melissa Poloncic & Scott Perrigo	Completed	Egan Supply	\$18,550.00	Sand, seal, repaint lines & add pickleball courts
	South Gym Lighting Replacement to LED	QCPUF	Melissa Poloncic & Scott Perrigo	Completed	Fremont Electric	\$15,280.00	Light Replacement to LED
	North Gym Lobby Lighting Replacement	QCPUF	Melissa Poloncic & Scott Perrigo	Completed	Border States & Fremont Electric	\$5,896.00	Light Replacement to LED
	Early Childhood Shed	Depreciation	Dawn Marten & Scott Perrigo	Completed			As part of the BECI grant for tricycle storage
	ADA Parking Stall @ the Elementary	QCPUF	Melissa Poloncic & Scott Perrigo	Completed	Brown & Bott		Included in other
	Playground Installation	Depreciation	Melissa Poloncic & Scott Perrigo	In progress	Crouch Recreation	\$54,833.00	\$115,833 paid in deposit, Donations coming \$61,000, \$54,833 balance owed from Depreciation
	Crosswalk Pads	QCPUF	Melissa Poloncic & Scott Perrigo	Completed	Brown & Bott		Included in cement other
	Parking Lot Painting at the Elementary	General	Melissa Poloncic & Scott Perrigo	Completed			waiting on bids
	Parking Lot Cement Replacement at the Elementary	General	Melissa Poloncic & Scott Perrigo	Completed	Brown & Bott	\$19,828.00	includes ADA and crosswalk pads, getting 2 more bids
	Pavillion Tables	General	Melissa Poloncic & Scott Perrigo	Completed	Leisurecraft	\$4,500.00	collaboration with PTSA
	North Gym Pads	General	Melissa Poloncic & Scott Perrigo	Completed	Crouch	\$11,486.00	Notes
	Cat 3 Update Project	Technology	Sandi Kerkhoff & Melissa Poloncic	Completed	Complete Communications	\$7,835.00	Update old Cat 3 to Cat 6E in the High School
	Card Reader in HS Vestibule for Safety	QCPUF	Sandi Kerkhoff & Melissa Poloncic	Completed	SEI	\$3,217.00	Per SRO Request
	HS & MS Brivo Access Control Software	QCPUF	Sandi Kerkhoff & Melissa Poloncic	Completed	SEI	\$5,192.00	to align with elementary
	HS & MS Eagle Eye Video Software	QCPUF	Sandi Kerkhoff & Melissa Poloncic	Completed	SEI	\$20,478.00	**2 separate bids
	Suburban Purchase	General	Melissa Poloncic	In progress			Unable to locate, Passenger Van located instead, Need Board Approval
	Special Education Van Purchase	General	Melissa Poloncic	In progress			Need Board Approval
	Band Trailer Purchase	General	Melissa Poloncic	In progress	H & H Trailer		Awaiting arrival

Project	Funding Source	Owner	Status	Contractor	Cost	Notes
Gator Purchase	General	Melissa Poloncic & Scott Perrigo	Completed	John Deere & Bobcat	\$19,955.00	Notes
Countertop Replacements	General	Melissa Poloncic & scott perrigo	Completed			in house
Vape Detectors	General	Melissa Poloncic & Scott Perrigo & Shawna Younghans	Completed	Egan Supply & Fremont Electric	\$10,352.00	Notes

	Original GMP Budget	8/6/2025	Notes
Construction	\$ 12,374,533	\$ 12,999,533	MCL GMP
Contingency	\$ 625,000	\$ -	Allowance

<b>Total Construction Costs - GMP</b>	<b>\$ 12,999,533</b>	<b>\$ 12,999,533</b>	<b>Total GMP</b>
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AV Allowance	\$ 50,000	\$ -	Included in GMP
Security	\$ 75,000	\$ 76,662.00	contract SEI
Access Points/Server Equipment	\$ 25,000	\$ 16,555.71	Contract Nile
Owner Equipment	\$ 50,000	\$ 44,194.30	Allowance
Signage	\$ 40,000	\$ 42,320.30	Allowance
Football		\$ 30,325.88	
Track		\$ 45,316.06	
Softball/Baseball		\$ 13,407.90	
Scoreboards	\$ -	\$ -	Included in GMP
Sports		\$ 36,000.00	
Miscellaneous Items		\$ 24,260.00	
Owner Hard Contingency	\$ 71,557	\$ 52,664.85	Allowance

