David City Public School Board of Education
Regular Board Meeting
Wednesday, June 11, 2025 7:00 PM
Board Meeting Room at the High School
750 D St.
David City, NE 68632-1724

1. Call Meeting to Order
    1.1. Pledge of Allegiance
    1.2. Open Meetings Statement
    1.3. Attendance/Absence Approval
2. Student and Staff Involvement
3. Public Forum
4. Consent Agenda
    4.1. Approve Minutes of the Previous Meeting(s).
    4.2. Approve Claims Against the District
    4.3. Financial Reports
5. Board Committee Reports
    5.1. Policy Committee Mtg
6. Board Workshop/Conference Reports
7. Administrative Reports
    7.1. Dr. Denker
    7.2. Mr. Couch
    7.3. Mr. Lindsley
    7.4. Ms. Greenfield

7.5. Ms. Romshek

7.6. Ms. Daniels

7.7. Mr. Hermelbracht

8. Discussion and Action Items

8.1. Discuss current legislation.

8.2. Discuss, consider, and take action on updated board policies.

8.3. Discuss, consider, and take action to approve changes to updated student handbooks for the 2025-26 school year.

8.4. Discuss, consider, and take action to approve changes to updated certified and classified staff handbooks for the 2025-26 school year.

8.5. Discuss the progress on the updated strategic plan.

9. Personnel

10. Future Discussion and Action Items

11. Adjournment

DC Supt Monthly Board Report
June 2025
Chad Denker, Supt

Asbestos Removal
The asbestos tile/glue has been removed from all three school kitchens, old art room, and FFA rooms.

Concrete Replacement
Jason Campbell will be replacing some concrete sidewalk on the south side of the high school. Tahner Thiem will be replacing some concrete on the west side of Bellwood Elementary.

Concrete Pad
Tahner Thiem will pour a concrete pad for a storage shed at the FB field sometime next month. The ind tech students will then build the shed as part of the class.

Plumbing
The hot water heater is being installed at Bellwood Elementary. The plumbing concerns in the kitchens are also being addressed.

Painting
The staff is currently painting the kitchen at DC Elem and the old art room and FFA room at the high school.

Cabinets and Cupboards
Eakes will deliver and install new cabinets and cupboards in the FFA rooms next week.

End of the Year Reports
Office staff and admin are currently working on all of the end-of-the-year state reports. We should have them completed by the end of the week.

Community Eligibility Program
DCPS is checking to see if we will qualify as a district for free meals for next year through the Community Eligibility Program (CEP). The paperwork has been submitted so we are just waiting to hear and to see what the reimbursement rate would be.

Most of the work I have been involved in the last few weeks are either agenda items or board retreat items. Therefore, I don't have a lot to report this month. The admin team is furiously working to prepare for the fall.

Board Report
Mr. Couch
June 6, 2025

Handbook Updates / Legislative Updates

It will surprise none of you to know that a big part of the preparation for the next school year is the updating of handbooks. The administrative team will present our changes for your consideration at the next Board meeting. We also received policy updates from Perry Law on Thursday night. Most of the policy information from Perry Law is above my pay grade, but after thoroughly reviewing the materials Perry Law sent, I did make a couple more changes to our handbooks. I would like to highlight those changes here just to make sure that I'm on the right track with what I did.

The State continues to struggle with Student Dress Code. They passed LB 298 a couple of years ago, but the mandate created as much confusion and frustration as anything. Perry Law updated the dress code portion of Policy 5101 (Student Discipline Act) in an attempt to keep the required changes as straightforward as possible while still complying with the law's dictates. In general, we continue to move away from lists of things that are considered violations of the dress code (although we still have a list of six forms of attire that are deemed inappropriate), and we move in the direction of using statements like "students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school." In any event, I updated our Student Appearance Policy (in the Secondary Student Handbook) to match what Perry Law sent in Policy 5101, and I also made the recommended changes in the Grounds for Extracurricular Activity Discipline in our handbook to reflect what Perry Law sent us in the update for Policy 5103.

Perry Law also sent us new Notification of Rights Under FERPA (Policy 5202z), so I updated the section in the District Student Handbook that dealt with FERPA to match Perry Law's recommendations.

Once everything is approved, I can go back and link the most recent versions of our Board Policies in our Handbooks just to make sure everything matches.

Transition

At this point, I feel good about the fact that we're ready to head into a break having done what we need to do to be ready for next year. Stacy Athow has been a thoughtful and willing collaborator through this process, and I've appreciated her input very much. We will continue to be in communication going forward in order to make her transition into this role as seamless as possible. I think she's coming into a very good situation, and I think she's going to do extremely well here.

Focusing on making sure that everything is ready for next year has been an effective way for me to keep my mind off of the fact that I won't be here to be a part of it. Increasingly, that is becoming a difficult fact for me to ignore. This is the path I have chosen, and I don't regret my choices. It's just that this is a very difficult place to leave. I've spent my entire adult life here. All three of my daughters were born here, and they graduated from high school here. This is the only home they've ever known. David City embraced us, supported us, encouraged us. We have thrived here. I wish I had the words to make you

all understand the gratitude I feel for having been part of this town and this school district for the last 29 years.

I just want to leave you all with one thought, and you can take it or leave it. Whenever I look back on accomplishments we've made, successes we've celebrated, or goals we've achieved, the common denominator is we were all locked in and focused on the task at hand. We've done our best work when we've worked together. We've reached our highest heights when we've set our individual differences aside and focused on the common good. Don't get me wrong: I know that healthy disagreements and differences of opinion often lead to the best decisions in the long run. But when I look back at the times where we all had our heads down, and we felt like we were at our worst, it's been when we've set the collective good aside and when we started to attack each other. I just don't feel like that's who we are. It certainly isn't the town and the district that supported me and my family for the last 29 years. I don't know who we were in those moments, but I can tell you that it felt really lonely. To listen to people I know and respect attack other people I know and respect felt isolating and hopeless. It felt petty and spiteful and mean. And if we want our kids to continue to have the success that they've had, it's up to us to be better than that.

It's possible that I'm making a bigger deal of this than I need to. After all, this has probably only happened a handful of times in the last 12 years I've been on the Admin Team. But as I walk away from David City toward a new opportunity, it's so important to me to share how I feel about that. If you've ever trusted my opinion or my judgment on anything, please trust me when I tell you that this is a special place because we make it that way. There's no issue that we can't take on, and there's no problem we can't solve. We will always have differences of opinion, but we must also always remember to go hard at the problem, but go easy on each other.

Thanks for everything guys. A piece of my heart will always be here, and I will never not be a Scout. Say it with me:
GO SCOUTS!

Chad Lindsley
Board Report
June 11, 2025

Now that school is finished for the summer the administration team can take some time to reflect on the school year and plan for the upcoming year. The 2024-2025 brought a lot of successes and challenges. Reflecting on what went well and opportunities for growth are the foundation of what we look at as we plan for next year. With the support of a great team of board members, administration, teachers, and support staff here at David City, we can always continue to work on improving our school to find ways to reach all students.Looking back it is great to see everything we accomplished as a school.

This past year there were a lot of great things that happened. I wanted to point out a few highlights from this past school year as sometimes we forget about some of the great things that happen in our school.

-Boys wrestling dual state runner-up
-The speech team state champions
-FFA and FCCLA both having national qualifiers
-Multiple E-Sports champions
-The school promo video was a hit
-Conference champions in softball for the first time

We have also spent a lot of time planning for next year. With the change in administration, there are not a lot of major changes. A few items of note that may look a little different next year include…

-New flooring in the FCS and Ag rooms
-New high school principal
-A heavy emphasis on MTSS and using the terminology
-We will try to publish the monthly newsletter in both English and Spanish
-We will continue building the alternative school

There are many great things going on here at David City Public Schools and I am proud to be a part of a district that is always looking for ways to improve.

David City Elementary
June 2024-25 Board Report

End of Year Activities

Bank of the Valley Pizza Reward Trip
On Tuesday, May 13, 2025, Students in grades K–6 who made a deposit during all 14 visits *or* deposited $100 or more this year were rewarded with a pizza lunch at Bank of the Valley! This year thirty students got to walk to the bank with Mrs. Wilson to enjoy their reward. The kids did a great job saving their money this year.

School Improvement Meeting
On Wednesday, May 14, 2025, the School Improvement Team met with representatives from the Nebraska Association of School Boards (NASB) to review the Strategic Plan Framework for 2025–2030. This framework represents the first step in developing a comprehensive action plan to address the district's identified priorities. The team was receptive to the feedback provided and agreed that the areas of focus are both actionable and achievable as we work toward continuous improvement across the district.

3rd Grade Field Trip
On Thursday May 15th, the 3rd grade classes enjoyed a walking field trip to The Depot Museum in David City's Downtown Train Museum. This visit gave students the opportunity to explore our local history and reflect on how transportation and our community have changed over time. It's always great to partner with our local community organizations to enrich student learning experiences!

Field Days
On Friday, May 16th, students in grades 3–6 enjoyed a fun-filled Field Day at the David City track, participating in a variety of running and field events. We appreciate the PTO for providing popsicles to help students cool off after their events! Despite the windy conditions making some events a bit more challenging, everyone had a great time showing their effort, sportsmanship, and school spirit. We'd also like to thank the FFA for organizing and running the Barnyard activities throughout the day. All grade levels were able to sign up for a time slot and participate in everything they offered.

The K-2 Field Day originally planned for Monday, May 19th had to be postponed due to the possibility of inclement weather. It was pushed back to Wednesday, May 21st from 8:30-10:30 also at the David City Track. The morning went great and I appreciate everyone's flexibility with altering the original plan. Mr. Worm and Mrs. Reeves did an amazing job organizing both events, which ran so smoothly. I truly enjoyed watching all our young Scouts participate.

Elementary Academic Awards Ceremony
This year, we tried something new! In the past, the student achievement assemblies were held just for students and staff. But for the 2024-25 ceremony, we were thrilled to invite parents and families to join us in celebrating this special moment together. On Wednesday, May 21st, the event was held in the high school gym and had a fantastic turnout as we honored students for excellence in Behavior, Reading, Math, Science, Social Studies, and performance on MAP and NSCAS assessments.We were especially proud to recognize the following 6th grade students who received national honors:

President's Award for Educational Achievement:
Harlow Heins, Max Hlavac, Willa Samek, Zoey Spellman, and Sawyer Woehl

President's Award for Educational Excellence:
Zoey Allen, Conner Cada, and Tessa Slonecker

Last Day of School
Our final Scout Camp Day of the year was Thursday, May 22, 2025. We wrapped up an incredible school year with a day full of celebration and fun! The morning kicked off with an all-school assembly in the gym, where we recognized the Scout Camp with the most positive tickets for the 4th quarter. They earned a popcorn party! Next, came our exciting prize drawings for any student who earned positive tickets during the fourth quarter. Students went home with pool inflatables, jump ropes, and even two individual ice cream makers were given.

Following the assembly, students took part in a school-wide art project designed by Mrs. Meusch, which will be displayed in the fall as a reminder of the creativity and community we share. We then settled in for a showing of the movie *"Up"*, perfectly tied to our school-wide theme: "Your Adventure Is Out There." After lunch, students enjoyed a heartfelt slideshow created by Mrs. Glodowski, capturing many of the special moments and memories from the year. To close out the day, students decorated the sidewalks with chalk, enjoyed a cool popsicle treat, and had a blast watching two lucky students throw pies in the faces of Mr. Stinson and myself, a sweet (and silly) way to say goodbye to the school year!

Summer Work

Curriculum
K-6 Classroom teachers have been hard at work this summer finalizing math pacing guides, developing rubrics, and rewriting assessments to ensure a strong start to the new school year.

Data Day
On Thursday, May 29th, the School Improvement Team gathered for our annual Data Day. The focus of the day was on analyzing a wide range of data to help us identify priority areas for goal-setting for the upcoming cycle. Brooke Kavan led the team through a comprehensive data analysis process, with presentations and input from multiple stakeholders. We were also joined by Kendra Gustafson from ESU 7 for the morning session. Kendra guided the team through the results of the MTSS Self-Assessment recently completed by the team. This analysis helped us pinpoint key areas for growth within our Multi-Tiered System of Supports. In addition to MTSS, the team also reviewed and discussed:

- The NASB Strategic Plan
- Special Education and the Targeted Improvement Plan (TIP)
- Career and Technical Education (CTE)
- Behavior data
- Academic performance data

By the end of the day, the team had identified key priority areas to help guide our next school improvement cycle. The discussions were rich with meaningful insights, and the collaboration among team members was truly commendable. We were also pleased to have Mrs. Athow, the new David City High School Principal, join us for the day. Her fresh perspective added great value to the conversation. Overall, it was a highly productive and collaborative day, one that laid a strong foundation for the important work ahead in our continuous improvement journey.

CLSD Grant
David City Public Schools is participating in a collaborative grant through ESU 7 aimed at strengthening literacy instruction and support across grades PK–12. Ms. Romshek, Mrs. Valentine, and I have dedicated significant time working alongside Michelle Olson, the grant writer from ESU 7, on the CLSD (Comprehensive Literacy State Development) grant application. In addition, we submitted a separate grant application specifically for DCPS grades K–5. This application focuses on providing targeted resources and support to enhance our elementary reading program. While we await the results, we are hopeful these grants will be instrumental in helping us advance our literacy efforts and better support all learners on their reading journey.

Handbook Updates
The administrative team has collaborated to review and update all district and building-level handbooks to ensure alignment with current board policies. These updates reflect our continued commitment to clear communication, consistency, and providing a safe and supportive learning environment for all students and staff. In an effort to maintain consistency across both elementary buildings, we have combined the David City and Bellwood Elementary handbooks into a single, unified Elementary Handbook. This streamlined version ensures that expectations, procedures, and policies are clearly communicated and consistent for all elementary students, staff, and families.

PBiS
This team will meet every two weeks throughout the summer to continue strengthening our positive behavior practices and procedures. They will be designing new posters to display in hallways and other common areas, reinforcing

expectations in a clear and student-friendly way. In addition, Scout Camp days for next year will be thoughtfully planned in advance to align with our school-wide goals.

Our theme for the upcoming school year will be "A Carnival of Learning." This exciting theme will celebrate curiosity, joy, and discovery. Just like a carnival, learning will be full of energy, wonder, and engaging experiences for every student. From academic activities to behavior celebrations, we'll infuse the spirit of fun and exploration into everything we do.

Training
Various staff members, including myself, have been busy this summer attending a variety of professional development sessions to prepare for the upcoming school year.

The first training focused on eduClimber, which will be our new data management system starting this fall. eduClimber will allow us to track and analyze student performance more effectively, helping teachers make data-informed decisions to support student growth.

The second training was on Kagan Structures. Kagan strategies are designed to promote full student engagement through cooperative learning. Teachers, schools, and districts that implement Kagan methods often see significant increases in student achievement, along with more positive, interactive, and supportive classroom environments. We're excited to begin using these strategies to enhance student learning and classroom culture.

Mrs. Madie Papa provided MANDT training for a group of teachers. This program focuses on building healthy relationships and ensuring the emotional, psychological, and physical safety of everyone in the school environment. She will offer more sessions later on this summer.

Several staff members also completed their CPR recertification with both school nurses, ensuring our team remains prepared to respond effectively in emergency situations.

Building Updates
Our maintenance crews have been hard at work this summer, deep cleaning classrooms and making necessary repairs to ensure our building is ready for the new school year. One of the most significant updates is a major kitchen renovation, which includes asbestos removal, updated plumbing, new flooring, and fresh paint which improves both safety and functionality in our food service area.

Additionally, new phone lines and phones are being installed in every classroom, a major step forward in enhancing both safety and communication efficiency throughout the building. I am also excited to share that we are creating a dedicated sensory room. This space will offer students a calming environment where they can take breaks, self-regulate, and de-escalate when needed, supporting their emotional well-being and readiness to learn.

Reflection
As I reflect on my first year as the Principal of David City Elementary, I truly can't believe how quickly the school year went by. It has been a year full of learning, growth, and meaningful connections.

Getting to know and understand the "David City Way" from policies and procedures to the incredible people who make up our staff, has been both a rewarding and inspiring experience. I'm grateful for the warm welcome, the strong sense of community, and the shared commitment to doing what's best for kids. I look forward to another school year of working alongside students, staff, and parents as we continue striving to fulfill our school's mission: David City Public Schools develops the whole individual and empowers all students to succeed.

Have a wonderful summer!

Mrs. Greenfield,
David City Elementary Principal

Bellwood Board of Education Report
June 2025

The 2024-25 school year ended in a flurry of activities.

End of the year activities

- The 3-6 Track and Field Day was held on Friday, May 16th. It was a windy day and not the best day but the students persevered through it.
- The K-3 track meet was moved to the morning of May 21st. We had to modify some events, but overall this worked quite well, and the track meet was a success.
- The Bellwood Elementary Awards Ceremony was held on Tuesday, May 20th. It was a great celebration of students' academic achievement as well as positive behavior throughout the school year.

- An attendance celebration was held on Wednesday, May 21st for any student who missed 5 days of school or less for the entire school year. As a part of this celebration, the Bellwood PTO paid for each student to get a shaved Ice treat. Then, any student who missed 5 days or less got to slime the principal. All students and staff were able to watch the SLIME event.
- May 22nd was our last day of school for the 2024-25 school year. The PBIS team worked collaboratively with the Bellwood PTO to plan a fun-filled last day of school with the following activities:
    - The students watched the Bellwood Buss in the gym which was a collection of pictures from the 4th quarter.
    - The last PBIS drawing was held for the school year. The staff work concession stands throughout the year so that each child goes home with a prize.

    - Wildlife Encounters presented to the students as sponsored by the Bellwood PTO. It was cool to have 6 different animals from around the world to look at up close. They pulled several students up to interact with different animals and then all students got to pet a baby kangaroo.
    - Classes then participated in a treasure hunt around town by following clues to find a treasure and each child got to pick a stuffed animal donated by the PTO. All classes then ate a picnic lunch outside.

    - We ended our celebration with the World's Best Dance Party. The Bellwood PTO had hired Fred Ritter from Voice House DJ and Sound to DJ the dance, and the students had a great time dancing and having fun.

Summary of the 2024-25 School Year

Although there were some ups and downs in the school year, I would say that the 2024-25 school year at Bellwood Elementary was a great school year for many reasons.

- Our school wide theme for the 2024-25 school year was centered around traveling the world with the slogan "Shaping the Future of the World at Bellwood Elementary." We did a lot of things throughout the year with this theme and had a lot of fun making memories with students and teaching them different things from around the world.
- Overall, we have great students who do the right thing on a regular basis. Students made a lot of growth this school year both academically and behaviorally.
- After having a lot of turnover in our building last school year, it was great to have consistency and to see the staff thrive and do great things for kids. I feel like this staff holds students to high

expectations, and the students have responded well to this. I feel like this is one thing that has helped so many students be successful.

- As we continued our Triple C meetings with David City this year, this gave grade level teachers a great opportunity to collaborate together. It was great having Laurel Valentine be a part of these meetings and to work with teachers on curriculum development.
- One of my big goals for the school year was to improve our overall attendance as a building, therefore I started the "Less Than 5 Will Help You Thrive" campaign that encourages students to miss 5 days of school or less for the entire school year. Overall, I think this went well, and we had many students work to improve their attendance. Here is some data that shows how we have improved.
    - Students are considered chronically absent when they have missed more than 10% of the days held at that point in the school year. In December of 2023, the chronic absentee rate at Bellwood Elementary was 18.8%. The chronic absentee rate for May of 2025 is 3.1%.
    - Our overall attendance data improved from 95.01% attendance in May of 2024 to 96.05% attendance in May of 2025.
- At the end of this school year, we said goodbye to Mrs. Elizabeth Grosc as she retired after being at Bellwood Elementary for 28 years. Mrs. Grosc was a great teacher who did so much for the building and district, and she is leaving big shoes to fill. Mrs. Badstieber and Mrs. Quintero/Garcia will also not be returning next year, and they will be missed as well.

2025-26 School Year

As we look ahead towards the 2025-26 school year, the following plans have been put in place.

- Bellwood Elementary's theme for the 2025-26 school year will be outer space with the overall slogan being "Bellwood Elementary Students Are Out Of This World." It has been fun coming up with creative ideas for this theme and to make it a learning opportunity for students.
- We will continue to encourage positive attendance next year with the "Less Than 5 Will Help You Thrive" campaign. We will follow the same format of activities as this year in motivating the students to attend school.
- Miss Sierra Meysenburg will be replacing Elizabeth Grosc as the head of our PBIS team next year. Miss Meysenburg committed to taking this role in September of last year, so she has been training for this role. She will do a great job carrying on some of the traditions of PBIS.
- We will be welcoming the following new teachers to Bellwood Elementary next year:
    - Peyton Gissler will be the 2nd grade teacher.
    - Payton (Andel) Eickmeier will be the 4th grade teacher.
    - Amy Williams will be the Title I teacher.
        - All new teachers were able to come and visit school in either April or May. They have all placed their orders for next year and are excited for the year ahead. I am excited to work with them and see what they will bring to the building.

Summer Activities

As we wrap up the 2024-25 school year and look forward to the 2025-26 school year, there have been a lot of things happening this summer. Here are a few highlights:

- **Trainings**
    - On May 28th I attended EduCLIMBER training. This will be our new data management system that pulls information from Infinite Campus so we can better use data to make

decisions. This system will be replacing SchoolZilla. After going through this training, I am excited for what

- I also plan to attend a Mandt refresher training as well as a Conscious Discipline training. Conscious Discipline is the social emotional component that is embedded in the Frog Street curriculum, and it will be good to learn more about it.

- **Collaborative Work**
  - The great thing about summer is that it gives the administration more time to work together on projects. All of us spent time revising our handbooks. Mrs. Greenfield and I have spent a lot of time working collaboratively on things. One of the things we have done is talk through different elementary topics and what we can do to be more consistent in different aeas.
- **CLSD Grant Application**
  - Mrs. Greenfield, Mrs. Valentine and myself have spent a lot of time towards the end of the school year and this summer working with Michelle Olson, the grant writer from the ESU working on CLSD grant applications. DCPS is a part of a collaborative grant through ESU 7 to address reading PK-12. We also wrote a separate grant application for DCPS for K-5 which would help us provide more support in the area of reading. Time will tell if we are awarded these grants, but if we are, it will be great in helping us move forward in the area of reading.
- **Curriculum Work**
  - Elementary grade level teachers have been given time this summer to work on Math Curriculum. Many of the grade levels are utilizing this opportunity.
- **Building Improvements**
  - The contractors hired as well as the summer maintenance crew for Bellwood Elementary consisting of Mark Koza, Morganna Lukert, and Kaci Aldrich have been hard at work. The asbestos has been removed from the kitchen, and they are currently working on replacing the water heater for the building. Mark, Morganna and Kaci have been painting a few of the classrooms, and they will begin replacing ceiling tiles in the kindergarten and 1st grade classrooms as well as in the kitchen.

School Improvement

On Thursday, May 29, the school improvement team met for our annual data day. This day was a little different in the fact that we have not established school improvement goals yet. Therefore, we analyzed a lot of different data in helping us pinpoint what areas we want our school improvement goals to be for the next cycle. Brooke Kavan led the data analysis with presentations from several different stakeholders. Kendra Gustufson from ESU7 was present for the morning session. She led the team through analyzing the results from the MTSS self-assessment that the school improvement members recently filled out. The team identified areas that we need to work on in the area of MTSS. Other topics that we discussed on this day were the NASB strategic plan, special education and the targeted improvement plan, career and technical education (CTE), behavior data, and academic data. At the end of the day, the team came up with suggested priorities for the next school improvement cycle. Overall, it was a great day with lots of great discussion. Mrs. Athow was able to join us for the day so it was great to have her as a part of the discussion.

Please let me know if you have any questions.