<b>Total-Hard Cost Sub-Total</b>	<b>\$ 311,557</b>	<b>\$ 381,707.00</b>
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BCDM	\$ 859,535	\$ 859,535.00	Contract - executed
BCDM - Reimbursables	\$ 10,000	\$ 5,000.00	allowance
Rainwood	\$ 219,375	\$ 219,375.00	Contract - executed
Special Inspections	\$ 45,000	\$ 42,089.00	Allowance
Entitlements	\$ 25,000	\$ -	
Geotech	\$ 10,000	\$ 9,850.00	Contract - executed
SWPPP	\$ 10,000	\$ 10,000.00	allowance
Public Improvement Design	\$ 75,000	\$ 75,000.00	hold for utilites
Bank Admin Fees	\$ 60,000	\$ 22,911.00	allowance
Owners Soft Contingency	\$ -	\$ -	

<b>Total Soft Cost Sub-Total</b>	<b>\$ 1,313,910</b>	<b>\$ 1,243,760.00</b>
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<b>Total Project Budget</b>	<b>\$ 14,625,000</b>	<b>\$ 14,625,000</b>
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Difference \$ - \$ -

\$ 14,625,000.00

Other Sources		
Alumni Boosters	\$3,000	TBD
Private Donor	\$190,000	TBD
- Bleachers		\$ 42,900.00
- Sun Shades		\$ 65,100.00
- Golf Cart		\$ 12,500.00
- Chairs		\$ 2,000.00
Turf Field State Credit	\$150,000	TBD

<b>2025-2026 Preliminary Estimated Budget</b>			
<b>Categories</b>	<b>Budgeted 2024-2025</b>	<b>Preliminary Budgeted 2025-2026</b>	<b>Difference</b>
Non SPED Instructional Programs	\$8,372,681.00	\$8,647,636.00	\$274,955.00
SPED Instructional Programs	\$2,266,547.00	\$2,344,991.00	\$78,444.00
Support Services SPED Related	\$596,720.00	\$608,474.00	\$11,754.00
Support Services Non-SPED Related	\$497,980.00	\$517,315.00	\$19,335.00
Support Instructional	\$757,644.00	\$777,821.00	\$20,177.00
Board of Education	\$87,200.00	\$87,200.00	\$0.00
Executive Administration Services	\$387,300.00	\$400,812.00	\$13,512.00
District Legal Services	\$40,000.00	\$40,000.00	\$0.00
Office of the Principal	\$965,742.00	\$1,003,134.00	\$37,392.00
General Admin~ Business Services	\$323,944.00	\$336,901.00	\$12,957.00
Maint & Operation of Building & Sites	\$2,026,979.00	\$2,037,911.00	\$10,932.00
Vehicle Acquisition & Maintenance	\$15,713.00	\$15,713.00	\$0.00
Non SPED Pupil Transportation	\$550,095.00	\$565,655.00	\$15,560.00
SPED Pupil Transportation	\$165,302.00	\$171,914.00	\$6,612.00
Categorical Grant from Corporation	\$164,525.00	\$164,525.00	\$0.00
State Categorical Programs	\$137,588.00	\$143,091.00	\$5,503.00
Federal Programs	\$439,266.00	\$443,457.00	\$4,191.00
	<b>\$17,795,226.00</b>	<b>\$18,306,550.00</b>	<b>\$511,324.00</b>

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of DC West Community Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

DC West Community Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of DC West Community Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** DC West Community Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, DC West Community Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment is a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment is a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of suspected discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, the complaint should be reported to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be sent to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.  
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: August 11, 2025

## Business Operations

### Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

### **Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$250,000 (simplified acquisition threshold) per procurement event or in aggregate purchases this organization will follow the informal simplified acquisition threshold procedures.
- When the annual total for food service program related items is greater than \$250,000 (simplified acquisition threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

### Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

### Simplified Acquisition Threshold Procedures

For purchases made below the simplified acquisition threshold, simplified acquisition threshold procedures will be utilized to purchase necessary goods and services. When simplified acquisition threshold procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

### Formal Competitive Solicitation Procedures

For purchases made in excess of the simplified acquisition threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
  - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the simplified acquisition threshold established in the sponsor’s procurement policy statement is less than \$250,000, the smaller bid threshold will govern.)

#### Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority, veteran-owned, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
  3. A cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold including contract modifications. [2 CFR 200.323(a)]
  4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
  2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
  3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
  4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
  5. Place and confirm orders with vendors or make plans to purchase the required items.
  6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
  7. To work with vendors on a fair and equal basis.
  8. To conduct an in-house procurement review once per year.

Date of Adoption: August 11, 2025

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

- (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- (b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- (c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for simplified acquisition thresholds (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.  
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.

Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: August 11, 2025

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608  
Neb. Rev. Stat. Sec. 60-4,182 (point system)  
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: August 11, 2025

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

DC West Community Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

DC West Community Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated and approved youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

Employees and Others: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

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 of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The DC West Community Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny,

interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Social media comments, including cyberbullying or cyber-harassment,
- h. Visual displays, such as cartoons, posters, or electronic images,
- i. Threats or intimidating or hostile conduct,
- j. Physical acts of aggression, assault, or violence, or
- k. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

## **2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

## **3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after

receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's or Committee's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

**5. Training:**

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events

such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.  
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: August 11, 2025

### **Notice of Nondiscrimination**

The DC West Community Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

Employees and Others: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

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 OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

**Complaint Form  
Discrimination, Harassment or Retaliation**

The DC West Community Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

Employees and Others: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

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

(1) Description of the complaint:

\_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_

\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_

\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint):

\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the DC West Community Schools to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

**Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

### **Section 2      Alcohol and Drug Testing**

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference:      41 U.S.C. §§701 to 707  
                             49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption:      August 11, 2025

## 4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:  
FEDERAL REGULATIONS, DC WEST COMMUNITY SCHOOLS' COMPLIANCE  
POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, DC West Community Schools' policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

**(A) The persons designated by DC West Community Schools to answer employee questions about these materials are:**

Superintendent of Schools  
Transportation Director

**(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:**

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

**(C) The term "safety-sensitive functions" means:**

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

**(D) Employee conduct that is prohibited by the federal controlled substances and alcohol**

**use and testing regulations includes:**

1. **Alcohol concentration.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**  
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**  
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**  
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**  
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**  
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**  
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

**(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

1. **Pre-employment testing.**  
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

**2. Post-accident testing.**

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
  - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

**3. Random testing.**

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

**4. Reasonable suspicion testing.**

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

**(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:**

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

**(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.**

**(H) A "refusal to submit" to an alcohol or controlled substance test includes:**

*Refuse to submit* (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

**The consequences for refusing to submit to an alcohol or controlled substances test are as follows:** A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

**(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:**

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

**(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include:** Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

**(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected:** Information will be made available by the counselor to employees.

**(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:**

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;

- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
  - (A) On duty alcohol use;
  - (B) Pre-duty alcohol use;
  - (C) Alcohol use following an accident; and
  - (D) Controlled substance use;
- (v) A substance abuse professional report of the successful completion of the return-to-duty process;
- (vi) A negative return-to-duty test; and
- (vii) An employer's report of completion of follow-up testing.

Legal Reference: 49 CFR §382.601(b)(12).

Date of Adoption: August 11, 2025

**General Consent for Limited Queries of the Federal Motor Carrier Safety Administration  
(FMCSA) Drug and Alcohol Clearinghouse**

I, (Driver Name), hereby provide consent to DC West Community Schools (“District”) to conduct a limited query of the FMCSA Commercial Driver’s License Drug and Alcohol Clearinghouse (Clearinghouse) to determine whether drug or alcohol violation information about me exists in the Clearinghouse. This consent is valid for so long as I remain an applicant for, or an employee of, the District for a position that requires a CDL.

I understand that if the limited query conducted by the District indicates that drug or alcohol violation information about me exists in the Clearinghouse, FMCSA will not disclose that information to the District without first obtaining additional specific consent from me.

I further understand that if I refuse to provide consent for the District to conduct a limited query of the Clearinghouse, the District must prohibit me from performing safety-sensitive functions, including driving a commercial motor vehicle, as required by FMCSA’s drug and alcohol program regulations.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

Personnel - Certificated EmployeesSubstitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty in the same assignment for five (5) consecutive school days, such substitute teacher shall be paid the long term substitute rate established by the Board retroactive to the first day of the assignment. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers.

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: August 11, 2025

**FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS**

- 1. Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
- 2. Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
- 3. Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
- 4. Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
- 5. Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
- 6. Physical Examination or Visual Evaluation—Parent Objection Form**
- 7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
- 8. Affidavit (For Child to Enroll Early in Kindergarten)**
- 9. Request for Non-disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
- 10. Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—  
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION  
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2019-2020 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), [nechildrensvision.org](http://nechildrensvision.org), 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.



**AFFIDAVIT  
Refusal of Immunization of Student for Religious Reasons**

State of Nebraska

ss.