Peggy Romshek
Bellwood Elementary Principal

6/6/25
School Board Report: Special Education
Submitted by: Kari Daniels

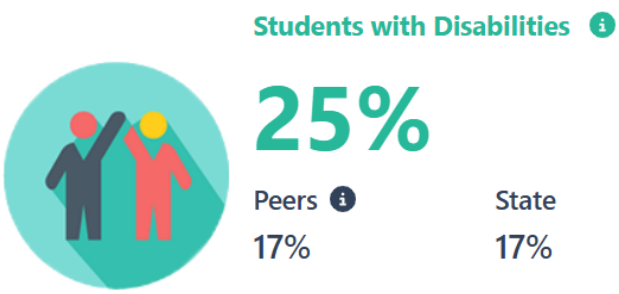
The 2024-25 school year is in the books and it's time to reflect on what we accomplished. As a school district, we currently have 196 active students on either an IEP or an IFSP. As I have been looking over our data, I wanted to share some of it with you. We ended the 2024-25 school year with 46 students receiving occupational therapy services and 7 students receiving physical therapy. One hundred eighteen students, birth – 21, received speech/language services. Our school psychologist conducted approximately 66 assessments on students this year, 22 of which were initial evaluations. Twenty-four of these evaluations were associated with the three year re-evaluation process and the remainder were determination notices. The district does have students who are evaluated through ESU 7 as part of an alternate program or through early intervention services. We evaluate students in their homes, at their daycares and in their schools. As part of our Child Find obligation, we are required, under IDEA, to identify, locate and evaluate students as soon as there is reason to suspect a disability. We appreciate all of the outside agencies who help us to ensure that this gets accomplished. All of these students receive support under David City Public Schools' umbrella.

Special Education Percentage

The Nebraska Education Profile, NEP, lists data from the previous school year. The following is a portion of the graph shown on their website as it relates to the percentage of students receiving special education services through David City Public Schools.

Data Years	State	District
2023-2024	16.77%	24.80%
2022-2023	16.52%	22.99%
2021-2022	16.05%	20.59%
2020-2021	15.79%	20.65%
2019-2020	15.74%	21.43%

As you can see, the district's special education percentage continues to increase. The overall state percentage went up 1% from last year and David CityPublic Schools' went up 2%.



It is important to remember that we serve both the public and parochial schools' special education needs. We also continue to see an increase in students with complex needs, including behavioral needs, particularly at the preschool and elementary levels.

Teaching Strategies Gold

The following chart shows data from Teaching Strategies Gold, the state mandated program to monitor student progress in early childhood programs. This information needs to be shared a minimum of one time per year. These graphs compare the beginning and end of year skills of our students.

2024-2025 Teaching Strategies Gold

Teaching Strategies Gold

Social Emotional
Meets/Exceeds [spring] 82.67%
Meets/Exceeds [fall] 77.46%

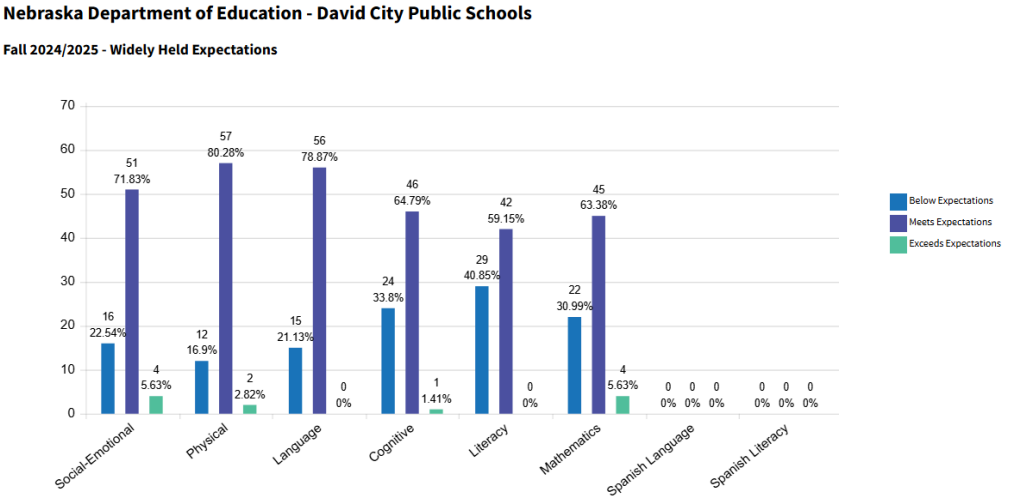
Physical
Meets/Exceeds [spring] 92%
Meets/Exceeds [fall] 83.1%

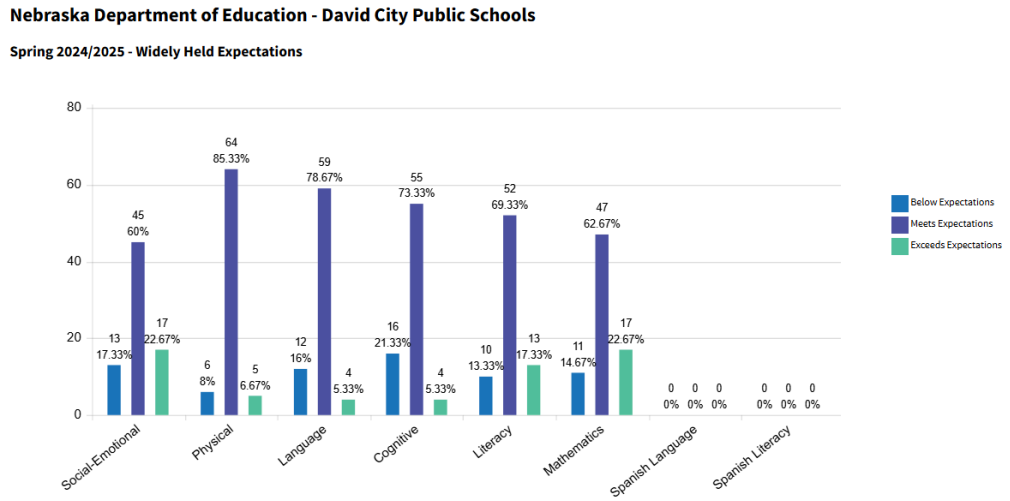
Language
Meets/Exceeds [spring] 84%
Meets/Exceeds [fall] 78.87%

Cognitive
Meets/Exceeds [spring] 78.67%
Meets/Exceeds [fall] 66.2%

Literacy
Meets/Exceeds [spring] 86.67%
Meets/Exceeds [fall] 59.15%

Mathematics
Meets/Exceeds [spring] 85.33%
Meets/Exceeds [fall] 69.01%





As demonstrated by the above charts, significant gains were made in all areas with nearly 4 out 5 students meeting or exceeding expectations in all areas at the spring check point. The largest gains were made in the mathematics and literacy categories. This is most likely due to the combination of our exceptional teachers and the introduction of their curriculum.

With the 24-25 school year wrapped up, we are already looking toward the 25-26 school year. We are looking forward to developing our new school improvement goals and bringing all of our plans, MTSS and TIP, under the continuous improvement umbrella.

I hope that you all have a wonderful summer and get the chance to enjoy time with family and friends.

All Scouts Have Power

Activities Director Board Report 6/11/25

24-25 Athletic/Activities Summary

Team Awards

Academic Excellence Awards (Teams with a cumulative GPA of 3.3 or higher		
Fall Boys Cross Country Girls Cross Country Football Softball Volleyball- released July 2025	**Winter** Boys Basketball Girls Basketball Boys Wrestling	**Spring** Boys Track and Field Girls Track and Field

Southern Nebraska Conference		
Team Champions Softball Boys Wrestling Play Production Speech	**Team Runner-up** Quiz Bowl Girls Track and Field	

State and District Honors

Play Production
District Champions
Class B 3rd Place

Boys Wrestling
C-2 District Champions
State Dual Runner-up

Speech
C1-2 District Champions
Class C State Champions

FFA
Floriculture - State Champions / National Qualifier
(Hannah Gangwish, Natalia Thoendel, Addison Kuhlman)
State Degree - Natalia Thoendel

FCCLA
STAR Competition- State Champions / National Qualifier
(Hannah Scribner, Stanley Allen, Neil Olson)

David City's FCCLA chapter received a Gold Ranking

E-Sports
Division Cup
Valorant - 3rd Place
Rocket League- State Champions
Mario Kart- 3rd Place
Fortnite- State Champions

Individual Awards

David City ABC Award Winners			
12-Fine Arts Participant Hannah Scribner Neil Olson	**12-Sport Letter** Meagan Jahde Reese Svoboda	**Scholar Athlete Award** Reese Svoboda Meagan Jahde	**All Around Student** Neil Olson Addison Kuhlman

All State Awards / All - Star Game Invitations		
Volleyball Kamryn Behrns LJS All State 2nd Team OWH All State 2nd Team Kambri Andel - LJS/OWH HM Jaiden Ray- LJS/ OWH HM **Softball** Meagan Jahde-NCA All Star Meagan Jahde- HM OWH/ LJ S Abby Lindsley- HM OWH/ LJ S	**Girls Basketball** Kambri Andel - HM -OW/ LJS Meagan Jahde- HM - OWN/ LJS Kamryn Behrns- HM - OWH/ LJ S **Wrestling** Hayden Schmit Character and Leadership High School All-American Award **Class B All State Band** Stanley Allen Hannah Scribner Lorelai Aldrich Neil Olson	**Football** Cameron Hlavac - OWH HM, 1st All District Andrew Fuller - OWH HM, 1st All District Reese Svoboda - OWH HM, 1st All District Daren Vodicka - OWH HM, 1st All District Cohen Denker - OWH HM, 1st All District Jason White - OWH HM, 1st All District Jesse Divis - OWH HM - **Sertoma 8-Man All-Star** Cameron Hlavac Andrew Fuller

Southern Nebraska Conference Honors	
Softball Meagan Jahde- 1st Team Abby Lindsley- 1st Team **Volleyball** Kamryn Behrns- 1st Team Kambi Andel- 2nd Team Brooke Golden- HM	**Girls Basketball** Meagan Jahde- HM Kambri Andel- 2nd Team Kamryn Behrns- 3rd Team **Boys Basketball** Reese Svoboda- HM

Academic All-State		
Fall **Softball**	**Winter** **Wrestling**	**Spring** **Music**

Meagan Jahde **Cross Country** Jaelyn Dvorak Hannah Gangwish Stanley Allen Neil Olson **Volleyball** Hailey Glodowski Addison Kulman **Football** Cohen Denker Reese Svoboda **Play Production** Neil Olson Garrett Small	Hayden Schmit Daren Vodicka **Girls Wrestling** Abigail Lindsley **Girls Basketball** Meagan Jahde Addison Kuhlman **Boys Basketball** Cohen Denker Reese Svoboda **Speech** Neil Olson Hannah Scribner	Stanley Allen Hannah Scribner **Golf** Xavier Boss Chase Kuhlman **Girls Track and Field** Kambri Andel Addison Rands **Boys Track and Field** Reese Svoboda Daren Vodicka **Journalism** Caitlyn Kratochvil Neil Olson

Selected to serve on a State Committee

Abby Lindsley was selected to the NSAA Student Advisory Committee
Ellie Bales was selected to as an FCCLA State Officer

State Medalists

Speech
Duet Acting—Hannah & Neil O— 4th
Entertainment—Hayden—5th
Informative—Shelbea—State Runner-up
OID—Sherlock (Neil O, Kaylee, Natalie, Paul, Brittin)—4th
Humorous— Neil O— 4th
Persuasive—Kaylee—5th
POI—Hannah— State Runner-up

Boys Wrestling
Hayden Schmit - 132 - State Champion
Case Schindler - 106 - 3rd
Brittin Valentine -165 - 5th

Track and Field
Girls 4 x100 - 7th place- Kambri Andel, Portia Egwuatu, Trinity Boss, Kailey Blum
Girls Long Jump - 8th - Kambri Andel
Boys Long Jump - 7th- Reese Svoboda

Nebraska Council of School Administrators

NCSA Final Legislative Report

109th Legislature, First Session

Convened, January 8, 2025
Adjournment sine die, June 2, 2025

Prepared by
Dr. Michael Dulaney
NCSA Executive Director
June 5, 2025

I. Legislation Passed and Signed into Law or Became Law without Signature 1

II. Interim Study Resolutions 42

I. Legislation Passed and Signed into Law or Became Law without Signature

Bill	***Sponsor***	***Committee***	***Priority***	***Subject***	***Pg.***
LB 48	McKinney	Health	McKinney	Establish a Family Resource and Juvenile Assessment Center Pilot Program	3
LB 84	Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact	5
LB 89	Kauth	Government	Kauth	Adopt the Stand With Women Act	6
LB 123	Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions	8
LB 126	Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions	8
LB 140	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students	9
LB 143	Rountree	Education	None	Change provisions relating to student enrollment	10
LB 150	Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure	10
LB 192	Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program	11

Bill	*Sponsor*	*Committee*	*Priority*	*Subject*	*Pg.*
LB 197	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law	12
LB 241	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events	12
LB 245	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act	13
LB 261	Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027	14
LB 264	Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various programs	15
LB 295	Retirement Com.	Retirement	Retirement Com.	Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board	16
LB 296	Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements	18
LB 297	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law	20
LB 298	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel	21
LB 303	Hughes	Education	Hughes	Create the School Financing Review Commission	23
LB 306	Education Com.	Education	Education Com.	Change provisions relating to admission to elementary and secondary schools, the Nebraska Career Scholarship Act, and the Door to College Scholarship Act, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources	26
LB 346	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies	28
LB 376	Health Com.	Health	Health Com.	Change and eliminate programs and services administered by the Department of Health and Human Services and eliminate various reporting requirements	29
LB 383	Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act	30
LB 390	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information	31

Bill	*Sponsor*	*Committee*	*Priority*	*Subject*	*Pg.*
LB 391	Murman	Revenue	Speaker	Adopt the Give to Enable Scholarship Act and provide for certain income tax adjustments	32
LB 428	Murman	Education	None	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools	33
LB 457	Bostar	Banking	None	Require anaphylaxis policies for school districts	34
LB 521	Sanders	Government	Government Com.	Change and eliminate provisions relating to the Election Act and change notice requirements under the Open Meetings Act	36
LB 645	Ballard	Retirement	Retirement Com.	Change provisions relating to the School Retirement Fund	37
LB 647	Revenue Com.	Revenue	Revenue Com.	Omnibus revenue measure that includes changes relating to budget limitations, property tax request authority, the Property Tax Request Act, and the Nebraska educational savings plan trust	38
LB 650	von Gillern	Revenue	Revenue Com.	Adopt the Community Development Assistance Act and change provisions relating to land banks, property tax exemptions, motor vehicle tax provisions, and certain tax credits	39
LR 19CA	Dover	Executive Board	Dover	Constitutional amendment to change legislative term limits to three consecutive terms	40

LB 48

Sponsor	*Committee*	*Priority*	*Subject*
McKinney	Health	McKinney	Establish a Family Resource and Juvenile Assessment Center Pilot Program

Approved by Governor: June 4, 2025
Passed on Final Reading: 27-21-1 on May 30, 2025
Effective Date: September 1, 2025

DHHS would be required to establish a Family Resource and Juvenile Assessment Center Pilot Program for a period of five years in Omaha, which must operate 24 hours a day, seven days a week. The pilot program would be developed in partnership with local grassroots organizations, community stakeholders, and advisors representing youth and families impacted by the juvenile justice system.

As amended, the bill allows for two centers to receive up to $500,000 annually from the Medicaid Managed Care Excess Profit Fund. DHHS would require one staff person to oversee the program. The bill limits administrative expenses to $100,000 annually, which is sufficient to cover the additional staff person.

A "Family Resource and Juvenile Assessment Center" is defined as a facility designed to provide support, assessment, and intervention services for youth and families involved in, or at risk of, entering the juvenile justice system. The goal of the centers is to offer comprehensive, community-

based solutions that address underlying issues contributing to juvenile delinquency, including family dynamics, mental health, substance abuse, and educational challenges.

Each family resource and juvenile assessment center must:

(1) have a youth advisory council and parent advisory board composed of community members to provide ongoing feedback to ensure services remain relevant, effective, and responsive,

(2) host regular outreach events, workshops, and open houses in partnership with schools, faith-based groups, and community organizations, to create a bridge for preventive engagement with at-risk youth and their families, and

(3) employ individuals with established community ties and lived experience to guide youth and families through available services, act as mentors, and assist with follow-up to ensure sustained engagement.

The pilot program must:

(1) Provide comprehensive support resources to prevent youth from entering or escalating within the juvenile justice system;

(2) Minimize individual and community harm by addressing issues before they lead to greater involvement with social services, family services, and adult criminal justice systems; and

(3) Foster community trust and engagement by integrating culturally relevant services delivered by, and for, the communities served.

To receive designation as a center, an applicant must meet the following criteria:

(1) Offer a range of core services, including parenting support, youth counseling, economic success initiatives, early childhood programs, conflict resolution, mental health services, and substance abuse prevention;

(2) employ professionals trained in family support principles, cultural competency, trauma-informed care, and the strengthening families framework;

(3) develop partnerships with local grassroots organizations to provide culturally relevant services, outreach, and trust-building within the community;

(4) demonstrate a clear, effective organizational framework that supports service delivery, continuous quality improvement, and sustainable operations; and

(5) implement data collection processes to assess service impact and outcomes for youth and families, ensuring program adjustments based on feedback.

Each center must provide assessments and services free of charge to families and maintain active membership in the National Assessment Center Association.

Each center must integrate culturally relevant and trauma-informed services, including:

(a) tutoring,
(b) mentoring from community leaders, including those with lived experience in the justice system,
(c) conflict resolution and anger management training,
(d) mental health and wellness services provided by culturally sensitive professionals,
(e) social skills and job-readiness training,
(f) financial literacy programs,
(g) youth and family counseling,
(h) cognitive behavioral therapy,
(i) drug and substance abuse prevention and intervention, and
(j) food and clothing assistance and resource navigation.

LB 84

Sponsor	*Committee*	*Priority*	*Subject*
Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact

Approved by Governor: April 14, 2025
Passed on Final Reading: 46-0-3 on April 10, 2025
Effective Date: September 3, 2025

LB 84 is the model legislation promoted by the National Center for Interstate Compacts for the School Psychologist Interstate Licensure Compact. Once seven states enact the ICSP model legislation, the compact member states can begin the process of making the Compact operational. Only West Virginia and Colorado had adopted the Compact prior to Nebraska under LB 84.

The purpose of this Compact is to facilitate the interstate practice of School Psychology in educational or school settings, and, in so doing, to improve the availability of School Psychological Services to the public. The Compact is intended to establish a pathway to allow School Psychologists to obtain equivalent licenses to provide School Psychological Services in any Member State. In this way, this Compact would enable the member states to ensure that safe and effective School Psychological Services are available and delivered by appropriately qualified professionals in their educational settings.

The objectives of the Compact are to:

A. Enable School Psychologists who qualify for receipt of an Equivalent License to practice in other Member States without first satisfying burdensome and duplicative requirements;

B. Promote the mobility of School Psychologists between and among the Member States in order to address workforce shortages and to ensure that safe and reliable School Psychological Services are available in each Member State;

C. Enhance the public accessibility of School Psychological Services by increasing the availability of qualified, licensed School Psychologists through the establishment of an efficient and streamlined pathway for Licensees to practice in other Member States;

D. Preserve and respect the authority of each Member State to protect the health and safety of its residents by ensuring that only qualified, licensed professionals are authorized to provide School Psychological Services within that State;

E. Require School Psychologists practicing within a Member State to comply with the Scope of Practice laws present in the State where the School Psychological Services are being provided;

F. Promote cooperation between the Member States in regulating the practice of School Psychology within those States; and

G. Facilitate the relocation of military members and their spouses who are licensed to provide School Psychological Services.

Under LB 84, "School Psychological Services" means academic, mental, and behavioral health services, including assessment, prevention, consultation and collaboration, intervention, and evaluation provided by a School Psychologist in a school, as outlined in applicable professional standards as determined by Commission Rule.

"School Psychologist" means an individual who has met the requirements to obtain a Home State License that legally conveys the professional title of School Psychologist or its equivalent as determined by the Rules of the Commission.

LB 89

Sponsor	*Committee*	*Priority*	*Subject*
Kauth	Government	Kauth	Adopt the Stand With Women Act

Approved by Governor: June 4, 2025
Passed on Final Reading: 33-16 on May 28, 2025
Effective Date: September 3, 2025

LB 89 creates the Stand With Women Act. As amended, LB 89 does not include provisions related to school restrooms and locker rooms, nor does the measure pertain to state agencies as it did originally. The measure applies to public and private K-12 schools and postsecondary institutions.

As it relates to K-12 education, LB 89 would essentially mirror those policies already adopted by NSAA and published in the NSAA Constitution and Bylaws.

Interscholastic Athletic Teams

LB 89 provides that a team or sport must be expressly designated as one of the following based on sex:

(a) Males, men, or boys;
(b) Females, women, or girls; or
(c) Coed or mixed.

A team or sport designated for females, women, or girls may not be open to a male student.

A team or sport designated for males, men, or boys may not be open to a female student unless there is no female team offered or available for such sport for the female student.

Documentation

In order to participate in an interscholastic athletic team or sport, a student must provide to such school confirmation of the student's sex on a document signed by a doctor or signed under the authority of a doctor.

Coed or Mixed

The measure would not restrict the eligibility of any student to participate in any interscholastic athletic teams or sports designated as coed or mixed.

Policy Requirement

The governing body of each public and private school must adopt a policy implementing the Stand With Women Act. The policy must include provisions regarding the conduct of visitors and the public.

Legal Protections

The measure provides that an individual born with a diagnosis of a disorder or difference in sex development would have the relevant legal protections and accommodations afforded under the federal ADA of 1990, as amended.

Severability Clause

LB 89 includes the severability clause so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

Definitions

(a) "Boy" means an adolescent human male;

(b) "Female" means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization. Female includes a woman and a girl;

(c) "Girl" means an adolescent human female;

(d) "Male" means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes sperm for fertilization. Male includes a man and a boy;

(e) "Man" means an adult human male; and

(f) "Woman" means an adult human female.

LB 123

Sponsor	*Committee*	*Priority*	*Subject*
Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 on March 20, 2025
Effective Date: September 3, 2025

LB 123 relates to noncompliance with budget limitations and duties of the Auditor of Public Accounts and State Treasurer.

Under LB 123, political subdivisions that are non-compliant would "continue to forfeit state aid until the governmental unit reaches compliance…" All state aid that is forfeited would remain forfeited and be redistributed in the non-compliant governmental unit's county or, if there is no eligible recipient, be returned to the Highway Allocation Fund. If the governmental unit remains non-compliant within 12 months after the original delinquency order is given, that governmental unit would be ineligible for future distributions of state aid.

Upon becoming compliant, the governmental unit would be eligible for future distributions of state aid.

LB 126

Sponsor	*Committee*	*Priority*	*Subject*
Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions

Approved by Governor: February 25, 2025
Passed on Final Reading: 48-0-1 on February 21, 2025
Effective Date: September 3, 2025

LB 126 proposes changes to a single section of statute relating to bonding by political subdivisions. The current statute provides that such bonds must be redeemable "at any time on or after five years from the date of issuance." LB 126 provides an exception to that rule for county bonds "sold to an underwriting firm pursuant to a competitive sale."

The measure would also modify the standard procedure for calling and prepayments. Currently, where there is no specified special procedure, the governing body is required to issue a resolution to that effect. LB 126 would make that authority permissive instead of compulsory, and would also provide authority for either resolutions or ordinances for this purpose.

LB 140	*Sponsor*	*Committee*	*Priority*	*Subject*
	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students

Approved by Governor: May 20, 2025
Passed on Final Reading: 48-1-0 with E-clause on May 14, 2025
Effective Date: May 21, 2025

LB 140 was introduced at the request of the Governor.

School District Policy

LB 140 requires that, prior to the 2025-26 school year, each school board of a public school district must adopt a policy that establishes rules and standards concerning the use of "electronic communication devices" by students while on school property or attending a school instructional function.

The development of the policy must include stakeholder participation to ensure that such policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy:

(a) Must prohibit the use of an electronic communication device by students while on school property or attending a school instructional function; and

(b) May include student discipline and enforcement mechanisms that limit access to electronic communication devices by students only if the school board adopts the policy as part of the rules and standards adopted in accordance with the requirements of the Nebraska Student Discipline Act (§ 79-262).