County of

**This Affidavit is being submitted on behalf of**

---

(Name of Student)

(Birthdate of Student)

**If the student is of the age of majority:**

I, \_\_\_\_\_, of lawful age and being first duly sworn,  
(Name of Affiant/Student)  
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

**If the student is a minor:**

I, \_\_\_\_\_, as legally authorized representative of  
(Name of Affiant)

, of lawful age and being first duly sworn,  
(Name of Student)  
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

**SUBSCRIBED AND SWORN** to before me this \_\_\_\_\_ day of \_\_\_\_\_

Notary Public

**REFUSAL OF IMMUNIZATION  
For Medical Reasons**

**As the physician of:**

Child's Last Name	First Name	Age
Birth Date	School	Grade

**A. I have elected to not immunize this student against the following disease(s): (check box\*)**

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

**In my opinion, this/these immunization(s) would be injurious to the health and well-being of**

- The student
- A member of the student's household or family

Comments \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Physician                      Date

\* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

**Documentation of Varicella (Chickenpox) Disease**

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

\_\_\_\_\_ (Name of child/student) (Birth date of child/student)

I \_\_\_\_\_ verify that the above listed child/student  
Parent/Guardian/Medical Provider

had the varicella disease in \_\_\_\_\_ (year).

\_\_\_\_\_  
(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO  
PHYSICAL EXAMINATION OR VISUAL EVALUATION  
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: \_\_\_\_\_

Child No. 2: \_\_\_\_\_

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

\_\_\_\_\_ physical examination

\_\_\_\_\_ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent or Guardian

*[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]*



**Department of Health and Human Services**  
**Waiver of Physical Examination/Visual Evaluation Requirement**

School Name (if desired) \_\_\_\_\_

*Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.*

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*
- Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE \_\_\_\_\_  
 Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**AFFIDAVIT**  
*(For Child to Enroll Early in Kindergarten)*

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of \_\_\_\_\_ (Child's name). The Child's date of birth is \_\_\_\_\_. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

\_\_\_\_\_ the Child attended kindergarten in another jurisdiction in the current school year; or

\_\_\_\_\_ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

\_\_\_\_\_ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

**IN WITNESS WHEREOF**, this affidavit is signed and acknowledged this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent or Guardian

**STATE OF NEBRASKA**            )  
  )  
**COUNTY OF** \_\_\_\_\_ )

ss.

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

**Request For Non-disclosure of  
High School Student Personal Information  
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of \_\_\_\_\_ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

\_\_\_\_\_ institutions of higher education

\_\_\_\_\_ military recruiters

(check one, both, or none)

Signed by: \_\_\_ Student \_\_\_ Parent (Check One)

\_\_\_\_\_ Signature/Date

\_\_\_\_\_ Print Name

\_\_\_\_\_ Address

\_\_\_\_\_ City/State/Zip Code

*Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.*

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

## Students

### Admission Requirements

#### Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

#### Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
  1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
  2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
  3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
  4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Parents must fill out the early entrance application forms, which include a parent questionnaire.

The assessment request and parent questionnaire must be completed and returned to the District no later than July 1st before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an

affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but may result in a referral to local law enforcement for investigation).

- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

#### Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school

district, in its sole and absolute discretion upon a proper application, approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

#### Military Families

If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

Legal Reference:     Neb. Rev. Stat. Sections 43-2001 to 43-2012  
                          Neb. Rev. Stat. Sec. 79-214  
                          Neb. Rev. Stat. Sections 79-217 to 79-223  
                          Neb. Rev. Stat. Sec. 79-266.01  
                          173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption:     August 11, 2025

## Students

### Full-time and Part-time Enrollment

#### Full-time Enrollment

Students must be enrolled in [Name] Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

#### Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as “non-public school students.”

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in [Name] Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1<sup>st</sup> preceding the school year the student wishes to enroll.
  - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
  - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1<sup>st</sup>.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not typically enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.

8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.
  
9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in the semester in which the student participates in an extracurricular activity. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526  
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: August 11, 2025

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
    - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
    - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent

- or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension.

During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
  - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.
  - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing may be held, upon a parent's timely request, and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.

For purposes of this policy, the term "dangerous weapon" includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student's locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee,

or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
  - c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
  - d. Head wear including hats, caps, bandannas, and scarves.
  - e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
  - f. Clothing or jewelry that is gang related

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also

- engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
- (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
- (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
- (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due,

claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and

including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

E. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school Board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Neb. Rev. Stat. Section 79-2,160

Date of Adoption: August 11, 2025

StudentsExtracurricular Activity Discipline**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

## Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures, and rules.

### Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event,

or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

**Grounds for Extracurricular Activity Discipline.** Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products,

- tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency.
  9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
  10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
  11. Repeated violation of any of the school rules.
  12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
  13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
  14. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
  15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
  16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
  17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
  18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
  19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use,

alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

### **Drug and Alcohol Violations.**

#### **Meaning of Terms.**

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

### **Consequences.**

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

**First Offense:**

After a discussion with the Athletic Director or Principal (or his or her designee), the student and/or parent/s must choose two or three of the following consequences/restorative actions.

1) Suspension from participation in school activities/competitions for 10 calendar days. 2) School-provided activities relating to the poor student choice/offense. 3) A minimum of 8 hours of community service worked at the school. The 10-day suspension shall start the day of the school student/parent/school administrator report. A reasonable timeline will be provided by the school administrator, with input from the parent, on the course-work and community service options. The failure of the student to fulfill his or her course work and/or community service obligation will result in suspension from school activities until completion of the obligation/s. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

**Second Offense:**

The student will be suspended from participation in school activities/competitions for 21 calendar days. The suspension shall start on the day of the student/parent/school administration report. The second offense signifies a second violation of any of the items listed above, not necessarily two violations of the same regulation, within the same school year of the first offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

**Third Offense:**

The student will be suspended from participation in school activities/competitions for the remainder of the school year. The suspension shall start the day of the student/parent/school administrator report. Third offense signifies a third violation of any of the items listed above, not necessarily three violations of the same regulation, within the same school year of the first and second offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

**When Suspensions Begin.** All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the

student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

**Letters and Post-Season Honors.** A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

**Self-Reporting.** A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

**Determining a Violation Has Occurred.** A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.

5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

**Procedures for Extracurricular Discipline.** The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
  - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
  - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will notify the student and the student's parents or guardian. The student and parents or guardian will be informed of the opportunity to request an informal hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent by sending a written request to the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. The request for a hearing must be received by the Superintendent within five days of the Principal notifying the student of the discipline.
  - b. If a hearing is requested:
    - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
    - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
    - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).

5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

### **Section 3 Attendance**

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have “excessive absences” as determined by the Activities Director and the attendance policy are ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity, unless otherwise excused. An exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

### **Section 4 Academic Standards**

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled on a full-time basis.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.

4. Academic requirements do not apply to:
  - (A) Instructional field trips which are a part of the scheduled course learning experience; or
  - (B) Activities or events which are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: August 11, 2025

StudentsPromotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2,161

Date of Adoption: August 11, 2025



Request to Repeat a Grade  
August 2024

[Nebraska Revised Statute 79-2.161](#) establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

- a) Academic needs (*Student in grades Kindergarten thru fourth*) – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to
- b) Excessive Absenteeism (*Student in grades K-12*) – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and
- c) Illness (*Student in grades Kindergarten thru fourth*) - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

**Parent/Guardian Name:** \_\_\_\_\_

**Name of Child:** \_\_\_\_\_

**Grade Level to be Repeated:** \_\_\_\_\_

**Current School District:** \_\_\_\_\_

**Date of Meeting with District:** \_\_\_\_\_

**Reason and Description for Requesting Repeating of Grade:**

Academic Needs (K-4)

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Excessive Absenteeism (K-12)

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Illness (K-4)

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**Summary of Meeting with Superintendent or their Designee:**

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Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

\_\_\_\_\_  
Signature of Parent/Guardian                      Date

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**To be completed by district:**

**School of Attendance Name:** \_\_\_\_\_

**School of Attendance Code:** \_\_\_\_\_

**Student State ID (To be Provided by District):** \_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent/Designee                      Date

Districts, please retain a copy of this form, and email [nde.form@nebraska.gov](mailto:nde.form@nebraska.gov) for instructions on how to securely submit this form.

## **Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- 1) The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading at the time the record was created.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

### **Notice Concerning Directory Information**

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone number, and the name, address, telephone number, e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extra-curricular participation;
6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and
8. Student's photograph.
- 9.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District

determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

**Notice Concerning Designation of Law Enforcement Unit:**

The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Students

Grading System

The grading system of Douglas County West Community Schools shall be as follows:

- a. Achievement marks shall be given on a numerical basis for all grades 4-12 with the mark of 59 or lower considered a failure.
- b. The grading scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76
D+	=	67-69
D	=	60-66
F	=	0-59
I	=	Incomplete may be given to students that have not completed work by the end of the semester. Course work not made up will result in a failing grade.
P or NP	=	Pass or No Pass grades will be issued under special circumstances as approved by the administration.