A policy adopted may not prohibit a student from using an electronic communication device while on school property or attending a school instructional function under any of the following circumstances:

(a) When required by a student's IEP developed under the Special Education Act and any rules and regulations adopted or promulgated pursuant to the act or a plan developed under section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794;

(b) When authorized by the school district for educational purposes during instructional time;

(c) In the case of an emergency or perceived threat of danger;

(d) When necessary to monitor or manage a student's health care; or

(e) When determined appropriate by the school board or otherwise allowed by an appropriate school employee.

Prohibited Actions

Nothing in LB 140 may be interpreted to authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Definitions

"Electronic communication device" is defined as any device that transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication device includes a cell phone.

"Cell phone" is defined as a mobile or cellular telephone.

LB 143

Sponsor	*Committee*	*Priority*	*Subject*
Rountree	Education	None	Change provisions relating to student enrollment

Approved by Governor: April 7, 2025
Passed on Final Reading: 47-0-2 on April 2, 2025
Effective Date: September 3, 2025

Under existing law (§ 79-215), in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children, a school board must permit children of military families to enroll "preliminarily" in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year.

LB 143 provides that the preliminary enrollment and any advanced enrollment policies related to a child of a military family must also apply if the child has an individualized family service plan, has an IEP, or receives special education.

LB 150

Sponsor	*Committee*	*Priority*	*Subject*
Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure

Approved by Governor: June 4, 2025
Passed on Final Reading: 43-5-1 with E clause on May 30, 2025
Effective Date: June 5, 2025; Section 26 becomes operative September 3, 2025

LB 150 was advanced from committee as a lengthy omnibus criminal justice measure, which contained technical and substantive revisions to a series of criminal laws and added new sections of law.

As passed and signed into law, LB 150 included modified provisions from LB 329 (von Gillern) relating to sexual abuse by a school employee. In his statement of intent, Senator von Gillern explains that his bill, "[E]xpands the criminal offense of sexual abuse by a school employee to include individuals of at least nineteen years of age who work in a school environment without being employed directly by such school."

Accordingly, section 26 modifies section 28-316.01 in the Criminal Code regarding the following definitions:

- "School" means a public, private, denominational, or parochial school approved or accredited by the State Department of Education;
- "School contract worker" means a person nineteen years of age or older who, as part of such person's employment, is assigned to work at a school and works in proximity to students of such school, but who is not employed by such school;
- "School employee" means a person nineteen years of age or older who is employed by a school; and
- "School worker" means a school contract worker or a school employee.

LB 192	*Sponsor*	*Committee*	*Priority*	*Subject*
	Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program

Approved by Governor: June 2, 2025
Passed on Final Reading: 41-8 on May 28, 2025
Effective Date: September 3, 2025

LB 192 changes provisions for the Supplemental Nutrition Assistance Program (SNAP). The measure extends the SNAP gross income eligibility threshold of 165% of the federal poverty level (FPL) indefinitely. Currently, the gross income threshold is set to revert to 130% FPL on October 1, 2025. The net income eligibility threshold is 100% FPL. Gross is the total amount before deductions, while net is the amount after deductions. Only qualifying individuals whose income after deductions is under 100% FPL receive SNAP benefits. DHHS estimates over 4,000 families who would otherwise fail to qualify for SNAP benefits due to their gross income may remain on SNAP under the provisions of the measure.

SNAP benefits, aid received by individuals and spent on qualifying purchases at SNAP retailers, are 100% federally funded. SNAP administrative costs are split 50/50 between the state and federal partner, Food and Nutrition Services, a subagency of the U.S. Department of Agriculture (USDA). DHHS indicates potential administrative savings, a decreased need for staff, which would be initiated through the budget process if the current sunset is realized.

LB 197	*Sponsor*	*Committee*	*Priority*	*Subject*
	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law

Approved by Governor: March 11, 2025
Passed on Final Reading: 47-0-2 on March 6, 2025
Effective Date: September 3, 2025

The Employment Security Law was created to protect the rights of employers and employees. The law was designed to define employment and what constituted unfair labor practices. The law also defines who is eligible for unemployment insurance benefits and what those benefits entail.

LB 197 allows the Nebraska Department of Labor to adjudicate claims for unemployment insurance benefits through other means than by a claim adjudicator. LB 197 also allows the Nebraska Department of Labor to reconsider a determination of benefits if an audit conducted as part of the benefit accuracy measurement program finds an error in the original determination of benefits.

LB 241	*Sponsor*	*Committee*	*Priority*	*Subject*
	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events

Approved by Governor: March 17, 2025
Passed on Final Reading: 36-10-3 on March 13, 2025
Effective Date: September 3, 2025

LB 241 seeks to establish liability protections for private entities in the event of a cybersecurity breach. Specifically, it aims to limit liability for private entities facing class action lawsuits stemming from cybersecurity events unless the breach was caused by willful, wanton, or gross negligence.

Definitions

(a) "Cybersecurity event" means an event resulting in unauthorized access to, or disruption or misuse of, an information system or nonpublic information stored on an information system;

(b) "Information system" means:

(1) A discrete set of electronic information resources organized for the collection, processing, maintenance, use, sharing, dissemination, or disposition of electronic nonpublic information; or

(2) A specialized system, including an industrial or process control system, a telephone switching and private branch exchange system, and an environmental control system;

(c) "Nonpublic information" means information that is not publicly available and concerns a person that, because of a name, number, personal mark, or other identifier, can be used to identify such person, in combination with the following:

(1) A social security number;

(2) A driver's license number or state identification card number;

(3) A financial account number or credit or debit card number;

(4) A security code, access code, or password that would permit access to such person's financial accounts; or

(5) Any biometric record;

(d) "Private entity" means a corporation, religious or charitable organization, association, partnership, limited liability company, limited liability partnership, or other private business entity, whether organized for-profit or not-for-profit; and

(e) "Publicly available information" means information that is lawfully made available through federal, state, or local government records or information that a private entity has a reasonable basis to believe is lawfully made available to the general public.

LB 245	*Sponsor*	*Committee*	*Priority*	*Subject*
	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act

Approved by Governor: April 29, 2025
Passed on Final Reading: 38-7-4 with E clause on April 25, 2025
Effective Date: April 30, 2025

LB 245 amends the Nebraska Pure Food Act to incorporate the 2022 recommendations of the Food Code, a publication of the federal Food and Drug Administration, which sets forth model regulations for sanitation, storage, preparation, serving, and presentation of foods to mitigate risks of foodborne illness from foods sold or served by commercial food establishments. Previously, Nebraska incorporated the 2017 edition of the Food Code. LB 245 also revises the schedule of license and inspection fees with the intent to fully cash fund the Department of Agriculture's licensure and inspection program under the Act.

Section 8 of LB 245 amends section 81-2,270 of the Nebraska Pure Food Act as it relates to food establishments, food processing plants, permits, and fees. Currently, this section of law exempts (i) educational institutions, (ii) health care facilities, (iii) nursing homes, and (iv) governmental organizations operating any type of food establishment, other than mobile food units or pushcarts, from the fee requirements. LB 245 maintains this fee exemption.

However, the measure prescribes that if any entity noted above utilizes an outside food service provider, the outside food service provider must pay any applicable fees regardless of whether the entity noted above is listed as the owner on the permit.

LB 261

Sponsor	*Committee*	*Priority*	*Subject*
Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027, and appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021

Becomes Law without Signature: May 21, 2025
Passed on Final Reading: 37-11-1 with E-clause on May 15, 2025
Effective Date: May 22, 2025

LB 261 represents the mainline budget bill as initially submitted by the Governor and modified by the Appropriations Committee and further amended on the floor of the Legislature. The total biennium budget from July 2025 to June 2027 is $11.1 billion.

Notes: The Education Future Fund was appropriated $242 million on or after July 1, 2026.

Aid to community colleges includes $111,054,477 for each FY2025-26 and FY2026-27 and, by virtue of LB 173 (Prokop), the dual enrollment appropriation was increased to $8,062,234 for each FY2025-26 and FY2026-27.

	FY2025-26	FY2026-27
TEEOSA	$1,036,453,304	$1,024,467,449
Foundation Aid [1]	$112,977,519	$113,571,200
Special Education Reimbursement [2]	$527,115,254	$545,564,287
Textbook Loan Program	$1,465,500	$1,465,500
ESU Core Service	$9,632,419	$9,632,419
ESU Technology Infrastructure	$3,170,927	$3,170,927
ESU Distance Education	$281,654	$281,654
ESU regional coaches/job-embedded training	$1,851,467	$1,851,467
School Breakfast Program	$617,898	$617,898
School Lunch Program	$392,032	$392,032
Summer Food Service	$90,000	$90,000
Adult Basic Education Programs	$214,664	$214,664
Aid for High School Equivalency Programs	$750,000	$750,000
Early Childhood Education Projects	$3,619,357	$3,619,357
Early Childhood Education Grant Program [3]	$7,500,000	$7,500,000
Scholarships for Early Childhood Education Providers	$100,000	$100,000
Nurturing Healthy Behaviors program	$400,000	$400,000
Learning Community Aid	$470,000	$470,000
Learners with High Ability	$2,342,962	$2,342,962

	FY2025-26	FY2026-27
Career and Technical Education [4]	$4,809,040	$4,809,040
Nebraska Teacher Apprenticeship Program	$1,000,000	$1,000,000
Extraordinary Increase in SPED Expenditures Act	$2,500,000	$2,500,000
Nebraska Teacher Recruitment and Retention Act	$5,000,000	$5,000,000
Student Loan Forgiveness	$5,000,000	$5,000,000
Statewide Assessment and Reporting	$7,149,939	$7,149,939

[1] To provide 24% to public school districts under TEEOSA.

[2] Total from General Funds and Cash Funds.

[3] The Legislature provided intent language that a maximum of 5% of General Funds appropriated each fiscal year for the Early Childhood Education Grant Program for at-risk children from birth to age three may be used for evaluation and technical assistance.

[4] To be distributed between secondary and postsecondary schools according to the formula used for federal Perkins funds as such formula existed on January 1, 2025. Each school district will receive no less than $7,500 for each fiscal year.

LB 264

Sponsor	*Committee*	*Priority*	*Subject*
Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various statutory programs

Becomes Law without Signature: May 21, 2025
Passed on Final Reading: 35-13-1 with E-clause on May 15, 2025
Effective Date: May 22, 2025

LB 264 provides for fund transfers, changes provisions governing the administration and the use of funds, and repeals previous expansions to aid and incentive programs.

On May 7th, during Select File debate, Senator Hughes offered an amendment (AM1298) to LB 264, which was adopted on a 34-0 vote after a lengthy debate. The amendment modifies sections 79-1142 and 79-1145 of the Special Education Act (sections 167-168 of LB 264).

The amendment corrects the intent with regard to the 80% special education cost reimbursement established under LB 583 (2023).

As described by Bryce Wilson (NDE):

> The language in AM1298 to LB 264 is to make a technical correction to the language originally included in LB 583 (2023) that increased the special education reimbursement to 80%. The original language in LB 583 created an issue as the amount originally submitted in the final financial reports includes some unallowable expenditures that can't be reimbursed which resulted in an audit finding for NDE, and the original language could cause maintenance of fiscal support issues with the federal government in future years. This

proposed language change would require the full amount appropriated to be paid out but would change the language of the appropriation to be 80% of the original submission of expenditures on the final financial report minus the (eighty percent) three-year average of unallowable expenditures or what is required to meet maintenance of fiscal support whichever is greater.

This change should allow us to clear an audit finding and provide reimbursement to schools of approximately 80% of the school-age special education expenditures submitted on the AFR as was originally intended in LB 583.

Education Future Fund

Section 153 of LB 264 amends section 72-232.02 to direct investment earnings from the Board of Educational Lands and Funds cash fund to the Education Future Fund beginning July 1, 2025. In fact, a number of sections within LB 264 provide for transfer of funds to the Education Future Fund going forward. This may be a sign that the Legislature anticipates funding issues for the Education Future Fund in the coming years.

LB 295	*Sponsor*	*Committee*	*Priority*	*Subject*
	Retirement Committee	Retirement	Retirement Committee	Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board

Approved by Governor: April 30, 2025
Passed on Final Reading: 46-0-3 with E-clause on April 25, 2025
Effective Date: May 1, 2025

LB 295 makes technical and substantive changes to all five state-sponsored retirement plans (School Employees, Judges, State Patrol, State Employees, and County), but it also includes provisions related to the Class V (OPS) Plan.

As it relates to the School Employees Plan, the following changes are proposed.

Application Deadline

LB 295 extends the retirement application deadline under the School Employees Retirement Act from 120 days prior to the effective date of the member's initial benefit to 270 days prior to the effective date of the member's initial benefit.

Definition of Compensation

Currently, “compensation” is defined as gross wages or salaries payable to the member for personal services performed during the plan year and includes:

(i) overtime pay,

(ii) member retirement contributions,
(iii) retroactive salary payments paid pursuant to court order, arbitration, or litigation and grievance settlements, and
(iv) amounts contributed by the member to plans under sections 125, 403(b), and 457 of the IRS Code or any other section of the code which defers or excludes such amounts from income.

LB 295 would add a fifth item, which is leave of absence pay.

Regular Employee

The current definition of "regular employee" is an employee hired by a public school or under contract in a regular full-time or part-time position who works a full-time or part-time schedule on an ongoing basis for 20 or more hours per week. An employee hired to provide service for less than 20 hours per week but who provides service for an average of 20 or more per week in each calendar month of any three calendar months of a plan year must, beginning with the next full payroll period, commence contributions and would be deemed a regular employee for all future employment with the same employer.

LB 295 specifies that the 20-hour-per-week threshold would be calculated by dividing the total number of hours of service provided for the same employer in a calendar month by the total number of calendar days in the month and multiplying such number by seven.

Repayment of Benefit

Currently, if the Public Employees Retirement Board (PERB) determines that termination of employment has not occurred and a retirement benefit has been paid to a member of the Plan, the member must repay the benefit to the retirement system.

LB 295 stipulates that the PERB may determine that all or any portion of such benefit was the result of an inadvertent benefit overpayment and repayment of the benefit would create a significant hardship.

Lawfully Present Employees

Currently, no school employee would be authorized to participate in the Plan unless the employee is a U.S. citizen or is lawfully present in the U.S.

The law requires the employing public school and the school employee to maintain at least one of the documents listed below, which must be unexpired. LB 295 provides that the document is still valid if it has an expiration date that has been extended by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services.

Currently, the permitted documents, include:

(a) A state-issued driver's license;
(b) A state-issued identification card;
(c) A certified copy of a birth certificate or delayed birth certificate issued in any state, territory, or possession of the U.S.;

(d) A Consular Report of Birth Abroad issued by the U.S. Department of State;
(e) A U.S. passport;
(f) A foreign passport with a U.S. visa;
(g) A U.S. Certificate of Naturalization;
(h) A U.S. Certificate of Citizenship;
(i) A tribal certificate of Native American blood or similar document;
(j) A U.S. Citizenship and Immigration Services Employment Authorization Document, Form I-766;
(k) A U.S. Citizenship and Immigration Services Permanent Resident Card, Form I-551; or
(l) Any other document issued by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services granting employment authorization in the U.S. and approved by the retirement board.

LB 295 would add an additional permitted document type: A state-issued motor vehicle learner's permit.

LB 296

Sponsor	*Committee*	*Priority*	*Subject*
Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements

Approved by Governor: March 11, 2025
Passed on Final Reading: 48-0-1 on March 6, 2025
Effective Date: September 3, 2025

Background: LB 705 (2023) required NDE, DHHS, the Office of Probation Administration, and the State Court Administrator to enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court. The purpose of the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students.

The memorandum would include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of the policies and procedures.

In accordance with this directive, NDE contracted with Bellwether, which is a national nonprofit organization.

The "Bellwether Report," entitled, "Data Sharing for Youth Under the Jurisdiction of the Juvenile Court," was issued in September 2024. The executive summary of the report states that:

> In Nebraska, students under the jurisdiction of the juvenile court are educated in diverse settings such as public schools, interim-program schools, special purpose schools, and non-public schools. Historically, these students have underperformed academically compared to their non-juvenile-court-involved peers and are disproportionately students of color, students with disabilities, and students from low-income families.

> A key condition for positive educational outcomes for youth under the jurisdiction of the juvenile court is the efficient transfer of education records between placements. Currently, Nebraska faces significant challenges in this area, as identified through extensive interviews, focus groups, and stakeholder meetings. The obstacles to effective data sharing include delays, mistrust, lack of system integration, reliance on low-tech solutions, privacy concerns, and inadequate knowledge. These inefficiencies contribute to negative outcomes for youth, causing them to miss crucial instructional time or be subjected to redundant coursework. This often results in disengagement, frustration, and drop-out.
>
> To address these issues, Bellwether, in collaboration with a team of state leaders, has developed a comprehensive set of recommendations that propose establishing a centralized records service under the Nebraska Department of Education (NDE). This system aims to centralize education data collection and distribution using highly trained registrars to ensure data accuracy, resolve discrepancies, and create comprehensive student records. This centralized service would streamline the data-sharing process and ensure compliance with privacy regulations. Beyond the centralization of records, the recommendations also advocate for improvements in governance design to enhance efficiency, consistency, and accountability. Additionally, the introduction of a statewide basic high school diploma aims to increase graduation rates for youth under the jurisdiction of the juvenile court.
>
> If enacted comprehensively, these reforms will make Nebraska a national model for education data sharing that will positively impact the educational experiences and outcomes of youth under the jurisdiction of the juvenile court, providing them with a more cohesive educational experience.

LB 296 would implement the suggestions contained within the Bellwether Report along with the original directives contained within LB 705 (2023).

Centralized Education Records System

By July 1, 2026, NDE must maintain a centralized education records system for students under the jurisdiction of a juvenile court. The system must allow for the immediate transfer of education records as appropriate. Each approved or accredited school must share education records with the department for inclusion in the centralized education records system *immediately upon request* for any student under the jurisdiction of a juvenile court.

The Commissioner of Education is directed to employ registrars who would be responsible for ensuring the education records of students under the jurisdiction of a juvenile court are maintained in an accurate and timely manner in the centralized education records system.

Registrars would also analyze the education records of high school students under the jurisdiction of a juvenile court to determine if additional credit hours should be awarded by the Commissioner of Education for academic work that has been completed by the students.

The Commissioner of Education must, either upon request or in response to an analysis conducted by a registrar, award credit hours pursuant to rules adopted by the State Board to any high school student who is or was under the jurisdiction of a juvenile court and has evidence of the completion of academic work that would generally be required for the credit hours. Any credit hours awarded by the commissioner must be recognized by any approved or accredited school and must count toward meeting any graduation requirements related to the subject area of the credit hours.

The cost of the centralized education records system and registrars would be paid from the State Department of Education Improvement Grant Fund.

Diploma

Current law (§ 79-729) requires that each high school student must complete a minimum of 200 high school credit hours prior to graduation. At least 80% of the minimum credit hours must be core curriculum courses prescribed by the State Board.

LB 296 provides that, beginning with the 2026-27 school year, for a student who meets the above requirement and who was at any point during high school under the jurisdiction of a juvenile court and residing in an out-of-home placement under such jurisdiction:

(i) A public high school must, upon request, allow such student to graduate with a high school diploma from such school without any additional requirements if the student was enrolled at any point in such high school; or

(ii) If such student does not graduate from an approved or accredited high school, the Commissioner of Education must, upon request, award a state high school diploma.

The bill provides that no student, parent, or guardian may make any request that would result in a student receiving more than one high school diploma.

LB 297	*Sponsor*	*Committee*	*Priority*	*Subject*
	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 with E clause on March 20, 2025
Effective Date: March 26, 2025

Background: LB 297 was brought by Senator Ibach on behalf of the Department of Labor with the goal of reducing Nebraska's unemployment combined tax. This tax is paid by employers, and funds the payment of unemployment benefits. Most of the combined tax collected goes directly to the Unemployment Insurance Trust Fund (UI). The UI Trust Fund can only be used for the payment of unemployment benefits, and Nebraska has one of the healthiest UI trust funds in the country.

The current balance of the UI trust fund far exceeds the amount necessary to fund the payments of benefits during a recession, or even a pandemic. The current balance of the trust fund is approximately $544 million, whereas the Nebraska Department of Labor paid out approximately $95 million in UI benefits in 2024.

LB 297 adjusts the combined tax rate calculation used to set tax rates for unemployment insurance taxes to immediately lower the 2025 tax rate, and reduce the calculation for planned collection of

the UI combined tax for future years, with the goal of reducing the overall UI Trust Fund balance to a more reasonable reserve.

Additionally, LB 297 grants the Commissioner of Labor the authority to make informed decisions to lower the UI tax rate for employers. LB 297 lessens the tax burden on employers while still maintaining a sufficient unemployment trust fund balance to pay unemployment benefits.

Summary of Changes: In tax year 2025 only, the category twelve rate will be 0.48. Also, the Commissioner of Labor may adjust the yield factor to a lower scheduled yield factor if the state's reserve ratio is .7% or greater rather than the current 1% or greater.

LB 298	*Sponsor*	*Committee*	*Priority*	*Subject*
	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel

Approved by Governor: June 4, 2025
Passed on Final Reading: 46-2-1 with the E clause on May 30, 2025
Effective Date: June 5, 2025

LB 298 is a lengthy measure that addresses legislative oversight. The legislation creates the Division of Legislative Oversight within the Legislative Council as well as the Legislative Oversight Committee, a special committee that replaces the current Performance Audit Committee, to oversee the new division.

The director of the new division will be appointed by the Legislature and require a two-thirds vote for appointment and for removal. The director will serve a 6-year term. The director would then appoint an Inspector General for a 5-year term.

The current offices of the Legislative Audit Office, the Office of Inspector General of Nebraska Child Welfare, and the Office of Inspector General of the Nebraska Correctional System would be moved to the Division of Legislative Oversight.

Division of Legislative Oversight

The Division of Legislative Oversight is created within the Legislative Council. The division would be responsible for conducting assessments, investigations, audits, inspections, and other reviews of Nebraska state government to ensure the Legislature is able to carry out its responsibilities to secure needed information to legislate and appropriate.

Division Director

The Director of Legislative Oversight would:

(a) Develop key performance indicators, with the approval of the Legislative Oversight Committee, for both short-term and long-term legislative oversight of state agencies and programs;

(b) Make recommendations to the Legislative Oversight Committee and the Executive Board of the Legislative Council regarding the duties, responsibilities, and activities of the division and division staff;

(c) Ensure that all assessments, investigations, audits, inspections, and other reviews are conducted by the division without regard to special or partisan interest and in accordance with relevant standards or guidelines; and

(d) Carry out the director's duties under the Legislative Performance Audit Act, the Office of Inspector General of Nebraska Child Welfare Act, and the Office of Inspector General of the Nebraska Correctional System Act.

Legislative Oversight Committee

The Legislative Oversight Committee is created as a special legislative committee to exercise the authority and perform the duties provided for in the:

(a) Legislative Performance Audit Act,
(b) the Office of Inspector General of Nebraska Child Welfare Act, and
(c) the Office of Inspector General of the Nebraska Correctional System Act.

The committee would be composed of nine members of the Legislature, including:

(a) Speaker of the Legislature,
(b) chairperson of the Executive Board,
(c) chairperson of the Appropriations Committee,
(d) chairperson of the Judiciary Committee,
(e) chairperson of the Health and Human Services Committee, and
(f) four other members of the Legislature chosen by the Executive Board.

The chairperson and vice-chairperson of the Legislative Oversight Committee would be elected by a majority vote of the committee.

For purposes of tax incentive performance audits, the committee must also include as nonvoting members the chairperson of the Revenue Committee or his/her designee and one other member of the Revenue Committee, as selected by the Revenue Committee.

The Legislative Oversight Committee would oversee all aspects of the Division of Legislative Oversight without regard to special or partisan interests and in accordance with relevant standards and guidelines.

Legislative Audit Office

The Legislative Audit Office is created within the Division of Legislative Oversight. The office would conduct performance audits. The Legislative Auditor would be appointed by the Director

of Legislative Oversight with approval from the chairperson of the Executive Board and the chairperson of the Legislative Oversight Committee.

The Legislative Auditor must employ the staff as deems necessary to carry out the duties of the office within the amount available by appropriation through the Division of Legislative Oversight for the Legislative Audit Office.