- c. Grading guidelines for kindergarten through third grades shall be used to report academic progress, where applicable. The following continuum will be used:
  - ES = Exceeding Standard: *Student can apply the skill/concept independently.*
  - MS = Meeting Standard: *Student can apply the skill/concept with minimal support.*
  - AS = Approaching Standard: *Student can apply the skill/concept at times, but continues to need some support.*
  - NY = Not Yet Meeting Standard: *Student needs consistent support to apply the skill/concept.*
  - NE = Not Evaluated: *Skill/Concept not evaluated at this time.*
- d. For all other grading reports received for transfer students, the principal or designee shall convert the grades to an approximately equal grade on our system.
- e. All grade reports will contain a percentage and letter grade for each subject, as well as the following: absences, tardiness, comments (if teacher desires).

Date of Adoption: August 11, 2025

StudentsEarly Completion Plan

Douglas County West Community Schools supports the concept of early completion as a means of accelerating students toward the achievement of lifetime plans. The following guidelines have been established for students to be eligible for early completion. The failure to meet any of the criteria or time lines listed in the policy may cause the student to become ineligible for early completion.

- (1) A student will be allowed to transfer in a maximum of eight credits from educational courses taken outside the Douglas County West Community School District. These courses must have prior approval by the high school principal in order to be used to meet the graduation requirements of the Douglas County West Community Schools. Students transferring into Douglas County West Community Schools may transfer in hours that are listed on their official Transcript.
- (2) Students must meet all completion requirements established by the Board of Education in order to be eligible for completion as well as the credit hour requirements in each specific subject matter area.
- (3) Application for early completion must be requested, in writing, to the high school principal by February 1 of the applicant's Junior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parents/parent/guardian to verify parental approval of early completion.
- (5) The Board of Education will make the final decision in regards to an applicant's early completion at the April board meeting of the applicant's Junior year.
- (6) Once given approval, the applicant will have until February 1 of the applicant's Senior year to notify the high school principal of the applicant's decision in regards to participating in the regularly scheduled graduation ceremony. The applicant must also attend one (1) Commencement practice in order to participate in the Commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route. If a student completes the graduation requirements at the conclusion of their third year (or earlier) of high school, they retain the option of going through the graduation ceremony with their four-year cohort class. However, they will not have the option of taking part in the graduation ceremony of an earlier graduation class.

- (8) A student who decides to opt for early completion is not eligible to participate in school sponsored activities following the last day the student attends classes. The effective date for participation will end with the last day that the student is enrolled in classes. The only school activities that the applicant is eligible for will be prom and the regularly scheduled graduation ceremony.
- (9) This policy shall be evaluated annually by the high school principal and/or designee.

Date of Adoption: August 11, 2025

StudentsAssociation Activities

The DC West Community Schools is a member of the Nebraska School Activities Association, which is a voluntary organization of public and private schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of DC West Community Schools. The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.

Students who represent DC West Community Schools in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

Legal Reference: LB 89 (2025)

Date of Adoption: August 11, 2025

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The DC West Community Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The DC West Community Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

Employees and Others: Dr. Melissa Polonic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonic@dcwest.org).

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. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The DC West Community Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial

investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

**2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

**3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which

they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or

her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

**5. Training:**

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to

- anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
  - h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
  - i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
  - j. Recommending changes to this policy and grievance procedure.
  - k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;  
 Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
 Section 504 of the Rehabilitation Act of 1973 (Section 504)  
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA),  
38 U.S.C. Sec. 4301 et seq.  
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: August 11, 2025

**Complaint Form  
Discrimination, Harassment or Retaliation**

The DC West Community Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:  
Students: Dr. Melissa Polonicic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonicic@dcwest.org).  
Employees and Others: Dr. Melissa Polonicic, Superintendent, 401 S Pine Street, Valley, NE 68064 (402) 359-2583 (mpolonicic@dcwest.org).

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

(1) Description \_\_\_\_\_ of \_\_\_\_\_ the \_\_\_\_\_ complaint:

\_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

\_\_\_\_\_  
\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

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

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

StudentsIdentification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

The Superintendent or designee shall develop and implement such criteria to identify high ability learners and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. Sections 79-1106 to 79-1108.03  
NDE Rule 3

Date of Adoption: August 11, 2025

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

**Students to be Transported**

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

**School of Origin**

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

**Costs**

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

**Oversight, Implementation, and Administration**

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: August 11, 2025

InstructionElectronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: August 11, 2025

InstructionParental/Community Involvement in Schools

DC West Community Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
  - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
  - Mental or psychological problems of the student or the student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533  
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g  
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: August 11, 2025

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District’s commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

<b>Tier 1: Universal Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared Leadership</b>	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
<b>Layered Continuum of Support</b>	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
<b>Data-Based Decision-Making</b>	Implement a district-wide behavior data system for tracking	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify patterns or

	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
<b>Communication and Collaboration</b>	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
<b>Tier 2: Targeted Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
<b>Layered Continuum of Support</b>	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
<b>Data-Based Decision-Making</b>	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
<b>Communication and Collaboration</b>	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
<b>Tier 3: Intensive, Individualized Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
<b>Layered Continuum of Support</b>	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
<b>Data-Based Decision-Making</b>	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
<b>Communication and Collaboration</b>	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

#### 4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

##### A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

##### B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.

- ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

#### C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

#### D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

#### 5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

#### 6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

#### 7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: August 11, 2025

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by one of the following methods:

1. Publishing in a newspaper of general circulation within the District's jurisdiction, posting on the newspaper's website, if available, and posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers; or
2. Posting to the newspaper's website, if available, and posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of the newspaper will be finalized for print prior to the time and date of the meeting.

The Superintendent is delegated the authority to determine which method of notice to use for a board meeting.

If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the District's website, (2) posting notice on the statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) posting such notice in a conspicuous public place within the District. The Board Secretary shall keep a written record of such postings.

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Legal Reference: Neb. Rev. Stat. §§ 79-554; 79-555 & 84-1411.

Date of Adoption: [Insert Date]

Motor Vehicle Purchase Contract

HN Code \_\_\_\_\_



4111 S 144th St  
Omaha, N 68137  
(402) 408-1000

DMS 65316 Date 08/04/2025

Buyer Douglas County West Commu Birth Date \_\_\_\_\_  
 Co-Buyer \_\_\_\_\_ Birth Date \_\_\_\_\_  
 Address 401 S Pine St PO Box 378 County Douglas  
 City VALLEY State NE Zip 68064  
 Email mpoloncic@dcwest.org  
 Phone (402) 504-0615 (402) 504-0615 (402) 504-0615  
 Cell Residence Work

Salesperson 1 Aric Curtice # 738  
 Salesperson 2 John Wonder # 517

Price of Vehicle	\$ 45,275.00
Accessories	
Splash guards	\$219.00
REVA (safety brake light)	\$399.00

Sale price \$43,500.00

DESCRIPTION OF PURCHASED VEHICLE 37884  
 Stock Number  
 X 2025 Honda Odyssey  
 New Used Year Make Model  
 WX\_BK Sport-L Auto 2WD Miniva 1,306  
 Color Trim Body Type Odometer Reading  
 5FNRL6H70SB077068  
 VIN Number Approx Date of Delivery  
 VEHICLE SOLD "AS IS" - NO WARRANTY.  
 Buyer's Initials \_\_\_\_\_

TRADE-IN VEHICLE A  
 Year Make Model  
 Body Type Color Actual Miles

VIN Number  
 The only material defects in or damage to the trade-in, including previously repaired damage, are: \_\_\_\_\_

Name and Address of all Lienholders: \_\_\_\_\_

TRADE-IN VEHICLE B  
 Year Make Model  
 Body Type Color Actual Miles

VIN Number  
 The only material defects in or damage to the trade-in, including previously repaired damage, are: \_\_\_\_\_

Name and Address of all Lienholders: \_\_\_\_\_

DEALER'S DISCLAIMER OF WARRANTY

If there is a manufacturer's warranty on the vehicle Buyer is buying, the Dealer is not a party to that warranty and it is not a part of this contract. The manufacturer's warranty is between the Buyer and the manufacturer. As far as the Dealer is concerned, this vehicle is sold as is with all faults. The Dealer hereby expressly disclaims all warranties, either expressed or implied, including any implied warranties of merchantability or fitness for a particular purpose, or of the true mileage of the vehicle, and the Dealer neither assumes nor authorizes any other person to assume for it any liability in connection with the sale of this vehicle. Buyer shall not be entitled to recover from the Dealer any consequential damages, damages to property, damages for loss of use, loss of time, loss of profits, or income, or any other incidental damages.