LB 303	*Sponsor*	*Committee*	*Priority*	*Subject*
	Hughes	Education	Hughes	Create the School Financing Review Commission

Approved by Governor: June 4, 2025
Passed on Final Reading: 48-0-1 with E clause on May 30, 2025
Effective Date: June 5, 2025

LB 303 was originally introduced at the request of the Governor and provided for comprehensive school finance modifications. It also called for the creation of a "School Finance Reform Commission."

As passed and signed into law, the measure no longer incorporated modifications to the existing school finance system. However, it did call for the creation of the "School Financing Review Commission."

Composition of Commission

The commission would consist of 18 members, including:

(a) The Commissioner of Education or designee;

(b) The Property Tax Administrator or designee;

(c) One representative of the Governor appointed by the Governor;

(d) Three members of the Legislature, who will be nonvoting members of the commission, including (1) the Chairperson of the Education Committee or designee, (2) the Chairperson of the Revenue Committee or designee, and (3) one member appointed by the Executive Board in January of each odd-numbered year for a two-year term, except that the initial member will be appointed within 30 days after the effective date of LB 303 and will serve until a successor is appointed in January 2027. No more than two members may be affiliated with the same political party;

(e) One member who is a representative of postsecondary education with expertise in school finance;

(f) Four members who are superintendents or school board members representing a Class I, II, or III school district. At least one member is appointed representing each class of school district. No more than two members may represent the same class of school district, no

more than three members may be superintendents, and no more than three members may be school board members;

(g) One member that is a representative of a Class IV school district and one member that is a representative of a Class V school district. One member appointed must be a school board member of the school district being represented and the other member must be a school administrator in the other school district being represented; and

(h) Five members appointed from the state at large, which must include (i) at least one individual having experience in business, (ii) at least one individual having experience in farming, (iii) at least one individual teaching as a certified teacher in a public school, and (iv) two other individuals. These members may be retired.

The members outlined in (a) through (c) would serve as ex officio members of the commission.

The members outlined in (e) through (h) would be appointed by the Governor within 30 days after the effective date of the legislation. Initial appointees would serve terms as described below. Thereafter, members would serve terms of three years, and any vacancy would be filled by the Governor for the remainder of the vacated term. For purposes of determining term length and expiration of terms, the initial terms for members would begin 30 days after the effective date of the legislation.

The Governor must, upon appointment, designate the initial term for the members appointed except the initial terms for members described in (e) through (h) would be as follows:

(1) The member appointed under (e), one member described in (g), and one member described in (h) would serve a three-year term;

(2) Two members described in (f), one member described in (g), and one member described in (h) would serve an initial term of two years; and

(3) Two members described in (f) and three members described in (h) would serve an initial term of one year.

If at any point a member no longer meets the qualification for such member's position on the commission, the member must vacate membership on the commission. Any vacancy in the commission would be filled in the same manner and same qualification as the original appointment.

Purpose of Commission

The purpose of the School Financing Review Commission is to study and provide advisory recommendations relating to school funding in Nebraska. The commission must:

(a) Evaluate the school funding formula for education under the Tax Equity and Educational Opportunities Support Act (TEEOSA) and make recommendations for adjustments or changes to such formula that may be necessary to help prevent the increase of property taxes;

(b) Regularly review the resources side of the formula under TEEOSA;

(c) Regularly review the needs side of the formula under TEEOSA;

(d) Analyze options for how to minimize the negative impact on schools during times when the state may be unable to fully fund the formula under TEEOSA;

(e) Analyze the impact of funding for education on student achievement and outcomes, focusing on, but not limited to:

- Access to early childhood education;
- student attendance;
- literacy;
- graduation rate;
- college-going rate; and
- postsecondary workforce participation.

(f) Analyze the impact of funding for education on issues and resources impacting students with relatively high needs, including:

- students who live in areas of high concentrations of poverty,
- students with an individualized education program, and
- students with limited English proficiency.

The commission, to the extent it is practical, must compare findings to similar policies from other states.

Report

By December 1, 2025, and by November 1 of each year thereafter, the commission must prepare and deliver to the Clerk of the Legislature an annual report with its observations and recommendations.

Other Provisions Related to the Commission

- The Commissioner of Education or designee would serve as the chairperson of the commission, and the commission must elect a vice-chairperson from among its members.
- The commission would meet at least four times a year and at least once per calendar quarter.
- NDE may provide staff to assist the commission as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission. The commission may also obtain assistance from NDE, the Department of Revenue, and the Legislative Fiscal Office in acquiring the data needed to carry out its duties.
- The commission would be housed within NDE.

Spending Lid Exception

Prior to passage, Senator Ballard successfully amended LB 303 to include a change to an existing spending lid exception (§ 79-1028.01). The current lid exception, relating to employer contributions for the School Employees Retirement Plan, provides that a school district may exceed its budget authority by a specific dollar amount for expenditures to pay for employer contributions above 7.35%. The current employer rate is 9.88%. On July 1, 2025, the employer rate will be 8.08%.

The Ballard amendment creates a new subsection to this lid exception providing that, for school fiscal years 2025-26 and 2026-27, the lid exception would permit the amount of expenditures for school fiscal year 2024-25 to be carried over and included in the budget authority for school fiscal years 2025-26 and 2026-27.

LB 306	*Sponsor*	*Committee*	*Priority*	*Subject*
	Education Com.	Education	Education Com.	Change provisions relating to admission to elementary and secondary schools, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources

Approved by Governor: June 4, 2025
Passed on Final Reading: 41-8 with E clause on June 2, 2025
Effective Date: June 5, 2025

Participation in Extracurricular Activities
(Sections 1 and 2 of LB 306)

Background: The provisions in sections 1 and 2 derive from LB 497 (Murman), which was never advanced from committee but was nevertheless successfully merged into LB 306. LB 497 was supported by the Nebraska Christian Home Educators Association and the Lincoln Home School Orchestras, among others.

LB 306 amends section 79-215 to provide that a school board must admit a student upon request without charge for part-time enrollment for purposes of participating in extracurricular activities if:

(a) the student is also enrolled in a private school or in a home school and

(b) either –

(i) the school district where the student or the student's parent resides does not offer the extracurricular activity in which the student desires to participate and the school district that the student is requesting to attend is the closest school district to the residence of the student or the student's parent that offers such extracurricular activity or

(ii) the school district where the student or the student's parent resides does offer the extracurricular activity in which the student desires to participate but the school district the student is requesting to attend includes the closest school to the residence of the student or the student's parent that offers such extracurricular activity.

Policy Update: LB 306 also amends section 79-2,136 relating to part-time enrollment and extracurricular activities.

LB 306 provides that school board policies and procedures must require any student desiring to participate in extracurricular activities *regulated by an athletics or activities association* (i.e., NSAA), to which the school is a member, to be enrolled five credit hours offered by the school district in any semester *in order to participate in such extracurricular activities, but may not prohibit a student from enrolling in more than five credit hours*.

The measure further stipulates that both the compulsory attendance law (§ 79-201) and laws relating to habitual truancy would apply to such students.

Effective: Sections 1 and 2 become effective September 3, 2025

Database of Financial Information
(Section 11 of LB 306)

Background: As amended prior to passage, LB 306 includes the modified provisions of LB 625 (Dover) relating to the creation of a database of financial information. LB 625 was advanced to General File by a 7-1 vote, but no one other than Senator Dover testified on the bill.

Website Database: LB 306 requires the Department of Administrative Services (DAS) to develop, maintain, and make available for public inspection on its website a database of financial information from all school districts in the state. The required information must include, at a minimum, revenue sources, expenditures, and a balance sheet that contains all assets and liabilities for each school district from the most recent audit reports filed with the Commissioner of Education.

The budget administrator of the budget division of DAS is required to designate an implementation date for the database, but must be no later than January 1, 2026.

Required Information: School districts are required to provide to DAS such information from the school district's most recent audit report filed with the Commissioner of Education as is necessary to develop and maintain the database.

School districts must provide updated information to DAS on an annual basis, and DAS must update the database no later than 30 days after receiving any such information.

School districts are also required to provide historical financial information beginning with calendar year 2005 to DAS. Such information must be collected and added to the database if available as soon as practicable.

The data requirement does not include disclosure of information that is considered confidential under state or federal law or is not a public record.

Effective: Section 11 becomes effective September 3, 2025

Scholarship Qualifications
(Sections 7-9 of LB 306)

One of the more controversial amendments ultimately adopted to LB 306 prior to passage was championed by Senator Hallstrom and opposed by Senator Murman.

LB 306 provides that the minimum test score qualification for a scholarship under the Nebraska Career Scholarship Act is met either from a composite score on a standard college admission test or the equivalent score on the SAT.

Effective: Sections 7-9 become effective September 3, 2025

LB 346	*Sponsor*	*Committee*	*Priority*	*Subject*
	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 on May 28, 2025
Effective Date: September 3, 2025

Background

In 2000, the Legislature created the Early Childhood Interagency Coordinating Council to advise and assist the collaborating agencies in carrying out the provisions of the:

- Early Intervention Act,
- Quality Child Care Act,
- Early Childhood Training Center,
- Early Childhood Education Grant Program,
- Before-and-after-school or prekindergarten services, and
- other early childhood care and education initiatives under state supervision.

Operational Efficiencies

LB 346 was brought at the request of the governor and proposes combining or outright repealing several boards and commissions. The proposal is intended to find operational efficiencies and to reduce the complexity of the Nebraska government.

Within LB 346, section 23 modified provisions related to the Early Childhood Interagency Coordinating Council. The legislation limits the council to 16 members beginning July 1, 2026, all of whom would be appointed by the Governor. The council had previously included over 30 members and there was no limit on the number of members prior to LB 346.

Upon introduction of LB 346, First Five Nebraska and other interested groups, argued that the measure would have inadvertently made Nebraska noncompliant with federal requirements by making changes to the membership composition of the Early Childhood Interagency Coordinating Council. As noted by First Five Nebraska, the council was created in order to:

> [A]ssist state agencies in complying with the Individuals with Disabilities Education Act (IDEA) and the Head Start for School Readiness Act. It is unique from most other states in that it consolidates two federally required state advisory councils into one.
>
> First Five Nebraska worked closely with the Governor's office to maintain membership compliance pursuant to federal law, while still realizing efficiencies by reducing the number of statutorily required membership from over 30 to 16 members. These changes helped to ensure that the state's yearly allocation of $3.3 million for IDEA Part C funds and $80 million for Head Start funds were preserved.

LB 376	*Sponsor*	*Committee*	*Priority*	*Subject*
	Health Committee	Health Committee	Health Committee	Change and eliminate programs and services administered by DHHS and eliminate various reporting requirements

Approved by Governor: June 4, 2025
Passed on Final Reading: 47-1-1 on May 30, 2025
Effective Date: September 3, 2025

LB 376 modifies statutes pertaining to reports required by DHHS. Several sections within this legislation are noteworthy for public education.

Screening

Current law, section 71-4741, requires DHHS to determine which birthing facilities are administering hearing screening tests to newborns and infants on a voluntary basis and the number of newborns and infants screened. The department is required to submit electronically an annual report to the Legislature stating the number of:

(a) Birthing facilities administering voluntary hearing screening tests during birth admission;

(b) Newborns screened as compared to the total number of newborns born in such facilities;

(c) Newborns who passed a hearing screening test during birth admission if administered;

(d) Newborns who did not pass a hearing screening test during birth admission if administered; and

(e) Newborns recommended for follow-up care.

This reporting requirement is eliminated under LB 376.

What remains in this statute is the requirement that DHHS, in consultation with NDE, along with birthing facilities, and other providers, develop approved screening methods and protocols for statewide hearing screening tests of substantially all newborns and infants.

DHHS Office Space

Another section of LB 376 sunsets the requirement that counties maintain DHHS office space at no charge to the state as of June 30, 2028.

This estimated future cost to the state is somewhere between $2.5 million and $4 million. The added cost would not be realized until FY2029.

LB 383

Sponsor	*Committee*	*Priority*	*Subject*
Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act

Approved by Governor: May 20, 2025
Passed on Final Reading: 46-3-0 on May 14, 2025
Effective Date: July 1, 2026 for Sections 26-30

LB 383 creates the Parental Rights in Social Media Act (sections 26-30). The measure prohibits a social media company from permitting a minor to become an account holder. A social media platform must use a reasonable age verification method to verify the age of an individual seeking to become an account holder on the company's social media platform.

A social media company or third-party vendor conducting the verification may not retain any identifying information of an individual after verification is complete.

Exception

A social media company may allow a minor to become an account holder if the parent of the minor provides express parental consent authorizing the minor to become an account holder. A social media company or third-party vendor must verify the express parental consent, which must include:

(a) Age verification of the parent through a reasonable age verification method; and

(b) An oath, affirmation, or form signed by the parent and returned to the social media company or third-party vendor by common carrier, facsimile, or electronic scan stating that the consenting adult is the minor user's parent and authorizes such minor to become an account holder.

Once age and parental consent, if applicable, are verified, the social media company may permit the minor to become an account holder. Reverification of an account holder is not required unless parental consent is revoked by a parent.

Revocation

A social media company must develop a method for a parent to revoke consent for a minor to be an account holder. If consent is revoked, a social media company must remove the account of the parent's minor and prohibit the minor from becoming an account holder until additional express parental consent is provided.

Supervision

A social media company must provide a parent of a minor account holder with methods for the parent to supervise the minor's account. The methods must include options for the parent to:

(a) View all posts the minor account holder makes under the social media platform account;

(b) View all responses and messages sent to or by the minor account holder in the social media platform account;

(c) Control the minor's privacy and account settings; and

(d) Monitor and limit the amount of time the minor account holder spends using the social media platform.

Enforcement

The Nebraska Attorney General is required to enforce the Parental Rights in Social Media Act and may impose a penalty of up to $2,500 per violation.

LB 390	*Sponsor*	*Committee*	*Priority*	*Subject*
	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information

Approved by Governor: April 14, 2025
Passed on Final Reading: 34-14-1 on April 10, 2025
Effective Date: September 3, 2025

Policy Requirement

LB 390 requires that each school board of a public school district adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials.

The policy must:

(a) Require the creation of a catalog of all books in the school district's library, categorized by school building, which must be accessible for viewing by a parent, guardian, or educational decisionmaker of a student attending such school district; and

(b) Provide the opportunity for a parent, guardian, or educational decisionmaker of a student to be notified when the student of such parent, guardian, or educational decisionmaker checks out a book from the school library by means of a website or application notification or by opting in to email notifications. The notification must include:

(1) The title of the book checked out by the student;

(2) The name of the author of the book checked out by the student; and

(3) The date the book checked out by the student is due to be returned to the school library.

This would only apply to a school library that is located on school district property and will not apply to any other public library regardless if the library contracts with a school district for use by students.

"Educational decisionmaker" is defined as a person designated or ordered by a court to make educational decisions on behalf of a child (§ 79-530).

LB 391

Sponsor	*Committee*	*Priority*	*Subject*
Murman	Revenue	Speaker	Adopt the Give to Enable Scholarship Act and provide for certain income tax adjustments

Approved by Governor: June 4, 2025
Passed on Final Reading: 45-3-1 on May 30, 2025
Effective Date: September 3, 2025

LB 391 creates the Give to Enable Support Act and the Give to Enable Support Cash Fund.

The fund would be administered by the State Treasurer, who would accept contributions from any private individual or private entity and credit all contributions to the Give to Enable Support Cash Fund. No General Funds would be transferred to this Fund.

The Program would begin on January 1, 2026. The purpose of the program is to promote access to accounts by establishing accounts using distributions from the Give to Enable Support Cash Fund. The accounts may then be used to pay the qualified disability expenses of qualified individuals.

In order to participate in the Program, a qualified individual would submit an application to the State Treasurer. The State Treasurer would accept applications from January 1 to June 1 of each year beginning in 2026. The application must include:

(a) Information necessary to certify the applicant's status as a qualified individual;

(b) The applicant's personal information necessary to establish an account; and

(c) Any other information required by the State Treasurer.

A "qualified individual" is defined as an individual with a disability as defined in IRS Code 529A who does not have an account at the time he/she is approved to become a participant in the Program.

If the State Treasurer determines that the applicant qualifies to have an account established under the Program, the State Treasurer would notify the applicant of the approval. The State Treasurer may approve as many applications as funding for the program allows for each calendar year.

A qualified and approved individual would have an account established for the individual. The account would be established by April 1 of the year following the year the application is approved and would be funded with no less than the minimum amount required to open an account or such greater amount as determined by the State Treasurer.

LB 428	*Sponsor*	*Committee*	*Priority*	*Subject*
	Murman	Education	None	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools

Approved by Governor:	April 29, 2025
Passed on Final Reading:	41-5-3 on April 25, 2025
Effective Date:	September 3, 2025

LB 428 amends the Parental Involvement Act (§ 79-532). This Act has been the subject of significant controversy in the Legislature for the past several years.

The current Parental Involvement Act requires school districts to adopt a policy, which includes a number of provisions. LB 428 proposes additional requirements for the policy relating to surveys.

School Policy Modification

School district policy is required to be modified to provide a requirement that:

IF the school administers

(a) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature OR

(b) a nonanonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use,

THEN the school district must, at least 15 days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive the survey.

The notice must be made through the school's electronic notification system or by physical mail to the address on file for the student. The 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.

Parents, guardians, and educational decisionmakers have the right to:

(a) Request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student,

(b) review the survey in person at the school, and

(c) exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey may not disclose personally identifiable information of a child.

No survey requesting sexual information of a student may be administered to any student in kindergarten through grade six.

Limitation

The bill states that nothing in the provisions of the measure may be construed to require disclosure of information in violation of:

(a) the federal Family Educational Rights and Privacy Act of 1974, as amended, 20 U.S.C. 1232g, or any federal regulations and applicable guidelines adopted in accordance with such act, as such act, regulations, and guidelines existed on January 1, 2024;

(b) the federal Protection of Pupil Rights Amendment of 1978, 20 U.S.C. 1232h, as such section existed on January 1, 2025;

(c) the federal Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq., as such act existed on January 1, 2025; and

(d) the federal Children's Internet Protection Act, 47 C.F.R. 54.520, as such regulation existed on January 1, 2025.

LB 457	*Sponsor*	*Committee*	*Priority*	*Subject*
	Bostar	Banking	None	Require anaphylaxis policies for school districts

Approved by Governor: April 14, 2025
Passed on Final Reading: 47-1-1 on April 10, 2025
Effective Date: September 3, 2025

LB 457 requires DHHS, in consultation with NDE, to develop model anaphylaxis policies available for use in school districts and licensed child care programs setting forth guidelines and procedures to be followed for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.

The policies may be developed with input from representatives of (i) allergy medicine, (ii) pediatric physicians, (iii) school nurses and other health care providers with expertise in treating children with anaphylaxis, (iv) parents of children with severe allergies, (v) school administrators, (vi) teachers, (vii) school food service directors, and (viii) other appropriate entities.

The policies must include:

(a) A procedure and treatment plan, including emergency protocols and responsibilities for staff members of licensed child care programs, school nurses, and other appropriate school personnel, for responding to anaphylaxis;

(b) A procedure and appropriate guidelines for the development and implementation of an individualized health care plan for children with a food or other allergy that could result in anaphylaxis;

(c) A communication plan for the intake and dissemination of information provided by the state regarding children with a food or other allergy that could result in anaphylaxis, including a discussion of methods, treatments, and therapies to reduce the risk of allergic reactions, including anaphylaxis;

(d) Strategies for the reduction of the risk of exposure to anaphylactic causative agents, including food and other allergens; and

(e) A communication plan for discussion with children who have developed adequate verbal communication and comprehension skills and with the parents, guardians, and educational decisionmakers of all children attending the school district or licensed child care program about foods that are safe and unsafe and about strategies to avoid exposure to unsafe food.

The policies must be reexamined and updated as needed at least once every three years to be consistent with best practices relating to anaphylaxis prevention, treatment, and emergency response methods.

A model policy developed or updated must be made available on the applicable department's website (presumably both the DHHS and NDE websites).

Required Policy

LB 457 provides that, by July 1, 2026, each school district must adopt a written policy to address incidents of anaphylaxis involving students at school. A school board may use the model policy in school districts as a guide. The policy may not conflict with or hinder the implementation of an individualized anaphylaxis plan of a student and must be consistent with existing law (§ 79-224) relating to self-management by a student.

A school district must publish the policy in any school district handbook, manual, or similar publication that sets forth the comprehensive rules, procedures, and standards of conduct for students at school.

A school district with a policy to address incidents of anaphylaxis involving students at school that is in effect prior to the effective date of the bill may remain in effect and must satisfy the requirements noted above.

LB 521	*Sponsor*	*Committee*	*Priority*	*Subject*
	Sanders	Government	Government	Change and eliminate provisions relating to the Election Act and change notice requirements under the Open Meetings Act

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 with E clause on May 28, 2025
Effective Date: May 31, 2025

LB 521 was originally meant to carry various changes to the Election Act. As the measure emerged from committee, it also included changes to the Open Meetings Act (section 82 of LB 521).

Current provisions of the Open Meetings Act (§ 84-1411) provide that in case of refusal, neglect, or inability of the newspaper to publish the notice, the public body must:

(a) post such notice on its website, if available,
(b) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and
(c) post such notice in a conspicuous public place in such public body's jurisdiction.

LB 521 stipulates that the public body must "request the newspaper" submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers.

The bill also requires that the public body maintain a written record of the request to the newspaper.

LB 521 provides that, in addition to a method of notice required by the Act, such notice may also be provided by any other appropriate method designated by the public body or the advisory committee.

Each public body is required to record the methods and dates of such notice in its minutes.

The bill requires that the notice must contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda (which must be kept continually current) must be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items must be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda may not be altered later than: (i) 24 hours before the scheduled commencement of the meeting or

(ii) 48 hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body must have the right to modify the agenda to include items of an emergency nature only at the public meeting.

LB 645	*Sponsor*	*Committee*	*Priority*	*Subject*
	Ballard	Retirement	Retirement Committee	Change provisions relating to the School Retirement Fund

Approved by Governor: May 6, 2025
Passed on Final Reading: 45-2-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 645 was introduced on behalf of the Governor to reduce the state's liability for the School Employees Retirement Plan. The savings to the state are intended to help fill the existing budget shortfall. The measure is projected to reduce the state's funding responsibility by over $83 million in the next biennium.

The current contribution rates are based on employee compensation as follows:

- Employee rate: 9.78%
- Employer rate: 9.88% (101% of the employee rate)
- State rate: 2%

These rates have been in place since 2013.

Under LB 645, the rates would be determined by the current funding ratio on the actuarial value of assets in the School Retirement Fund.

Beginning on July 1, 2025, and each July 1st thereafter, the new system would be based on the most recent previous year as reported in the annual actuarial valuation report, which is released in November of each year. The current funding ratio is 99.91%, which was established by the state's actuary in November 2024.

If the funded ratio is less than 96%

- Employee rate: 9.75%
- Employer rate: 9.85% (101% of the employee rate)
- State rate: 2%

If the funded ratio is 96% or greater and less than 98%

- Employee rate: 8.75%
- Employer rate: 8.84% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 98% or greater and less than 100%

- Employee rate: 8%
- Employer rate: 8.08% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 100% or greater

- Employee rate: 7.25%
- Employer rate: 7.32% (101% of the employee rate)
- State rate: no contribution required

LB 647	*Sponsor*	*Committee*	*Priority*	*Subject*
	Revenue Com.	Revenue	Revenue Com.	Omnibus revenue measure that includes changes relating to budget limitations, property tax request authority, the Property Tax Request Act, and the Nebraska educational savings plan trust

Approved by Governor: May 30, 2025
Passed on Final Reading: 35-13-1 with E clause on May 30, 2025
Effective Date: Various

LB 647 was introduced as a Revenue Committee shell bill. It was advanced from committee as an omnibus revenue-related measure, which included provisions from LB 131 (529 Plans), LB 709 (adoption expenses), and LB 566 (purchase of property in blighted areas).

529 Plans

The most controversial of these provisions related to expanding the bounds of the Nebraska Educational Savings Trust (NEST). NEST is currently a 529 college savings plan providing a tax-advantaged account for education expenses. Its name stems from Section 529 of the IRS tax code, which gives these plans special tax breaks to encourage saving for education.