Deposit (Nonrefundable) Buyer's Initials:	\$ 500.00
Bank/CC Type:	
CK/CC #:	
Exp. Date:	
Administration Fee	249.00

BUYER'S CERTIFICATION

- (1) This document supercedes all prior understandings and contains all of the terms and conditions of Buyer's contract to purchase the herein described vehicle from Dealer. However, if buyer is buying a used vehicle, the information on the window form is a part of this contract and overrides and contrary provision in this document. This contract can be changed or terminated only in writing.
- (2) Buyer represents and warrants that:
  - a. The title to the trade-in is not and never has been a salvage or rebuilt title;
  - b. The correct amount and holder of all liens against the trade-in are described herein;
  - c. The only material defects in or damage to the trade-in are described herein; and
  - d. The total number of miles the trade-in has actually been driven is correctly described herein.
- (3) Buyer understands that liability insurance coverage which would protect Buyer under any Motor Vehicle Financial and Safety Responsibility Act IS NOT INCLUDED in Buyer's purchase of this motor vehicle.
- (4) Buyer has read this contract and will receive a complete copy from the F&I Manager.

This contract becomes binding once accepted by:

Dealer's Authorized Representative \_\_\_\_\_ Buyer's Signature \_\_\_\_\_

Buyer's Signature



H&H Kia  
 10902 S 150th Street  
 Papillion  
 NE, 68138  
 hhkia.com

Deal #  
 64407

Contact Sales: (402) 331-9100  
 sales@hhkia.com

CG

**2026 Kia Carnival**  
 LX

VIN : KNDNB5K36T6552253 | Stock # : K05952  
 Mileage : 10 mi  
 Color : SNOW WHITE PEARL  
 kia | LX | Front Wheel Drive | Naturally Aspirated | 3.5L | 6 |  
 GAS | Mini-van, Passenger | Truck/Van | 4

**Dcwest Community School**  
 mpoloncic@dcwest.org

**Cash**

<b>\$0.00</b>	<b>\$40,699.00</b>
Customer Cash	

**Payment Detail**

List Price	\$41,215.00
Total Savings	\$1,215.00
Selling Price	\$40,000.00
Taxes 0	\$0.00
ADMIN FEE	\$699.00
Amount Financed	\$40,699.00

X

Customer Signature & Date

X

Charlie Genovesi | Manager Signature & Date

LOAN 1st payment due at 45 days LEASE 1st payment due at signing

\*Dealer List Price equals MSRP plus dealer installed accessories and/or packages. Please see window stickers for vehicle specific details. All payments presented are subject to final lender approval. Price does not include taxes and/or applicable fees (unless otherwise notated). Leases may require a security deposit. At lease end, lessee may be responsible for 185 per mile mileage fees and/or a disposition fee. Wear and tear guidelines apply. All prices, specifications, and availability are subject to change without notice. Credit Card Transactions subject to a 3% convenience fee.



H+H Chrysler Dodge Jeep Ram Fiat  
 14920 Crest Rd  
 Papillion  
 NE, 68138  
 hhjeepdodgeram.com

Deal #  
 227790

Charlie Genovesi  
 Contact Sales: (402) 339 - 3131  
 sales@hhjeepdodgeram.com **CG**

Dcwest Community Schools  
 +1(-) | +1-(402) 504 - 0615

**2025 Ram ProMaster Cargo Van  
 Tradesman**

Stock # : J04198  
 Color : BRIGHT WHITE CLEAR COAT

**Cash**

<b>\$0.00</b>	
Customer Cash	<b>\$69,342.00</b>
Rebates	<b>\$1,000.00</b>

**Payment Detail**

MSRP	<b>\$73,001.00</b>
Total Savings	<b>\$4,358.00</b>
Accessories	<b>\$0.00</b>
Your Price	<b>\$68,643.00</b>
Taxes 0	<b>\$0.00</b>
Fees	<b>\$699.00</b>
<b>Amount Financed</b>	<b>\$69,342.00</b>

X

Customer Signature & Date

X

Charlie Genovesi | Manager Signature & Date

Payments offered here are all subject to final credit approval from the lending institution. Vehicle Price does not include accessories and is before Taxes and/or applicable fees. Leases in some cases require additional cash for Security Deposit, and at Lease's End, Lessee is responsible for \$0.25 per Mile over 10000 Miles per year and a Disposition Fee of \$495.00. Wear and tear guidelines apply. All prices, specifications, and availability subject to change without notice.