The NEST-related provisions of LB 647 derive from LB 131 (Sorrentino), which proposes to expand the current NEST to be available to all eligible educational institutions (public and private), to include elementary and secondary schools, as well as postsecondary institutions. The bill removes elementary and secondary education payments from the nonqualified withdrawal list.

Beginning January 1, 2029, expenses for (private school) tuition in connection with enrollment or attendance at an elementary or secondary school would be permitted up to $10,000 per beneficiary per taxable year.

Contributions to 529 accounts grow tax-deferred, and withdrawals are exempt from state and federal taxes as long as they are used for a beneficiary's qualified education expenses, including tuition, room and board at an eligible postsecondary educational institution.

Individuals may claim a state income tax deduction equal to contributions they make to an account, up to $5,000 for those married filing separately and $10,000 for other filers.

Adoption Expenses

The provisions of LB 709 (Bostar) were included in LB 647. LB 709 would create a refundable state income tax credit equal to 10% of the federal adoption expenses tax credit allowed to a taxpayer in the same taxable year. This portion of LB 647 (sections 7-9) will become operative September 3, 2025.

Purchase of Property in Blighted Areas

The provisions of LB 566 (Quick) were included in LB 647. LB 566 amends existing law permitting individuals to claim a nonrefundable $5,000 income tax credit if they purchase a primary residence located in an area that has been declared extremely blighted. The credit is scheduled to sunset on January 1, 2026. LB 566 would extend the sunset to January 1, 2032.

Recreational Trail Easements

LB 647 includes the provisions of LB 628 (Dover) to establish the Recreational Trail Easement Property Tax Exemption Act. The Act provides that a taxpayer who encumbers their property with a perpetual recreational trail easement may apply for a property tax exemption for the portion of the property that has been encumbered with the easement. This portion of LB 647 (sections 1-6) becomes operative on January 1, 2026.

The Legislative Fiscal Office reports that property tax exemptions would occur when property owners qualify and utilize easements and are estimated to decrease a political subdivision's property tax base. "A change in the taxable base for schools due to the exemption of property could have an impact on state aid under TEEOSA, but any such amount is indeterminate."

LB 650	*Sponsor*	*Committee*	*Priority*	*Subject*
	von Gillern	Revenue	Revenue Committee	Adopt the Community Development Assistance Act and change provisions relating to land banks, property tax exemptions, motor vehicle tax provisions, and certain tax credits

Approved by Governor: May 6, 2025
Passed on Final Reading: 40-7-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 650 was introduced at the request of the Governor.

The legislation is an omnibus revenue-related measure containing a variety of provisions. As it relates to public education, the most notable provision of LB 650 is a change in motor vehicle tax revenue.

These provisions derive from LB 547 (Rountree), which intended to expand the exemption for disabled veterans from the state motor vehicle tax.

The bill amends current definitions of a disabled veteran and a blind veteran as found in section 77-202.23, to align with the more expansive federal definition found in 5 U.S.C. 2108, as the section existed on January 1, 2025. Accordingly, a disabled veteran would mean:

(a) An individual who has served on active duty in the armed forces, been separated therefrom under honorable conditions, and has established the present existence of a service-connected disability; or

(b) An individual who is receiving compensation, disability retirement benefits, or pension because of a public statute administered by the Department of Veterans Affairs or a military department.

This provision of LB 650 becomes operative on January 1, 2026.

The Nebraska DMV has estimated the total reduction in motor vehicle tax to be $28.8 million (a loss of $10.8 million in 2025-26 and $18 million in 2026-27 in revenue for the DMV and local governments). The revenue loss would be a result of an increase in the number of disabled veterans and blind veterans eligible for the motor vehicle tax exemption. The DMV approximates 40,000 of the 43,465 veterans (as estimated by the U.S. Dept. of Veterans Affairs) would utilize the motor vehicle tax exemption. The average motor vehicle tax savings per veteran is estimated to be $450.

For public schools, the loss in revenue from the motor vehicle tax is estimated to be $6,350,400 in 2025-26 and $10,584,000 in 2026-27.

Estimated Motor Vehicle Revenue Losses	FY2025-26 (6 months, beginning January 1, 2026)	FY2026-27 (full 12 months of the yearly revenue)
DMV Vehicle Title Registration Modernization Fund (1%)	($108,000)	($180,000)
Motor Vehicle Tax – Commission to County (1%)	($108,000)	($180,000)
Motor Vehicle Tax – Cities and Counties (40% of remainder)	($4,233,600)	($7,056,000)
Motor Vehicle Tax – Schools (60% of remainder)	($6,350,400)	($10,584,000)
Motor Vehicle Tax Impact under LB 650	($10,800,000)	($18,000,000)

LR 19CA

Sponsor	*Committee*	*Priority*	*Subject*
Dover	Executive Board	Dover	Constitutional amendment to change legislative term limits to three consecutive terms

Delivered to Secretary of State: May 28, 2025
Passed on Final Reading: 39-10 on May 28, 2025

LR 19CA was introduced by Senator Dover and 22 co-sponsors. The constitutional amendment would change current provisions in the Nebraska Constitution so that a state lawmaker could serve three rather than two (4-year) terms of office.

The measure will appear on the November 2026 General Election ballot.

Note: On November 7, 2000, Nebraska voters approved a measure (415) as an initiated constitutional amendment. It was approved by a 56% to 44% margin.

II. Interim Study Resolutions

Education Committee

LR144 (Kauth) Interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for persons seeking to transition into teaching grades kindergarten through twelve

Purpose: The purpose of this resolution is to propose an interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for individuals with equivalent education and professional experience who seek to transition into kindergarten through grade twelve teaching.

Nebraska faces ongoing challenges in attracting and retaining qualified educators, particularly in rural and high-need school districts, and the traditional teacher certification process may present barriers for individuals with equivalent education and professional experience in other fields who seek to transition into the teaching profession later in their careers. Alternative pathways to certification, including onsite apprenticeship programs conducted by school districts, may provide opportunities to increase the number of qualified teachers while maintaining high-quality standards for Nebraska schools. Such apprenticeship programs would focus on pedagogical training, classroom management, and other essential instructional skills to ensure competency and effectiveness in teaching. The State Board of Education plays a critical role in establishing standards and oversight mechanisms for teacher certification programs, including alternative pathways such as school district led apprenticeships.

This interim study is meant to examine potential changes to Nebraska's teacher certification requirements to allow individuals with equivalent education and experience to enter the teaching profession through an apprenticeship-based pathway conducted by school districts. Such study shall include, but need not be limited to:

(1) An evaluation of existing barriers within Nebraska's current teacher certification process that may hinder professionals from transitioning into teaching;

(2) An examination of best practices from other states that have implemented alternative certification pathways, including apprenticeship programs;

(3) An assessment of the pedagogical and classroom management training necessary to maintain high-quality instructional standards in an apprenticeship program;

(4) A determination of the role of school districts in designing and implementing apprenticeship programs for prospective teachers;

(5) An examination of the process by which the State Board of Education would approve school district apprenticeship programs and ensure alignment of such programs with state educational standards;

(6) An investigation of the criteria and process by which individuals completing an apprenticeship program would be certified as teachers in Nebraska;

(7) Consideration of the potential impact of an apprenticeship pathway on addressing teacher shortages in critical subject areas and geographic regions;

(8) An identification of any statutory or regulatory changes necessary to implement such an apprenticeship pathway; and

(9) Input from relevant stakeholders, including representatives from the State Department of Education, the State Board of Education, school district administrators, teacher preparation programs, educators, and other interested parties.

LR164 (McKinney) Interim study to examine to what extent inmates between five and twenty-one years of age, under the care of the Department of Correctional Services, are being provided educational services

Purpose: The purpose of this resolution is to propose an interim study to examine to what extent inmates between five and twenty-one years of age, that are under the care of the Department of Correctional Services, are being provided educational services and what statutory or regulatory changes are necessary to ensure these inmates receive educational instruction. This study shall include, but is not limited to, determining how many such incarcerated individuals are participating in educational programs, including a General Educational Development program to earn their high school equivalency diploma, offered by the department as well as through partnerships with educational institutions such as Southeast Community College.

LR189 (Dorn) Interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska. The study may review ways to increase the amount of state aid committed to schools to offset property tax use and reduce property taxes as a share of total state and local taxes.

This study shall include, but not be limited to, examining:

(1) Fairness and equity for public school students in all parts of the state;

(2) Efficiencies and effectiveness in the use of tax resources to educate public school students in Nebraska; and

(3) Stability in the resources available to school districts, particularly in times of economic volatility.

LR196 (Kauth) Interim study to study truancy in Nebraska schools

Purpose: The purpose of this resolution is to propose an interim study to study truancy in Nebraska schools.

LR202 (Sorrentino) Interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state

Purpose: The purpose of this resolution is to propose an interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state, campus by campus, to see how future teachers are being prepared to teach literacy.

LR204 (Juarez) Interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students

Purpose: The purpose of this resolution is to propose an interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students. The study shall include, but need not be limited to, an examination of the following factors: Educational mandates, administrative burdens, classroom discipline issues, educational funding, emotional demands, workloads, safety issues, salaries, and staff shortages. The study shall also examine what the state can do to mitigate teacher burnout and incentivize retention.

LR205 (Strommen) Interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System

Purpose: The purpose of this resolution is to propose an interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System.

This study shall include, but not be limited to, the following:

(1) Describing the Early Childhood Integrated Data System as it currently exists and the historical context for its development;

(2) Examining the use of the Early Childhood Integrated Data System to maximize efficiencies for participating state agencies to meet legislatively mandated reporting requirements, providing accountability for public dollars, and supporting parental choice in early childhood settings;

(3) Analyzing the statutory barriers to interagency data sharing and potential solutions;

(4) Examining data privacy procedures and data access rules maintained in the Early Childhood Integrated Data System;

(5) Analyzing the infrastructure necessary to improve the Early Childhood Integrated Data System, including funding; and

(6) Reviewing early childhood integrated data systems in other states.

LR228 (Cavanaugh, J.) Interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions

Purpose: The purpose of this resolution is to propose an interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions. This study will identify disparities, analyze competitive salary structures, and explore potential policy solutions to ensure faculty members receive fair and competitive compensation. The study shall include, but need not be limited to, an examination of the following:

(1) A review of current salary levels and compensation structures for faculty in Nebraska's public higher education institutions;

(2) A comparison of Nebraska's public higher education faculty salaries with those at peer institutions in surrounding states;

(3) An examination of salary disparities across disciplines and the impact of those disparities on recruitment and retention;

(4) An analysis of the impact of faculty compensation on student outcomes, including retention and graduation rates;

(5) A review of potential funding mechanisms or policy changes to enhance faculty compensation in a sustainable manner; and

(6) Consideration of alternative compensation models, including cost-ofliving increases, performance-based pay, benefits enhancements, and other incentives.

In conducting this interim study, the Education Committee of the Legislature may confer with the Coordinating Commission for Postsecondary Education, the University of Nebraska, state colleges, community colleges, faculty organizations, faculty members, administrators, students, policy experts, other relevant entities, and stakeholders.

LR259 (Armendariz) Interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs to foster cross-regional learning, cultural exchange, and deeper appreciation for Nebraska's agricultural heritage and rural life.

The study shall include, but need not be limited to, the following:

(1) The feasibility and structure of such a program, including exchange duration, school credit recognition, and housing arrangements;

(2) The potential for collaboration with local school districts, the State Department of Education, the Department of Agriculture, the Cooperative Extension Service of the University of Nebraska, including the state 4-H program, and Future Farmers of America;

(3) The benefits to student participants, host communities, and Nebraska's agricultural education system;

(4) Potential models, including urban-to-rural exchanges within Nebraska, as well as interstate exchanges with other agricultural regions;

(5) Considerations to ensure student participation from low-income urban areas; and

(6) Potential funding sources, including state appropriations, federal grants, and private sponsorships.

In conducting this interim study, the Education Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, and other stakeholders.

Executive Board

LR174 (DeBoer) Interim study to provide a comprehensive analysis of the standing committee system of the Legislature

Purpose: The purpose of this resolution is to propose an interim study for a comprehensive analysis of the standing committee system of the Legislature to determine if any improvements or changes to that system would be warranted. This study shall include, but need not be limited to, an examination of the following:

(1) The creation of new standing committees to reflect contemporary needs of Nebraska and the elimination or consolidation of current committees associated with the creation of any new standing committees;

(2) Standing committee subject matter jurisdiction;

(3) The legislative bill load of each standing committee; and

(4) Other issues relating to standing committees.

LR249 (Cavanaugh, M.) Interim study to examine the feasibility and benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee and the Appropriations Committee of the Legislature

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility and potential benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, in order to create a more integrated and balanced approach to the state's budgeting process.

The study shall include, but not be limited to, the following:

(1) Examining the current roles and responsibilities of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, including areas of jurisdictional overlap and how these affect the efficiency and transparency of the budget process;

(2) Examining the timing and alignment of revenue forecasting and budget setting processes, including the interaction between the Nebraska Economic Forecasting Advisory Board's schedule and the legislative appropriations timeline;

(3) Studying best practices from other states and governmental bodies, particularly those with a functioning ways and means committee or equivalent structures that integrate tax policy, revenue forecasting, and appropriations oversight;

(4) Determining potential duties and scope of a ways and means committee, including recommendations on how such a body could improve coordination, policy alignment, and strategic planning in budget matters;

(5) Examining opportunities to improve procedures related to revenue estimation, budget development, and legislative oversight of appropriations; and

(6) Considering recommendations for a model budget process for the Legislature, including proposed reforms that align with nationally recognized public finance standards and government accountability best practices. In conducting this interim study, the Executive Board of the Legislative Council may confer with legislative staff, policy experts, representatives of the Department of Administrative Services and the Legislative Fiscal Office, and other stakeholders with relevant expertise in public finance, legislative budgeting, and tax policy.

The Executive Board of the Legislative Council may consult with and request the assistance of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, the Legislative Fiscal Office, and other legislative committees as appropriate.

The Executive Board of the Legislative Council shall prepare and submit a report with its findings and recommendations to the Legislature or the Executive Board by December 15, 2025.

Government Committee

LR192 (Sanders) Interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act

Purpose: The purpose of this resolution is to propose an interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act.

LR206 (Strommen) Interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists

Purpose: The purpose of this resolution is to propose an interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists. The study shall include, but need not be limited to, an examination of the following:

(1) Recent proposed statutory or constitutional changes to initiative and referendum petition processes, including changes to signature requirements, circulation periods, initiative content, circulator requirements, signer requirements, petition requirements, ballot language, election requirements, withdrawing signatures, and campaign finance requirements;

(2) Whether all Nebraskans, including individuals in low-population areas, are fairly and properly represented in the initiative petition process; and

(3) Spending on initiative petition measures in Nebraska over the last fifteen years, including names of funding entities, dollar amounts, and where such entities are located.

LR233 (Quick) Interim study to examine issues relating to state agency guidance documents, rules, and regulations

Purpose: The purpose of this resolution is to propose an interim study to examine issues relating to state agency guidance documents, rules, and regulations. The study shall include, but need not be limited to, an examination of the following:

(1) The process used by state agencies to issue guidance documents under section 84-901.03 and the opportunity for public involvement and stakeholder input before the issuance of such guidance documents;

(2) The difference in purpose and effect between guidance documents and rules and regulations; and

(3) Whether guidance documents issued by state agencies have imposed greater burdens on Nebraska nonprofits and businesses than required under federal law or federal regulation.

Health Committee

LR220 (Fredrickson) Interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children

Purpose: The purpose of this resolution is to propose an interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children. Children and students receiving Level 3 care require the highest level of intervention and support due to the severity of their behavioral or emotional challenges. Level 3 care providers offer specialized and intensive care for children exhibiting significant behavioral issues, such as aggression, self-harm, severe defiance, and disruptions to their living environments. The effectiveness of Level 3 care is directly influenced by staffing levels, access to therapeutic services, facility safety and structure, and the implementation of innovative care models tailored to the unique needs of residents. Additional resources may be necessary to enhance staffing, expand therapeutic services, improve facility infrastructure, and support program evaluation to better address the needs of children in Level 3 care. Ensuring transparency and evaluating effectiveness of such resources is critical to determining their impact and justifying future needs.

This study shall include, but not be limited to, the following:

(1) Assessing current funding levels and their utilization by Level 3 care providers;

(2) Evaluating the adequacy of staffing levels, including staff-to-student ratios and training programs for managing severe behavioral challenges;

(3) Analyzing the availability and quality of therapeutic services, such as individualized and group counseling, trauma-informed care, and crisis intervention strategies;

(4) Examining the state of facility infrastructure, including safety features and therapeutic environments;

(5) Reviewing existing program development efforts and their outcomes; and

(6) Identifying potential funding gaps and recommending strategies to ensure adequate support for these facilities.

Retirement Committee

LR96 (Retirement Committee) Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board

Purpose: The purpose of this resolution is to propose an interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board, including the State Employees Retirement System of the State of Nebraska, the Retirement System for Nebraska Counties, the School Employees Retirement System of the State of Nebraska, the Nebraska State Patrol Retirement System, the Nebraska Judges Retirement System, and the retirement system administered under the Class V School Employees Retirement Act. The study shall examine issues as they relate to the funding needs, benefits, contributions, and administration of each retirement system.

LR97 (Retirement Committee) Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions

Purpose: The purpose of this resolution is to propose an interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions. The study shall include a public hearing for the presentation of reports by political subdivisions with underfunded defined benefit plans.

LR98 (Retirement Committee) Interim study to examine issues within the jurisdiction of the Nebraska Retirement Systems Committee

Purpose: The purpose of this resolution is to propose an interim study to examine any issues within the jurisdiction of the Nebraska Retirement Systems Committee of the Legislature that may arise during the interim.

LR230 (Lonowski) Interim study to examine options for allowing retired teachers to return to intermittent work at a school

Purpose: The purpose of this resolution is to propose an interim study to examine options for allowing retired teachers to return to intermittent work at a school for more than eight days per month during their bona fide one hundred eighty-day separation period from their employer.

Revenue Committee

LR126 (von Gillern) Interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska

Purpose: The purpose of this resolution is to conduct an interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska. The study shall evaluate the Nebraska Advantage Act and ImagiNE Nebraska Act in terms of their function, impact upon Nebraska's economy and communities, as well as business and industrial sectors, and influence upon overall tax receipts and the state's budgeting process. The study shall include, but is not limited to, an examination of the following:

(1) The impact of the Nebraska Advantage Act and ImagiNE Nebraska Act on state revenue;

(2) The utilization of tax credits under the Nebraska Advantage Act and ImagiNE Nebraska Act since their passage;

(3) The effectiveness of the Nebraska Advantage Act and ImagiNE Nebraska Act in promoting growth in business, industry, and employment in Nebraska; and

(4) The future of a cohesive and sustainable economic development and business attraction strategy to drive growth in Nebraska. In conducting this interim study, the Revenue Committee may confer with state agencies, other standing committees of the Legislature, and relevant stakeholders, including, but not limited to, representatives from the business community, economic development community, and local municipalities.

LR255 (Andersen) Interim study to examine the fiscal, constitutional, and administrative implications of adopting LR12CA, 2025, which proposes reforms to Nebraska's property tax system

Purpose: The purpose of this resolution is to propose an interim study to examine the fiscal, constitutional, and administrative implications of adopting Legislative Resolution 12CA, One Hundred Ninth Legislature, First Session, 2025, as amended by proposed amendment AM1101, which proposes significant reforms to Nebraska's property tax system and underlying constitutional language. The study shall include, but need not be limited to, an examination of the following:

(1) The fiscal and distributional impacts of capping the annual increase in property taxes levied on any parcel of real property by the allowable growth percentage, defined as the lesser of three percent or the Consumer Price Index for All Urban Consumers;

(2) The legal and constitutional implications of substituting the current uniform and proportional clause of Article VIII, section 1, of the Constitution of Nebraska, with a system that establishes full taxable value based on the 2025 assessed value or purchase price following a change of ownership;

(3) The practical challenges and administrative viability of implementing a static assessed value system for real property, including mechanisms for adjustment upon sale or new construction;

(4) The impact of such a system on taxpayer equity, particularly among similarly situated properties with different ownership timelines, and the resultant tax disparities;

(5) The implications of the proposed valuation structure on revenue predictability and budgeting processes for schools, counties, municipalities, and other local political subdivisions;

(6) The definition clarity and scope of terms, including, but not limited to, "purchase", "change of ownership", and "new construction", and the exemption for spousal transfers;

(7) The comparative evaluation of similar models in other states, such as California's Proposition 13, Florida's Save Our Homes amendment, and Oklahoma's property tax limitations, and the lessons they may offer for Nebraska;

(8) The potential impact on housing affordability and accessibility for young people, first-time homebuyers, fixed-income homeowners, and individuals attempting to enter the housing market during a period of high home prices and limited supply;

(9) The effects on agricultural producers and rural landowners, particularly regarding the classification, valuation, and long-term tax obligations for farmland and horticultural property; and

(10) Stakeholder concerns and input from assessors, local governments, school districts, taxpayer advocacy organizations, and the Department of Revenue regarding feasibility and unintended consequences. In conducting this interim study, the Revenue Committee may consult with legal experts, tax policy professionals, economists, state agencies, and relevant stakeholders to ensure a comprehensive evaluation of the proposed reforms.

Transportation Committee

LR157 (DeBoer) Interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska. This study shall include, but need not be limited to, an examination of the following:

(1) Projects being undertaken as a part of any state or federal effort for the expansion of broadband availability in Nebraska, including, but not limited to, an examination of changing federal requirements for various programs and any delays such changes may cause;

(2) Cooperation across jurisdictions on the shared goal of ensuring broadband is available for all Nebraskans;

(3) Resiliency and redundancy in the broadband networks being built to ensure Nebraskans have consistent access to broadband services;

(4) The changing regulatory landscape with regard to broadband services, the necessity of the state to provide oversight to protect the interests of Nebraska consumers, the necessity of related regulations in Nebraska, and where efficiencies can be found to speed up the deployment of broadband services; and

(5) Other issues relating to broadband expansion in Nebraska.

LR254 (Clements) Interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax

Purpose: The purpose of this resolution is to propose an interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax. The study shall include, but need not be limited to, an examination of the following:

(1) The current motor vehicle tax distribution, motor vehicle fees and distribution, civil fees and other revenue sources;

(2) The potential adjustment to such current revenue sources to provide adequate funds for necessary county government duties and services; and

(3) The potential elimination of unnecessary costly statutory requirements for counties related to motor vehicles.

In conducting this interim study, the Transportation and Telecommunications Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, county officials and employees, and other stakeholders.

Students

Student 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 then 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.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
Neb. Rev. Stat. Section 79-2,160

Policy Adopted: June 11, 2025

Students

Student 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 then 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. ~~Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the~~

~~student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.~~

~~16.~~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 dangerous to the health and safety of anyone or~~ is reasonably forecasted to interfere~~s~~ 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 ~~(midriffs, spaghetti straps, sagging pants)~~ 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.

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(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.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
Neb. Rev. Stat. Section 79-2,160~~LB 43 (2024)~~

Date of Adoption: [Insert Date]

Instruction

Parental/Community Involvement in Schools

[Name] Public 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 ~~parent's~~ 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 ~~parent's~~ 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, ~~or~~ 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: [Insert Date]

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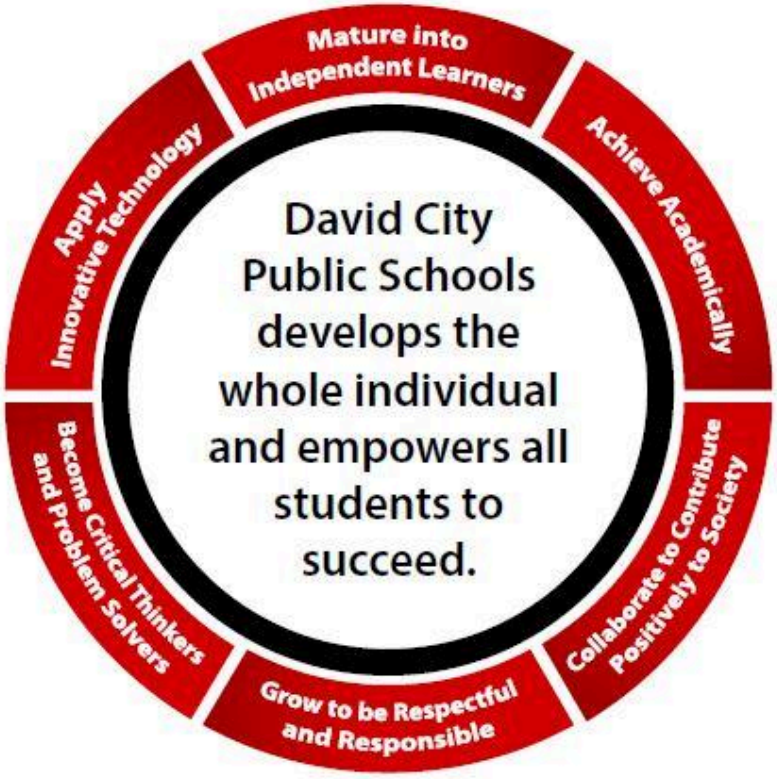
Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Policy Adopted: June 11, 2025

DAVID CITY PUBLIC SCHOOLS
PRESCHOOL HANDBOOK
2025-2026



All Scouts Have Power

Administrative Staff:

Dr. Chad Denker, Superintendent

Mrs. Lindsey Greenfield, David City Elementary Principal

Miss Peggy Romshek, Bellwood Elementary Principal

Ms. Kari Daniels, Special Services Director

Updated 6-5-25

Table of Contents

Mission of Preschool	**3**
Staff Information	**3**
Admission Requirements	**3**
Mixed-Age Classrooms	**3**
Immunizations	**4**
Birth Certificate	**4**
Tuition and Payment	**4**
Arrival	**5**
Dismissal	**5**
Snack	**6**
Lunch	**6**
Rest Time	**6**
Illness	**6**
When to Keep Your Child Home	**6**
Potty Training	**8**
Outdoor Play	**8**
Clothing	**8**
Communication	**8**
Preschool Report Cards	**9**
Home Visits	**9**
Severe Weather and School Cancellation	**9**
Automated Calling System	**9**
Bus Transportation	**10**
Preschool Curriculum	**10**
Pyramid Model	**10**
Current Schedule	**11**
District Calendar	**12**

Mission of David City Public School Preschool Program

Our program instills respect, independence, and teamwork in an engaging preschool community.

Staff Information

School	Bellwood Elementary	David City Elementary	David City Elementary	David City Elementary
Program	All Day	All Day	All Day	All Day
Phone	402-538-4805	402-367-3779	402-367-3779	402-367-3779
Teacher	Shelby Hein	Julie Zrust	Madie Papa	Madison Sander
Email	hein@dcscouts.org	zrust@dcscouts.org	ronnfeldtm@dcscouts.org	sanderm@dcscouts.org

Admission Requirements

The David City Public Schools Preschool Program is open to students who are ages 3 through 5. Enrollment is not guaranteed as it is based upon priorities outlined in Policy 5013. A child shall be eligible for admission into PreKindergarten at the beginning of the school year if the child is 3 years of age on or before July 31st of the current year. A child who turns 6 on or before July 31 of the current year is not eligible to attend preschool.

- **Required Enrollment Documentation**
  - Birth Certificate
  - Immunizations
  - District Enrollment Paperwork
  - Medical Forms as needed (ex. asthma/over-the-counter)

- **Full/Half Day Enrollments**
  - Both full day and half days are available based on parent choice.
    - Full Day - 8:00-3:30
    - Half Day - 8:00-11:15 (Lunch is not provided)

* Enrollment decisions are finalized by administration

Mixed-Age Classrooms

All preschool classrooms for David City Public Schools will be mixed-aged classrooms with students ranging from 3-5 years old. This will promote both learning and development through peer modeling, language development, and social interactions. The same curriculum will be adapted in order to support both age group's maturity and

learning levels. Differentiation will also take place in order to support all learners.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices. Unimmunized students may be excluded from school in the event of a disease outbreak.

Birth Certificate

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from:

Health Records Management
P.O. Box 95065
Lincoln, NE 68509-5065

There is a fee per certificate. Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics. If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents would include naturalization or immigration documents showing the date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Tuition and Payment

Per Policy 5013 the preschool tuition for the 2025-26 school year will be the following:

David City Public Schools		
Preschool Tuition 2025-26		
All Day	$220.00	Per Month
Half Day	$150.00	Per Month
Reduced Lunch	$130.00	Per Month
Free Lunch	$45.00	Per Month
Special Education	$45.00	Per Month
Out of District	$220.00	Per Month
All tuition includes $45.00 for student meals.		
First payment is due August 10th.		
No payment is required in May.		

In order for your family to qualify for the free or reduced tuition pricing, the Federal Free or Reduced Lunch Program application must be filled out and you must meet their set guidelines.

Arrival

When dropping off your child, please ensure they are in the care of a DCPS staff member prior to leaving.

- David City Elementary
    - If your child **is eating** breakfast
        - Please drop your child off at DCES between 7:30 and 7:45 a.m., so they have adequate time to eat their breakfast.
        - At 7:55 a.m. your child will be escorted to the preschool by an adult.
    - If your child **does not eat** breakfast
        - Please drop off your child at the preschool at 8:00 a.m. when the other preschoolers arrive from the elementary school.
    - If a preschooler rides the bus, they will be dropped off at David City Elementary.
- Bellwood Elementary
    - Preschool students are allowed to be dropped off at the school starting at 7:15.
    - Staff will supervise the students out front of the school until 7:35 at which time all preschool students will be taken to the preschool room for morning activities until class starts at 8:00.
    - Bellwood Elementary preschool students will eat breakfast in the classroom as a part of their preschool day.

Dismissal

Preschool students are dismissed at 3:30 (full day) or 11:15 (half day). For early dismissal, please contact the office.

- David City Elementary
    - Please pick up your child at the preschool as a preschool teacher will send them out to you no earlier than 3:30 (full day) 11:15 (half day).
    - If your child rides the bus, they will be escorted to David City Elementary where they will get on the bus.
- Bellwood Elementary
    - Students being picked up by the parent will be brought to the North Gate on Warren street no earlier than 3:30 (full day) or 11:15 am (half day).
    - Students riding the bus will be supervised by staff until loading the bus.

Snack

David City Public Schools provides a snack for full-day students in preschool as a part of the fee you pay for tuition.

Lunch

Per Rule 11, Nebraska Law, lunch is part of the preschool curriculum, which entails students eating in a family-style setting in their classrooms. Family-style meals allow students to work on social skills, manners, serving, and cleaning up after themselves during meal times. Staff eat with the children at this time and help to facilitate the learning and language development that happens during meal-time.

Rest Time

All full-day preschool students are required to participate in a daily rest time. This means that for at least one hour per day all preschool children lay down to rest. During this time, the lights are out, the noise level is quiet, and students are laying on cots to rest. Students are not required to sleep, but are encouraged to stay on their cot and rest. **Students are allowed to bring a small blanket for rest time.** Please refrain from sending any stuffed animals.

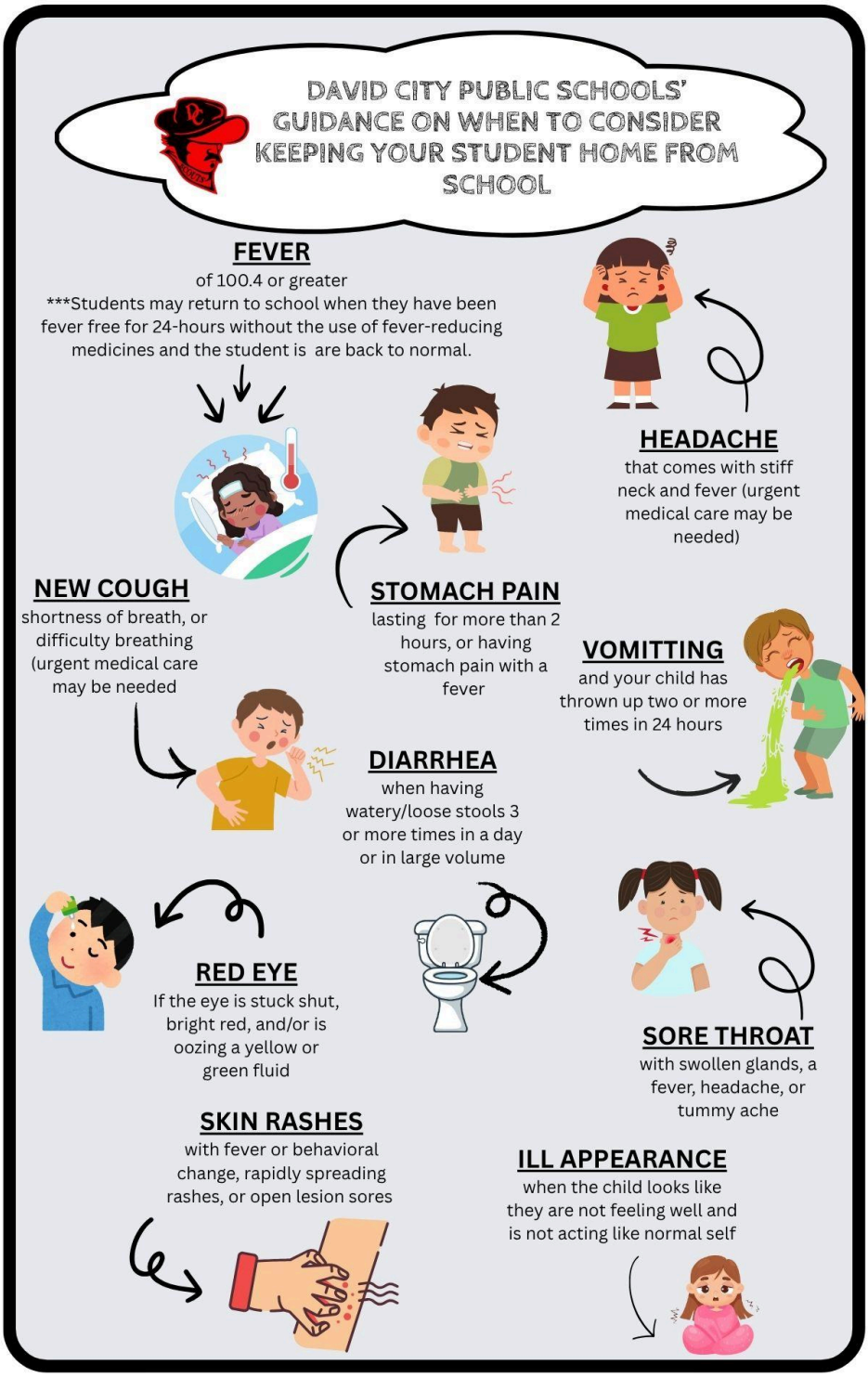
Illness

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions that may require a student to be sent home may include a temperature greater than 100.4°F., vomiting, diarrhea, unexplained rashes, and live head lice. A student may also be sent home if the school nurse determines that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition is resolved. Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. If your child experiences any of the above conditions or symptoms, please keep them home from preschool and notify the office of their absence.

When to Keep Your Child Home Sick

Sometimes it is difficult to know whether or not to send your child to school. The below graphic should be used to help you determine whether or not to send your child to school. You are always welcome to call the school and confer with school personnel. If you choose to send your child to school and conditions worsen, the school will be in communication with you if it is determined they need to go home. (Refer to the Section 3 Health Services starting on page 12 of the District Student Handbook for more information on health practices).

Please remember to keep your child home until they have been fever-free for 24 hours without the use of fever-reducing medicine and they are back to normal.



This resource was adapted using information from the following resource:
Children's Nebraska. (2023). *The NICE Nebraska Infection Control for Education Book.*

Created June 2025

Potty Training

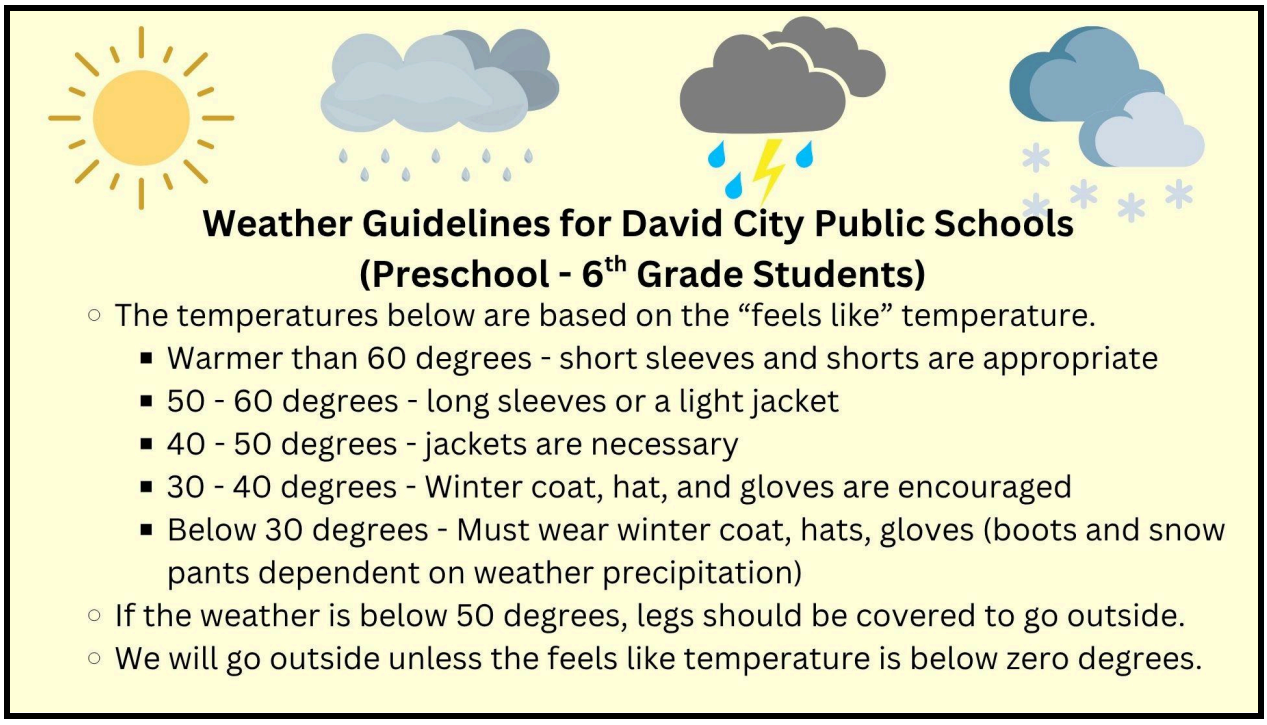
It is highly recommended that children who attend our preschool are potty-trained, but it is not a requirement. If a child is not potty-trained, we ask for your cooperation in collaboratively working with us to teach your child this skill. **Please send an extra set of clothes with your child in case he or she has an accident.**

Outdoor Play

Outdoor time is a major component to the preschool program. During any given day, your child will participate in outside play. Outside play is approximately 45 minutes per day and is one of the instructional components of the preschool day. During inclement weather, preschool students will play indoors.

Clothing

Children should wear clothing that is washable and enables them to move easily. Children must have proper clothing to go outside each day according to the graphic below. All outer clothing should be marked with your child's name.



Communication

Communication will be sent home with students on a regular basis. Please check your child's backpack daily so that your family does not miss out on important information. Information will also be sent via REMIND, text, e-mail, individual classroom Facebook pages, and the DCPS Facebook page. If something happens at home that may affect

your child's performance in school, please notify your child's teacher as soon as possible.

Preschool Report Cards

Quarterly report cards will be sent home at the end of each quarter to communicate your child's growth and development throughout the year.

Home Visits

Home visits are required per Nebraska's Rule 11 and will be conducted twice a year in the fall and in the spring. It is important for the preschool teacher and the family to have a strong relationship with each child's family. Home visits allow the teacher to see each child's living environment and to interact with the child and family at home. These take place in the home per state law, but an alternate location can be utilized. Your child's teacher will contact you to set up a home visit at a time that works for you. If your child lives in two households, the home visit will take place in one home and the other parent will be invited to attend.

Since the preschool teachers conduct home visits, they will not hold parent-teacher conferences. The time allotted for parent teacher conferences is utilized to schedule home visits.

Severe Weather and School Cancellations

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. The David City Public School District will be using an automated phone system to inform families in the district of any school early dismissal, late start or closure. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, kindergarten, student activities).

In the event that a late start is called due to weather, half day session preschool will be canceled. Full day preschool will follow the same late start schedule as K-12 students.

Automated Calling System

David City Public Schools will use an automated calling/texting system to contact parents in the event of a change in the school day schedule (early outs, late starts, etc…). All numbers provided by parents at registration will be contacted. If parents change phone numbers during the course of the year, please contact the office so we

can update the system.

Bus Transportation

Full day students are allowed to receive bus services if they meet the district busing requirements and room is available.

Preschool Curriculum

Frog Street Preschool curriculum is a play-based comprehensive curriculum which provides skills in reading, math, language development, STEAM lessons, social emotional learning, and conscious discipline. Students will participate in whole class circle time, small group time, and free play throughout the day. Frog Street also offers a family component that can be accessed from home. This allows parents to interact with the daily instructional materials with their child from home.

Frog Street consists of 9 different themes that promote a well rounded preschool learning experience.

- Theme 1 - My School and Me
- Theme 2 - My Family and Friends
- Theme 3 - Safe, Healthy, Helpful Me
- Theme 4 - Compare and Contrast
- Theme 5 - Creative Me
- Theme 6 - On the Move
- Theme 7 - Amazing Critters
- Theme 8 - Animals
- Theme 9 - Changes

Pyramid Model

The David City Preschool teachers have been trained in and utilize the Pyramid Model practices to proactively address student behaviors. This practice aligns with Positive Behavior Intervention and Supports that both David City and Bellwood Elementary utilize. The Pyramid Model practices using positive reinforcement and teaching problem solving skills to students. It also works to develop a strong understanding of emotions and how to express those emotions to others.

For students with more challenging behaviors, both home and school will communicate as a team in order to define a plan to best support the behaviors. The plan will incorporate pyramid strategies at an individualized level. Once a plan is created, the plan will be carried out, data will be collected, and another meeting will take place to review the effectiveness of the plan in reference to the change in behavior. Further decisions will then be made to continue to support the student and to carry out the plan.

2025-26 Preschool Schedule

David City			Bellwood		
7:30-7:55	Breakfast at David City Elementary Cafeteria		8:00-8:20	Breakfast	
8:00- 8:30	Greeting/ Morning Message/Calendar/ Pledge/		8:20 - 8:45	Greeting/ Morning Message/Calendar/ Pledge	
8:30 - 8:35	Music and movement		8:45- 8:50	Music and Movement	
8:35-9:00	Read Aloud 1		8:45-9:10	Read Aloud 1	
9:00-10:00	Literacy Groups Center	Floater para break 15 min	9:10 - 10:05	Literacy Groups Center	
10:00-10:30	Outdoor Play	Para breaks 2 paras 10-10:15 2 paras 10-10:15	10:05-10:35	Outdoor Play	
10:35 - 11:15	Math Small Groups/Centers		10:35 - 11:15	Math Small Groups/Centers	
11:15 -11:30	Classroom Library Book/Rhymes/Question of the day		11:15 -11:30	Classroom Library Book	
11:30-12:00	Lunch		11:30-12:00	Lunch	
12:00-12:20	Read Aloud 2/Bathroom		12:00-12:20	Read Aloud 2/Bathroom	
12:20-12:30	Rest Time Transition		12:20-12:30	Rest Time Transition	
12:30-1:45	Rest Time	Teacher lunch 12:30-1:00 Planning 1-1:45 Paras will allow students to start getting up from cots at 1:30 (put cot away, quiet activity, and go to bathroom)	12:30-1:45	Rest Time	Teacher lunch 12:30-1:00 Planning 1-1:45 Paras will allow students to start getting up from cots at 1:30 (put cot away, quiet activity, and go to bathroom)
1:45-2:00	Transition		1:45-2:00	Transition	
2:00-2:30	STEAM	1:45 - 3:00 5/15 min. Para Breaks	2:00-2:30	STEAM	
2:30 - 2:45	Snack		2:30 - 2:45	Snack	
2:45 - 3:00	Closing Circle		2:45 - 3:00	Closing Circle	
3:00-3:25	Outdoor Play		3:00-3:25	Outdoor Play	
3:25-3:30	Pack up		3:25-3:30	Pack up	
3:30	Dismissal		3:30	Dismissal	

DISTRICT CALENDAR

David City Public Schools — Updated 2025-2026 School Calendar — Board Approved Wed Feb 12, 2025

July

S	M	T	W	T	F	S
		~~1~~	~~2~~	~~3~~	4	~~5~~
~~6~~	~~7~~	~~8~~	~~9~~	~~10~~	~~11~~	~~12~~
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August

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September

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October

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November

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December

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January

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February

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March

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April

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May

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June

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Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45 88	46 94+
January 5 - March 12	45	47
March 17 - May 22	44 89	46+ 93+
Total Days in Session	177	188
Teacher Contract Days		186

Key

23*	pK-12 P/T Conf 12noon-8pm; No School For Students
10	End of Quarter Oct 10, Dec 19, Mar 13, May 22
~~1~~	~~School NOT in Session~~
29	Staff Prof Dev Day; No School For Students
14	New Quarter Aug 11, Oct 13, Jan 6, Mar 17
11-	1:30 Dismissal Aug 11 & May 21

Aug 1 - New Teacher Training
Aug 4 - New Teachers and Mentors Work Day
Aug 5,6,7,8 - Staff Prof Dev Days; No School For Students
Aug 8 - Open House; Elem - 5pm; HS - 6pm
Aug 11 - First Day of School For Students; 1:30 Dismissal
Sept 1 - Labor Day; School NOT in Session
Sept 29 - Staff Prof Dev Day; No School For Students
Oct 10 - End of 1st Quarter (43 Days)
Oct 13 - 2nd Quarter Begins
Oct 23 - pK-12 P/T Conf 12noon-8pm; No School For Students
Oct 24 - School NOT in Session
Nov 26,27,28 - Thanksgiving; School NOT in Session
Dec 19 - End of 2nd Qtr (45/88 Days)
Dec 24 through 28 - NSAA Practice Moratorium
Dec 22 through Jan 2 - School NOT in Session
2 snow days already built into the calendar, however,
Mar 6, Mar 13, Apr 20 could be student days if necessary

Jan 1,2,5 - School NOT in Session
Jan 6 - 3rd Quarter Begins
Jan 23 - DC WR Inv; Staff Work Day; No School For Students
Feb 13 - School NOT in Session
Mar 6 - School NOT in Session
Mar 12 - End of 3rd Qtr (45 Days)
Mar 13 - School NOT in Session
Mar 16 - School NOT in Session; Possible Dist Speech Host
Mar 17 - 4th Quarter Begins
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students
Apr 3 - School NOT in Session
Apr 6 - Staff Prof Dev Day; No School For Students
Apr 20 - School NOT in Session
May 13 - Seniors Last Day
May 16 - Graduation at 1pm
May 21 - End of 4th Qtr (44/89 Days); 1:30 Dismissal
May 22 - Staff Work Day 8am-12n; No School For Students

David City Public Schools
District Student Handbook
2025-2026

David City Public Schools
750 D. Street
David City, NE 68632

Administrative Staff:

Dr. Chad Denker – Superintendent
Mr. Brian Hermelbracht - Activities Director
Mrs. Stacy Athow – Secondary Principal
Mr. Chad Lindsley – Assistant Secondary Principal
Mrs. Lindsey Greenfield – David City Elementary Principal
Ms. Peggy Romshek – Bellwood Elementary Principal
Ms. Kari Daniels – Special Services Director

Updated 6-2-2025

David City Public Schools
District Student Handbook 2025 - 2026
Table of Contents

Foreword **1**

Section 1 Intent of Handbook 1

Section 2 Members of the Board of Education 1

Section 3 Administrative Staff 1

Mission and Vision **2**

Section 1 District Mission/Vision Statement 2

Section 2 Mutual Respect 2

Section 3 Complaint Procedures 2

Complaint Procedure 3

Conditions Applicable to All Levels of Complaint Procedure 3

School Day **3**

Section 1 Severe Weather and School Cancellations 3

Decision to Close Schools 3

Activities/Practices 3

After School Starts 3

Parental Decisions 4

What Not To Do 4

Emergency Conditions 4

Automated Calling System 4

Section 2 Supervision Responsibility Before/After School 4

Arrival At School/Dismissal From School 4

Signing A Child In And Out Of School 5

Supervision at Dismissal 5

Emergency Closing Procedures 5

Section 3 School Lunch 6

Use of Building and Ground **6**

Section 1 Asbestos Notification 6

Section 2 Visitors 6

Section 3 Smoke-Free Environment 6

Section 4 Care of School Property 7

Section 5 Lockers/Storage Space 7

Section 6 Searches of Lockers and Other Types of Searches 7

Section 7 Video Surveillance 7

Section 8 Use of Telephone 8
Section 9 Bicycles 8
Section 10 Student Valuables 8
Section 11 Lost and Found 8
Section 12 Accidents 8
Section 13 Laboratory Safety Glasses 8
Section 14 Insurance 8
Section 15 Bulletins and Announcements 9
Section 16 Copyright and Fair Use Policy 9
Section 17 Respect for Persons and Property 9

Attendance **10**
Section 1 Attendance Policy and Excessive Absenteeism 10
Attendance and Absences. Policy 5002 10
Circumstances of Absences – Definitions 10
School Excused 10
Not School Excused Absences 10
Absence Procedure 10

Scholastic Achievement **10**
Section 1 Grading 10
Secondary 10
Elementary 10
Section 2 Promotion, Retention 10
Section 3 Schedule Changes 11
Section 4 Progress Reports 11
Section 5 Report Cards 11
Section 6 Parent-Teacher Conferences 11
Section 7 Honor Roll 11
Section 8 Academic Integrity 11
Policy Statement 11

Support Services **12**
Section 1 Special Education Services 12
What Does Special Education Mean? 12
More Information 12
Section 2 Guidance Services 12
Section 3 Health Services 12
Student Illnesses 12
Guidelines for Administering Medication 12
School Health Screening 13

Physical and Visual Examination 13
Immunizations 13
Birth Certificate Requirements 14
Guidelines for Head Lice 14
Section 4 Crisis Response Service 14
Crisis Team Protocols 15

Drugs, Alcohol, Vapes, and Tobacco 15
Section 1 Drug-Free Schools 15
Section 2 Education and Prevention 15
Drug and Alcohol Use and Prevention 15
Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations 16
Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs 16
Safe and Drug-Free Schools--Parental Notice 16
Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol, and Tobacco 16
Disciplinary Sanctions 17
Intervention 17
Administration 17

Student Rights, Conduct, Rules and Regulations 17
Section 1 Purpose of Student Conduct Rules 17
Section 2 Restraints and Seclusion 17
Section 3 Forms of School Discipline 17
Section 4 Electronic Devices 18
Philosophy and Purpose 18
Possession and Use of Electronic Devices 18
Responsibility for Electronic Devices 18
Section 5 Harassment and Bullying - Secondary 18
Secondary Bullying 19
Harassment and Bullying Program--Levels: 20
Section 6 Harassment and Bullying– Elementary 20
Elementary Bullying 20
Elementary Harassment and Bullying Program--Levels 21
Section 7 Network, Email, Internet and Other Computer Use Rules 22
General Rules 22
Policy and Rules for Acceptable Use of Computers and the Network 23
Penalties for Violation of Rules 23
Risks of Social Networking 24
Section 8 Display and Publication of Student Work, Art and Photos/Video of Students 25

Section 9 Online Publication 25
Section 10 Request for More Restrictions 25
Section 11 Child Abuse 25
Section 12 Transportation Services 26

State and Federal Program **26**
Section 1 Notice of Nondiscrimination Policy 5401 26
Section 2 Designation of Coordinator(s) 26
Section 3 Multicultural Policy 27
Section 4 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973 27
Section 5 Notification of Rights Under FERPA 28
Section 6 Notice Concerning Disclosure of Student Recruiting Information 29
Section 7 Notice Concerning Staff Qualifications 29
Section 8 Student Privacy Protection Policy 30
Section 9 Parental Involvement Policies 30
General - Parental/Community Involvement in Schools 30
Title I Parental and Family Engagement Policy 30
Section 10 Homeless Students Policy 30
Section 11 Breakfast and Lunch Programs 30
Section 12 Nebraska Childfind 31
Section 13 Pregnant and Parenting Students 31
Section 14 Married Students 31

David City Public Schools Calendar **32**

David City Public Schools
District Student Handbook 2025-2026
Updated 6-2-2025

Foreword

Section 1 Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about David City Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child/children in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Section 2 Members of the Board of Education

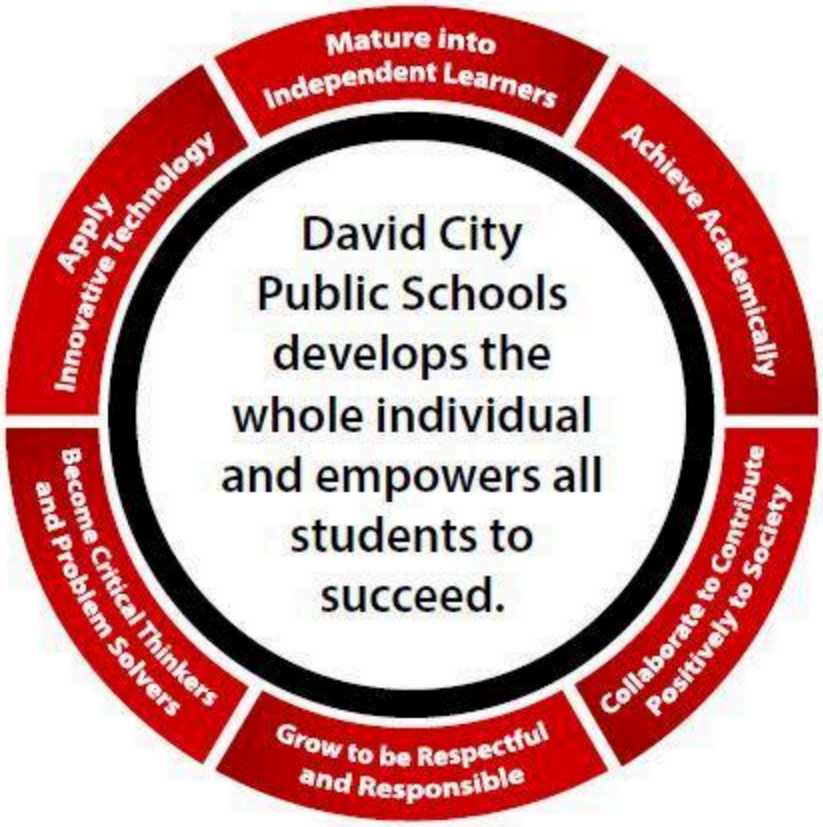
Mrs. Stephanie Summers – President
Mr. Marcus Thoendel – Vice President
Mrs. Kasey Kuhlman – Secretary
Mr. Justin Krafka
Mr. Donnie Moravec
Mr. Aaron Rerucha

Section 3 Administrative Staff

Dr. Chad Denker – Superintendent
Mr. Brian Hermelbracht - Activities Director
Mrs. Stacy Athow– High School Principal
Mr. Chad Lindsley – Assistant Secondary Principal
Mrs. Lindsey Greenfield – David City Elementary Principal
Ms. Peggy Romshek – Bellwood Elementary Principal
Ms. Kari Daniels –Special Services Director

Mission and Vision

Section 1 District Mission/Vision Statement



Section 2 Mutual Respect

The David City Public School District expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 3 Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

Complaint Procedure

Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

School Day

Section 1 Severe Weather and School Cancellations

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. The David City Public School District will be using an automated phone system to inform families in the district of any school early dismissal, late start or closure. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, kindergarten, student activities).

Activities/Practices

If school is closed due to dangerous weather there will be no meetings or extra curricular activities unless approved by the superintendent or designee.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during

the day, the notice will be sent via the school messaging system. Parents should have a plan in place to accommodate these circumstances.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do

Parents should not attempt to come to school during a severe weather warning. **In the event of a severe weather warning near dismissal time, school officials may decide to hold children. In that event, school officials are not permitted to release students from the school building until an "all clear" is given by the designated school official.** If parents are at the school at the time of the severe weather warning they are welcome to use designated shelter areas. Safety procedures are practiced regularly by students and staff members.

Emergency Conditions

David City Public School District has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Automated Calling System

The David City Public Schools will be using an automated calling system to contact parents in the event of a change in the school day schedule (early outs, late starts, etc…). All numbers provided by parents at registration will be contacted by our system. If parents change phone numbers during the course of the year, please contact the office so we can update the system.

Section 2 Supervision Responsibility Before/After School

Arrival At School/Dismissal From School

Students are expected to arrive at school no more than 15 to 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the school building at 7:30am. Students will not be permitted to enter earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds

and proceed home or to a previously designated location unless participating in a school-sponsored activity. **The school is not responsible for the supervision of students once the students are dismissed for the day.**

Certain days on the calendar are "shortened days," meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Signing A Child In And Out Of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The sheet for signing a child in and/or out of school is located on the front counter. If a child is being signed out, the school secretary will call the appropriate classroom and indicate to the teacher that the child is leaving. Parents are not to go directly to the classrooms. The schools will only release children to adults designated by the parent on the emergency card.

The parent or guardian must inform the Principal of any special circumstances, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to. The parent must also provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 6, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to 2 escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian.

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Section 3 School Lunch

The cost of meals at the lunch room for grades K-6 is $4.00; for grades 7-12 is $4.20; and for adults is $5.10. Extras are $1.75 each. Breakfast is $2.25 for students K-12 and $3.10 for adults. Extra breakfast is $0.75. The cost for milk is $0.50. No food is to be taken from the lunchroom and trading of food is forbidden. High School students bringing their own lunch may eat in the High School commons area. Students on Free & Reduced plans are required to pay for seconds. Per Policy 3571, the school will make reasonable efforts to collect delinquent debts.

Use of Building and Grounds

Section 1 Asbestos Notification

The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) was enacted by Congress to identify and develop solutions for any problems that schools may have with asbestos.

We recently had our facilities inspected by a certified asbestos inspector, as required by AHERA. The inspector located, sampled, and rated the condition and hazard potential of all material suspected of containing asbestos. We are pleased to report that our school does not contain asbestos materials which are reported to be damaged or significantly damaged.

Under the law, we still must maintain an asbestos management plan for the school and assign a designated asbestos coordinator to ensure no asbestos is introduced into the school. This plan is available for inspection in the school during regular school hours.

We will continue to ensure that a healthy, safe school environment is maintained. Any inquiries may be directed to the Superintendent of David City Public Schools, designated asbestos coordinator, at telephone number (402) 367-4590.

Section 2 Visitors

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are allowed; provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

Section 3 Smoke-Free Environment

David City Public Schools declares all of our school's buildings and grounds to be smoke-free. We would appreciate your help in meeting the goal of a smoke, vapor, and tobacco-free environment for the District's students. When attending school events remember that our grounds are smoke, vapor, and tobacco-free and abide by the District's Policy 1120, which includes vapor pens, electronic cigarettes, and all other similar devices.

Section 4 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.

2. Students who damage property or equipment will be required to pay for the damage done or replace the item.
3. Fines are determined on books according to the following criteria:

   Lost or Severely damaged books:
   First year of use 100% of cost
   Second year of use 80%of cost
   Third year of use 60% of cost
   Fourth year of use 40% of cost
   Fifth year and beyond 20% of cost

Students losing or damaging books beyond ordinary wear will be required to pay for the damage done.

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 5 Lockers/Storage Space

Each student will be assigned a locker or other storage space. Students must use their own space and are not to share storage space with other students except as assigned by school officials. Students are expected to keep all books, etc., in their assigned storage area. Students are also responsible for the cleanliness of their storage area. Students may be assessed a fine for damage to their locker or storage space.

Section 6 Search and Seizures

As per policy 5406 lockers or other storage areas, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers or other storage areas, desks, computers and other such property may be conducted at the discretion of the administration.

Section 7 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 8 Use of Telephone

The office will cooperate with parents or guardians to get messages to students during school hours. However, calls for students during school hours are disturbing to the school routine and should be held to a minimum. Parents may not call a student out of class for a phone call unless it is an emergency. Messages will be written down and delivered to the students. Use of the phone is not an excuse to be tardy to class.

Section 9 Bicycles

Bicycles must be parked in the racks provided. It is recommended bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 10 Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 11 Lost and Found

Students who find lost articles are asked to take them to the office, where the owner can claim the articles. If articles are lost at school, report that loss to office personnel.

Section 12 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the teacher, sponsor or principal.

Section 13 Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 14 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District encourages all student participants in athletic programs to have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office.

Section 15 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved and stamped or initialed by the Principal. Posters are not to be attached to any painted wall surfaces without the use of office approved adhesive. Place posters on glass, metal, brick, wood or special clips. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 16 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 17 Respect for Persons and Property

Students are expected to exhibit responsibility by showing respect for persons and property. Students also have responsibility neither to take nor damage the property of other students, school personnel or the District.

Attendance

Section 1 Attendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

Attendance and Absences. **Policy 5002**

David City Public Schools is participating with the Butler County Attendance Support Program to help parents and students practice good attendance. Students will be referred to the program when deemed necessary by the building principal/attendance committee.

Scholastic Achievement

Section 1 Grading

Secondary

Report cards will be distributed to students at the end of each nine week period. This report will be sent to parents. Each succeeding card will show the information from previous periods.

Grading System

A – Superior	93-100
B – Above Average	87-92
C – Average	78-86
D – Below Average	70-77
F – Failing	0-69
I – Incomplete	

Elementary

Quarterly progress and attendance reports will be sent home with students.
Elementary grading will be based upon performance on standards. These standards marks will be:

4 - Advanced (Student exceeds grade level expectation)
3 - Proficient (Student meets grade level expectation)
2 - Progressing (Student has partial, but not complete, mastery of the standard)
1 - Beginning (Student has little or no mastery of the standard)

Section 2 Promotion, Retention

Policy 5201

For elementary and secondary promotion see Board Policy.

Section 3 Schedule Changes

Students needing schedule changes should notify the principal or counselor. Schedule changes will be communicated to the teachers involved, the principal or guidance counselor, and students' parents. Final approval of all schedule changes will be made by the principal only.

Section 4 Progress Reports

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 5 Report Cards

Report cards are issued at the end of each quarter, or nine-week session. Grades are used to designate a student's progress. Incompletes shall be designated by an "I". In the case of an incomplete grade, arrangements should be made immediately to establish a timeline to complete work.

Section 6 Parent-Teacher Conferences

Parent-teacher conferences will be held twice during the school year. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by contacting the school office and making arrangements with one or more teachers as needed.

Section 7 Honor Roll

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Students will be recognized at various points throughout the year.

Section 8 Academic Integrity

Policy 5101 Page 9

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.

Support Services

Section 1 Special Education Services

Special Education Policies and Procedures

What Does Special Education Mean?

Special Education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special Education is provided at no cost to the parent to meet the unique needs of a child with a verified disability.

More Information

Special Education Handbook
Anyone interested in obtaining a copy of the District's Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Special Services Director.

Section 2 Guidance Services

The David City Public School District employs guidance counselor(s) for the purpose of assisting with the District's testing program, scheduling, supporting students' social/emotional needs, and instructing assigned classes. If you wish to see a counselor, contact a counselor's office and make arrangements for an appointment.

Section 3 Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. If a student has a temperature of 100.4°F or greater (as measured by a digital ear thermometer) the child will be sent home. **Students must be fever-free for 24 hours (without the use of fever-reducing medicine) before being sent back to school.** Other conditions requiring a student be sent home include: vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Please include emergency daytime phone numbers on your child's enrollment information so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health-related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or

manufacturer-labeled bottle. **Repackaged or outdated medications will not be accepted**. All medications also require a physician's authorization to be given at school. This authorization will be obtained by the school nurse. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Below are the minimum state requirements for screenings held at school. If we have the availability to screen more grade levels, we will.

EFFECTIVE JUNE 10, 2017
OPERATIVE JULY 1, 2017

NEBRASKA DEPARTMENT OF
HEALTH AND HUMAN SERVICES

173 NAC 7

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENING by Grade or Age Level *For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.*	**Age 3-5 yrs**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
HEARING: pure tone audiometry	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
VISION: distance	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
VISION: hyperopia (near vision)	**annually**	**x**	**X**	**x**	**X**	**x**								
DENTAL: inspection of teeth	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
HEIGHT/WEIGHT measurement	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
Physical Examination *By physician, physician assistant, or advanced practice registered nurse*		**X**							**X**					
Visual Evaluation *By physician, physician assistant, advanced practice registered nurse, or optometrist.*		**X**												

Additional Indications for Screening:

1. New to district at any time, with no previous screening results available.
2. Student enters the Student Assistance Process, with no recent or current screening results available.
3. Periodic screenings as specified by the student's Individualized Education Plan (IEP)
4. Nurse concern, i.e. sudden wt. loss/gain, change in stature or appearance; parent or teacher concern; audiologist referral.
5. Unremediated concerns from previous year.

Notes:

1. The student with known hearing or vision deficits may not need periodic screenings for these conditions. This will be determined on an individual basis by the child's Individualized Education Plan (IEP) and/or school personnel following the student.
2. Screening results may be taken from physical examination, visual evaluation, or dental examination reports if equivalent screening results are available and documented.
3. If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the past six months or the child will be screened at school.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. **A student who does not comply with these requirements will not be permitted to attend school until compliant.** A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices.
Unimmunized students may be excluded from school in the event of a disease outbreak.

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents may include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to better control a nuisance condition, reduce absenteeism due to head lice, and involve parents as partners with the school in control efforts:

1. Children may be sent home from school for live head lice.
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice is allowed to return to school the next day as long as they have been treated.
4. A child who has been sent from school due to head lice will report to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) may be checked again as needed.
6. Classroom-wide or school-wide head checks may be conducted as needed in order to control the condition at school.
7. Upon identifying a student with lice, only the parents of that child are notified. Classroom-wide notification of lice infestation will not be sent unless there is an outbreak of multiple students as determined by the nurse and principal.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Section 4 Crisis Response Service

1. In the event of a crisis, the school system will continue to function as normally as possible and will not close due to a death.
2. There will be no school-sponsored activities concerning the death with the exception of the crisis center. (i.e. visiting the funeral home, attending the funeral, visiting the family.)
3. All scheduled school activities should proceed as planned.
4. Students will not be dismissed from school unless a parent is notified.
5. Students may attend the funeral if their parents have notified the school office. (This information will be included in the letter to the parents.)
6. All memorials will be directed to the family and the family can then direct it to the Superintendent.
7. Class collections will not be taken for memorials. (This information will be included in the letter to the parents.)
8. Funeral or memorial services will not be held on school grounds.
9. The David City Schools Crisis Response Team members can be contacted regarding a crisis through either the Superintendent of Schools or building principals.

When an event including the death of a student or staff person occurs which might produce psychological, physical, or emotional problems, the crisis response team will be empowered and authorized by the school board and administration to act in the best interests of students, staff, and district.

Crisis Team Protocols

1. Provide an organized procedure to use should a crisis occur involving a student or member of the staff.
2. Maintain a safe environment for students and staff.
3. Prevent escalation of rumors.
4. Communicate with staff, students, parents, and the public.
5. Continue effective instruction and carry out established routines, rules and regulations within the school building.
6. Meet the special needs of individual students by working with parents, school staff, and specialists.
7. Provide support for those directly or indirectly involved.
8. Identify students at risk following a crisis.
9. Attempt prevention of imitative behavior in case of suicide.

Drugs, Alcohol, Vapes, and Tobacco

Section 1 Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Section 2 Education and Prevention

The District promotes comprehensive, age-appropriate, developmentally based drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention

Each student of the District is provided access to the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

All students are provided age-appropriate, developmentally based drug and alcohol education and prevention programs. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request from the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs, alcohol, or tobacco, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools--Parental Notice

If a parent or guardian receives information regarding the content of safe and drug-free school programs and activities other than classroom instruction, and he or she objects to the participation of their child in such programs and activities, the parent may notify the District of such objection in writing. Upon the receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol, Vapes, and Tobacco

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

- Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
- Possession of any prescription drug in an unlawful fashion.

- Possession, use, distribution or being under the influence of alcohol.
- Possession, use, distribution or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid and whiteout, when such activity constitutes a substantial interference with school purposes.
- Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
- Possession, use or distribution of any tobacco product. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, chewing tobacco, etc.), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect, regardless of whether such products contain nicotine. This includes all vaping devices and/or e-cigarettes.

Disciplinary Sanctions

Violation of any of the above prohibited acts will result in a disciplinary sanction being taken within the bounds of applicable law, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

- Violation of these standards may result in suspension or expulsion.
- Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
- The student may be referred for counseling or treatment.
- Parents or legal guardians will be notified.
- Law enforcement will be notified.
- If it appears there is an imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations, and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Student Rights, Conduct, Rules and Regulations

Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

Section 2 Restraints and Seclusion

If a student's behavior becomes a threat to himself/herself or to others, restraint or seclusion may be employed. Definitions of "restraint" and "seclusion" can be found Policy 5421 Rules and Regulations

Section 3 Forms of School Discipline, According to Policy Policy 5101

Page 1-Short-Term Suspension
Page 2-Long-Term Suspension and Expulsion
Page 3-Emergency Exclusion
Page 7-Student Appearance
Page 8-Academic Integrity
Page 13-Electronic Devices
Page 15-Inappropriate Public Displays of Affection
Page 16-Law Violation
Policy 5101 - In School Suspension

Section 4 Electronic Devices

Philosophy and Purpose

David City Public Schools encourages responsible use of electronic devices. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

Possession and Use of Electronic Devices

In general, electronic communications devices should not be used in classrooms. For more specific information about electronic devices in your child's building, please refer to the handbook for the specific building. Students are permitted to possess and use electronic devices under the following protocol:

Students may use electronic devices during class time when authorized pursuant to an Individualized Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use. Confiscation of cell phones or other student property is covered in Board Policy 5101 page 13-15. Students are not

permitted to photograph, record, or transmit images and/or sounds of any other person without direct administrative approval and the person's consent per Board Policy 5101 page 13-15.

Responsibility for Electronic Devices

The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Section 5 Harassment and Bullying - Secondary

One of the missions of David City Public Schools is to provide a safe and secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

Bullying is a repeated behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property.

Harassment includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, sexual orientation, gender identity or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are victims of bullying or harassment or who observe such occurrences are to promptly report the problem to their teacher, the Principal, or the incident form found on the school webpage so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

It is the policy of the David City Public School District that bullying-type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

> Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences of this kind of behavior in the future will be clearly outlined for the student. If, in the school's opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which

may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

Step Two: The second time school personnel become aware of a harassment incident, the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.

Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.

Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Harassment and Bullying Program--Levels:

Purpose: All students have the right to attend David City Public Schools free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

Level I: The guidelines for a Level I placement are listed below.

a. The length of the assignment will be for a minimum of two weeks.
b. The student will report to the office no later than 7:50 a.m. each morning.
c. The student will eat on campus at an assigned table.
d. The student will report to an assigned room at the end of the day, and remain until the end of detention time.

Level II: The guidelines for this level are listed below.

a. The length of the assignment will be for a minimum of two weeks.
b. The student will report to the office no later than 7:50 a.m. each morning.
c. The student will eat on campus at an assigned table.
d. The student will report to an assigned room at the end of the day, and remain until the end of detention time.
e. The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.

Level III: This is a long term assignment. The guidelines are listed below.

a. All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.

Section 6 Harassment and Bullying – Elementary

All elementary students will be taught the positive behaviors (respect, responsibility, non-violence, cooperation, teamwork, understanding, and acceptance of others) that are expected. They will also be taught strategies and practices that reinforce those positive behaviors and how to discourage and protect themselves and others from inappropriate behaviors.

Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. If, in the school's opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

Step Two: The second time school personnel become aware of a harassment incident, the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned and the plan communicated with appropriate staff members. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.

Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.

Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will receive an out of school suspension. School authorities will determine the action necessary to insure a safe learning environment for all students.

Elementary Harassment and Bullying Program--Levels

Purpose: All students have the right to attend David City Public Schools free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

Level I: The guidelines for a Level I placement are listed below.

K-2nd Grade	**3rd-6th Grade**
Length of assignment: 1 day	Length of assignment: 1-3 days
● Report to the office upon arrival to school ● Loss of social lunch	● Report to the office upon arrival to school ● Loss of social lunch

● Direct staff supervision during non-instructional times (i.e. recess, the transition between classes) ● Loss of privileges (i.e. freedoms with bathroom breaks) ● After school detention ● Student telephone call home ● Bully, target, and bystander(s) will meet separately with the elementary guidance counselor to talk about anti-bullying and harassment strategies	● Direct staff supervision during non-instructional times (i.e. recess, the transition between classes) ● Loss of privileges (i.e. freedoms with bathroom breaks) ● After school detention ● Student telephone call home ● Bully, target, and bystander(s) will meet separately with the elementary guidance counselor to talk about anti-bullying and harassment strategies

Level II: The guidelines for this level are listed below.

K-2nd Grade	**3rd-6th Grade**
Length of assignment: 2-3 days	Length of assignment: 3-5 days
● Report to the office upon arrival to school ● Loss of social lunch ● Direct staff supervision during non-instructional times (i.e. recess, transition between classes) ● Loss of privileges (i.e. freedoms with bathroom breaks) ● After school detention ● Student telephone call home ● Bully, target and bystander(s) will meet separately with the elementary guidance counselor to talk about anti-bullying and harassment strategies	● Report to the office upon arrival to school ● Loss of social lunch ● Direct staff supervision during non-instructional times (i.e. recess, transition between classes) ● Loss of privileges (i.e. freedoms with bathroom breaks) ● After school detention ● Student telephone call home ● Bully, target and bystander(s) will meet separately with the elementary guidance counselor to talk about anti-bullying and harassment strategies

Level III: The guidelines for this level are listed below.

K-2nd Grade	**3rd-6th Grade**
Length of assignment: 1 day	Length of assignment: 1-3 days
● Report to the office upon arrival to school ● In school suspension	● Report to the office upon arrival to school ● In school suspension

Section 7 Network, Email, Internet and Other Computer Use Rules

General Rules

- The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.

- Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or

communications of individuals utilizing the network or the end product or result of such utilization.

- Network storage areas shall be treated like school property for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.

- Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.

- The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

Policy and Rules for Acceptable Use of Computers and the Network

The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

- Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
- Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
- Users shall not use or try to discover another user's account or password.
- Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
- Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
- Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
- Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
- Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

- Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
- Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.

Penalties for Violation of Rules

Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including suspension and/or expulsion of students from school and loss of access.

Risks of Social Networking

The purpose of this message is to give our students information about the risks of using the Internet, social media apps, blogs and similar social networking and media sites.

These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What you say now on the internet may affect you years later.

What you say now on the internet may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on the internet.

Here are some common sense guidelines that you should follow when using the Internet in general:

- Don't forget that your profile and Internet forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- People aren't always who they say they are. Be careful about adding strangers to your friend's list. It's fun to connect with new internet friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to the internet administrator or the authorities.
- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!

- Don’t mislead people into thinking that you’re older or younger.

We urge all students to follow these common sense guidelines.

At David City Public Schools, staff sometimes use or implement online applications and software that might share a student’s information with third party applications. Federal and state law impose requirements on the student data that can (and cannot) be shared with outside entities. In addition, parents and guardians may opt out of any online program or software that shares student data with any third-party application. Unless a parent or guardian opts out of any program or software, the District will assume that parents and guardians consent to their students accessing the applications and software tools at school.

Section 8 Display and Publication of Student Work, Art and Photos/Video of Students

Publication and display of student work, art and images/video of students is a key part of instruction, and recognition of students and their accomplishments is essential. In an effort to allow and encourage these practices, while trying to ensure student safety and privacy, the following procedures will be followed:

Pictures of students, pictures taken by students, student artwork and text written by students will be allowed to be published in the community newspaper (with full name and family affiliation, if appropriate) and in the school newspaper and school yearbook (with full name).

School use of student work (e.g., pictures, art, text, audio, video) and photos of groups of students engaged in school activities will be allowed.

If student products (e.g., text, art, photos, audio, video) are to be saved to be used as samples for future instruction, permission will be obtained from the student and the parent and kept on file. The student and parent retain copyright rights. The student and/or parent may withdraw their permission for use at any time. The student name will not be associated with the work unless so requested by the student or if it is embedded in the project (e.g., in movie credits).

Student work that is to be submitted by the school for consideration for publication or for contests (other than locally-sponsored contests or a local newspaper/newsletter) will require both student and parent permission.

Section 9 Online Publication

Any pictures of a student, pictures taken by a student, or text/audio/video of or by students may be posted on the school web site or other site deemed of educational value. Class name or the grade level of the group may be specified. Parents and students will be informed as to how to access anything posted on websites other than the school website. At any time, a parent or student may request the removal from the Internet of anything depicting, or created by, that student if a staff member was responsible for the posting. Removal will occur in a timely manner.

Section 10 Request for More Restrictions

Any parent who chooses to have more restrictions than those outlined above must notify the building principal in writing. The restrictions will apply to all publications occurring after the date of official receipt of the notification and will remain in effect unless canceled in writing by the parent.

Section 11 Child Abuse

When any school staff member has reasonable cause to believe that a child or an incompetent or disabled person has been subject to abuse or neglect, or observes such person being subjected to conditions or circumstances which reasonably would result in abuse or neglect, he or she is required by law to report such incident to the proper law enforcement agency promptly. (School Law 28-710) Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be:

- placed in a situation that may endanger the child's life or physical or mental health;
- tortured, cruelly confined, or cruelly punished;
- deprived of necessary food, clothing, shelter, or care;
- left unattended in a motor vehicle, if the person is six years of age or younger, or
- sexually abused

Section 12 Transportation Services

Policy 5506

State and Federal Programs

Section 1 Notice of Nondiscrimination Policy 5401

Students, parents, employees, volunteers, school patrons, applicants for student admission or employment, sources of referral of applicants for admission and employment, professional organizations holding collective bargaining or professional agreements with the David City Public Schools, and all others who interact with David City Public Schools are hereby notified that the David City Public Schools does not discriminate on the basis of race, color, national origin, sex, age, marital status, religion, or disability in the admission, access to its facilities or programs, treatment, or employment in its programs or activities. The following person(s) has/have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination:

Dr. Chad Denker, Superintendent
750 D Street
David City, Nebraska 68632
402-367-4590

Section 2 Designation of Coordinator(s)

Any person having inquiries concerning this district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: David City Public Schools, 750 D Street, David City, Nebraska 68632.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent Dr. Chad Denker
Title IX	Discrimination or harassment based on sex; gender equity	Activities Director Mr. Brian Hermelbracht
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent Dr. Chad Denker Special Services Director for student matters
McKenney Vento	Children who are homeless	Superintendent Dr. Chad Denker
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent Dr. Chad Denker

Section 3 Multicultural Policy

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Section 4 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

- Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
- Have the school district advise you of your rights under federal law.
- Receive notice with respect to identification, evaluation or placement of your child.
- Have your child receive a free appropriate public education.
- Have your child receive services and be educated in facilities which are comparable to those provided to every student.
- Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

- Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
- Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
- Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
- File a local grievance.
- Parental Rights in Special Education - Parental Rights in Special Education

Section 5 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.

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.

Section 6 Notice Concerning Disclosure of Student Recruiting Information

According to Federal Law, David City Public Schools is required to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that David City Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. David City Public Schools will comply with any such request.

Section 7 Notice Concerning Staff Qualifications

Federal Law gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, David City Public Schools will give parents/guardians the following information about their child's classroom teacher:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, David City Public Schools will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 8 Student Privacy Protection Policy

It is the policy of David City Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. Policy 5419

Section 9 Parental Involvement Policies

General - Parental/Community Involvement in Schools

David City Public Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is David City Public Schools' policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

- Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
- Parents are encouraged to support the implementation of district policies and regulations.
- Parents are encouraged to monitor their student's progress by reviewing quarterly report cards, attending parent-teacher conferences, and using the school's online platform.
- Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
- Parents are provided access to records of students according to law and school policy.
- Parents are allowed to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well being.
- Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
- Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
- Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
- Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
- School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Title I Parental and Family Engagement Policy

The Title I Parental and Family Engagement Policy is established in compliance with the Federal Law. David City Public Schools has a parental and family engagement policy applicable to parents of all children. Further information can be found in Board Policy 6410.

Section 10 Homeless Students Policy

Policy 5418

Section 11 Breakfast and Lunch Programs

The David City Public School District has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction.

If a student has insufficient funds in their lunch account the following steps will be taken until the lunch fund is current:

- A student with a negative lunch balance may continue to charge meals for five days. Automated text messages are sent out weekly on Sunday evening notifying parents of negative lunch account balance.
- After 5 days, a phone call will be made to the parents to inform them that their negative lunch account balance needs to be addressed in order for the child to continue to receive school lunch.
- On day eleven, a student will not be provided a meal unless payment is received or a payment plan has been approved by the district office.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Section 12 Nebraska Childfind

The David City School District is looking for unidentified children with special needs as it participates in "Nebraska Childfind." This is an ongoing statewide search for all unserved children with disabilities, ages birth through 21.

Parents who feel their children should be receiving special education service are asked to contact the David City Special Services Director. Nebraska Childfind provides information also through their toll free number, 888-806-6287.

Section 13 - Pregnant and Parenting Students

Policy 5422

Section 14 - Married Students

Policy 5403

David City Public Schools Calendar

David City Public Schools | Updated 2025-2026 School Calendar | Board Approved Wed Feb 12, 2025

July

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Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45 88	46 94+
January 5 - March 12	45	47
March 17 - May 22	44 89	46+ 93+
Total Days in Session	177	188
Teacher Contract Days		186

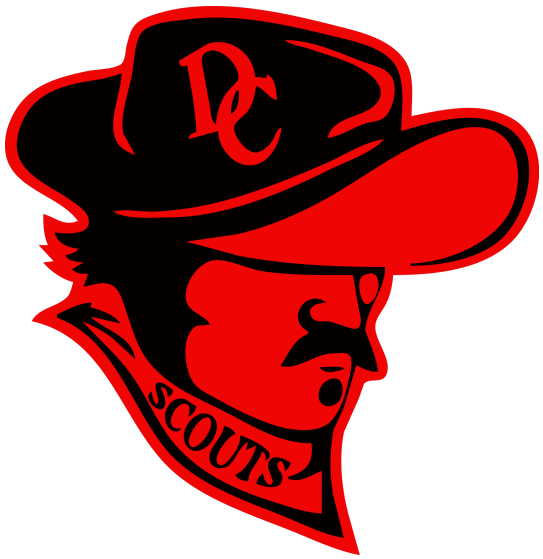
Aug 1 - New Teacher Training
Aug 4 - New Teachers and Mentors Work Day
Aug 5,6,7,8 - Staff Prof Dev Days; No School For Students
Aug 8 - Open House; Elem - 5pm; HS - 6pm
Aug 11 - First Day of School For Students; 1:30 Dismissal
Sept 1 - Labor Day; School NOT in Session
Sept 29 - Staff Prof Dev Day; No School For Students
Oct 10 - End of 1st Quarter (43 Days)
Oct 13 - 2nd Quarter Begins
Oct 23 - pK-12 P/T Conf 12noon-8pm; No School For Students
Oct 24 - School NOT in Session
Nov 26,27,28 - Thanksgiving; School NOT in Session
Dec 19 - End of 2nd Qtr (45/88 Days)
Dec 24 through 28 - NSAA Practice Moratorium
Dec 22 through Jan 2 - School NOT in Session
2 snow days already built into the calendar, however,
Mar 6, Mar 13, Apr 20 could be student days if necessary

Key

23*	pK-12 P/T Conf 12noon-8pm; No School For Students
10	End of Quarter Oct 10, Dec 19, Mar 13, May 22
~~1~~	~~School NOT in Session~~
29	Staff Prof Dev Day; No School For Students
14	New Quarter Aug 11, Oct 13, Jan 6, Mar 17
11-	1:30 Dismissal Aug 11 & May 21

Jan 1,2,5 - School NOT in Session
Jan 6 - 3rd Quarter Begins
Jan 23 - DC WR Inv; Staff Work Day; No School For Students
Feb 13 - School NOT in Session
Mar 6 - School NOT in Session
Mar 12 - End of 3rd Qtr (45 Days)
Mar 13 - School NOT in Session
Mar 16 - School NOT in Session; Possible Dist Speech Host
Mar 17 - 4th Quarter Begins
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students
Apr 3 - School NOT in Session
Apr 6 - Staff Prof Dev Day; No School For Students
Apr 20 - School NOT in Session
May 13 - Seniors Last Day
May 16 - Graduation at 1pm
May 21 - End of 4th Qtr (44/89 Days); 1:30 Dismissal
May 22 - Staff Work Day 8am-12n; No School For Students

David City Public Schools
Combined Elementary Handbook



Bellwood Elementary &
David City Elementary
2025-2026

Bellwood Elementary
612 Park Street
PO Box 100
Bellwood, NE 68624
402-538-4805

David City Elementary
826 E Street
David City, NE 68632
402-367-3779

DAVID CITY ELEMENTARY SCHOOL
ADDENDUM

TABLE OF CONTENTS

Bellwood Staff List	3
David City Elementary Staff List	4
Philosophy	5
Beginning & Dismissal Times	5
Arrival at School	5
School Dismissal	6
Late Arrival	6
Breakfast Schedule	6
Lunches	6
Dress & Personal Appearance	7
Absences from School	8
Tardy to School	8
Leaving School	8
Make-up Work	9
Excused Participation from Recess and Activities	9
Student Rights and Responsibilities	9
Student Conduct at Activities	9
Equity for Students	9
Parental Custody Information	10
Accidents	10
Change of Contact information	10
Visitors	10
Student Visitors	10
Inclement Weather Procedure for Recess	10
Bicycles	10
Pets	10
Birthdays	11
Classroom Snack, Treat & Celebration Policy	11
Emergency Procedures	12
Library Facilities	12
Teacher & Staff Supervision	12
Field Trips	13
Expectations	13
Positive Behavior in School (PBIS)	13
Positive Tickets	14
Citations	14
Homework Detention	15
Problem Procedure	15
When to Keep Your Child Home Sick	16
District Calendar	17
Availability of Handbooks	18

Bellwood Elementary School Staff Assignments

Dr. Chad Denker - Superintendent
Peggy Romshek - Elementary Principal
Kari Daniels - Special Services Director

Shelby Hein - PreKindergarten
Sara Ockander - Kindergarten
Sierra Meysenburg - Grade One
Payton Gissler - Garcia - Grade Two
Laura Warriner - Grade Three
Peyton Eickmeier - Grade Four
Shelby Tachovsky - Grade Five
Mistyn Kozisek - Music
Amy Williams - Title I
Grace Lenz - Special Education
Morganna Lukert - Administrative Assistant
Missy Glodowski - Counselor
Jennifer Johnson - School Psychologist
Annie Chrisman - School Psychologist
Anna Kouba - Speech Pathologist
Diane Eloge - School Nurse
Austin Schafer - Media Specialist
Travis Worm - Physical Education
Lori Meusch - Art
Stephanie Roemmich - ELL
Joyce Vavricek- Food Service
Mary Hough - Food Service
Jenny Grape - Sped Para
Paula Perske - Sped Para
Jessica Colburn - Sped Para
Jennifer Torpin - Sped Para
Madison Lee - Sped Para
Mark Kobza - Maintenance Custodial

David City Elementary School Staff Assignments

Dr. Chad Denker - Superintendent
Mrs. Lindsey Greenfield - Elementary Principal
Ms. Kari Daniels - Special Services Director

Julie Zrust - PreKindergarten
Madeline Papa - PreKindergarten
Madison Sander - PreKindergarten
Brandy Barlean - Kindergarten
Mary Veskrna - Kindergarten
Olivia Drozd - Grade One
Jaime Selden - Grade One
Morgan Smith - Grade Two
Karli Hanson - Grade Two
Jane Kroese - Grade Three
Isabel Schmid - Grade Three
Theresa Tvrdy - Grade Four - Science
Lisa Scoville - Grade Four - Social Studies
Amy Moravec - Grade Five - Science
Taylor Nitzsche - Grade Five - Social Studies
Caroline Wilson - Grade Six - Social Studies
Jennifer Hanna - Grade Six - Science
Stephanie Roemmich - HAL, ELL
Barb Svoboda - Title I, Flex Funding
Jodi Andel - Title I
Missy Glodowski - Counselor
Annie Chrisman - School Psychologist
Jessica Creal - Speech Language Pathologist
Shelli Oborny - Special Education
Madison Makovicka - Special Education
Eileen Gahan - Special Education
Michael Bader - Special Education
Mistyn Kozisek - Instrumental/Vocal Music
Joseph Brumm - 5th/6th Band
Tali Reeves - Physical Education
Lori Meusch - Art
Morgan Schlautman - Media/Assessment

Shantelle Adkisson - Special Education Para
Kaci Aldrich - Special Education Para
Lisa Buntgen - Special Education Para
Nicole Demaray - Special Education Para
Molly Glodowski - Special Education Para
Sheralyn Harms - Special Education Para
Laura Kucera - Special Education Para
Ashlee Marvin - Special Education Para
Kimberly Palensky - Special Education Para
Danielle Root - Special Education Para
Lindsay Slonecker - Special Education Para
Maureen Stearns - Special Education Para
Lily Viscarra - Special Education Para
Amy Watson - Special Education Para
Yvonne Wendt - Special Education Para
Rachel Johnson - Full-Time Substitute
Morgan VanWinkle - Full-Time Substitute
Sarah Fadschild - School Nurse
Stephanie Dubbs - Administrative Assistant
Jessica Andel - Food Service
Shari Angell - Food Service
Carmen Broman - Food Service
Jake Kucera - Food Service
Jennifer Lowe - Food Service
Debbie Polivka - Food Service
Lynn Styskal - Food Service Manager
Beth Zeilinger - Food Service
Travis Hays - Maintenance Director
Chris Stinson - Custodian

SCHOOL PHILOSOPHY

Every student has a right to an appropriate education. The school must provide a well-planned, systematic pattern of educational experiences, which will ensure the full development of the students' abilities and meet educational needs while encouraging and allowing exploration of educational interests.

It is vital for the school, community, and parents to work effectively together to ensure the commitment of the resources, time, and effort necessary for complete educational development.

Our goal is to provide the best education possible for all students. Your cooperation in adhering to the policies will assist our staff in making this year a pleasant and profitable one for every student.

BEGINNING & DISMISSAL TIMES

- **Regular Schedule**
  - Kindergarten – 6th Grade - 8:00 am - 3:35 pm
- **Late Start/Inclement Weather Schedule**
  - Kindergarten – 6th Grade - 10:00 am - 3:35 pm

On inclement weather or late start days, a telephone call from the superintendent/designee will give parents information about the late start or cancellation. Announcements will also be issued over the radio and TV stations. THERE WILL BE NO BREAKFAST SERVED ON LATE START DAYS.

ARRIVAL AT SCHOOL

Please note the time of school arrival for each building below. No supervision will be provided prior to the times listed below.

BELLWOOD ELEMENTARY

- Students can be dropped off at Bellwood Elementary starting at **7:15 a.m.** and staff will be present out front to supervise.
- Lobby doors will be opened at **7:20 a.m**. for any student wanting to eat breakfast. All other children should remain in the arrival area until sent to clubs and/or dismissed to their classroom.
- Morning clubs are used to engage students who arrive early
  - Clubs are open to K-5th grade students
  - A weekly schedule is set up to allow for students to do a different activity each day
  - Students are sent to clubs based on their age level
    - K-1 club
    - 2-5 club
- After clubs, students gather in the lobby at 7:50 to be dismissed to their classrooms

DAVID CITY ELEMENTARY

- Lobby doors will be opened at **7:30 a.m.** for any student wanting to eat breakfast.
- Students riding the bus will be dropped off at the office entrance and walk to cafeteria doors.
- Students being dropped off by a parent/guardian for breakfast will use the south cafeteria doors on the circle drive entrance.

- Non breakfast eaters may arrive at **7:30 a.m.** and will be supervised during various morning clubs. Students can be dropped off on 9th Street and use the sidewalk to enter the playground gate or the east doors for other inside morning clubs.

SCHOOL DISMISSAL

BELLWOOD ELEMENTARY

- Parents or anyone picking up children at the end of the school day are asked to wait on the North side of the school on Warren Street.
- Students who ride the bus are dismissed to the lobby or gym after school depending on what bus they ride.
    - The students who ride the 1st bus are dismissed to the lobby. When the driver is ready for them, they will load the bus.
    - Students who ride the 2nd bus will be dismissed to the gym. Staff will supervise them until the second bus arrives. Weather permitting, they will go outside and play on the playground as they wait for the bus to arrive. When the 2nd bus arrives, students are lined up and then escorted to the bus when the driver is ready for them to load the bus.
- If the dismissal plan for your child changes, please notify the school prior to 3:10 so we can notify the teacher.

DAVID CITY ELEMENTARY

- Parents or anyone picking up children at the end of the school day are asked to wait outside at the end of the sidewalk for the teachers to dismiss the students.
- Students who ride the bus are dismissed to the office lobby to line up for the bus.
- Kindergarten Parents may park in the North parking lot behind the gym and walk to the area outside the office doors. Kindergarten students will be handed to parents.
- 4th-6th grade students will dismiss out the East doors on 9th Street. Parents will pull up and students will load. No parking allowed, keep traffic moving forward.
- 1st-3rd grade students will dismiss out the South doors on the circle drive. Parents will pull up and students will load. No parking allowed, keep traffic moving forward.
- If you need to visit with a teacher, parents must park in a stall and get out to visit.
- If the dismissal plan for your child changes, please notify the school prior to 3:10 so we can notify the teacher.

LATE ARRIVAL

Doors lock at 8:00 a.m. If your student arrives late, they must check in at the office. Parents/guardians are asked not to be in the hallway for safety reasons as well as your presence disrupts beginning and end of the day routines.

BREAKFAST SCHEDULE

The breakfast program will begin on the first day of school.

- Breakfast will be served from 7:20-7:50 at Bellwood Elementary.
- Breakfast will be served from 7:30-7:50 at David City Elementary.

SCHOOL LUNCHES

Deposits to student lunch accounts may be made in any amount through the student's teacher or in the office. Notices will be sent home from the office when another deposit needs to be made. A weekly text reminder will be sent via our automated system to all accounts that have a negative balance.

Students can choose to purchase a school lunch or to bring their own lunch, but they cannot do both. Students who bring a cold lunch are welcome to purchase a carton of milk.

STUDENT LUNCH K - 6	$4.00
ADULT LUNCH	$5.10
STUDENT BREAKFAST K - 6	$2.25
ADULT BREAKFAST	$3.10
EXTRA BREAKFAST ITEM	$0.75
EXTRA LUNCH ITEMS	$1.75
EXTRA MILK	$0.50
Kindergarten Snack Time (DCE only)	$16.00/quarter or $64.00/Year

DRESS AND PERSONAL APPEARANCE

Children are encouraged to come to school neat, clean, and suitably dressed for the weather.

Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. As identified in school policy 5101 page 8.

Within a school setting, certain guidelines must be established to ensure a proper learning environment. In addition to the district student appearance policy & dress code the following guidelines have been established:

- If students wear sandals, they need to bring tennis shoes, so they can change for PE and recess. Sandals give little support and are not made for running. Dress shoes and/or boots leave marks on the floor of the gym.
- All students should wear boots when there is any mud or snow on the ground to keep them from having wet feet and also to prevent tracking into the building.
- Inappropriate Clothing consists of the following:
    - Clothing that shows an inappropriate amount of bare skin
        - Spaghetti straps
        - Halter tops
        - Shirts that reveal the midriff
        - Shorts that are excessively short or excessively tight
    - Clothing that is too tight and revealing
    - Clothing that contains wording or symbols that are not school appropriate
    - Headware (hats, caps,bandanas, and hoods)

Weather Guidelines for David City Public Schools (Preschool - 6th Grade Students)

- The temperatures below are based on the "feels like" temperature.
  - Warmer than 60 degrees - short sleeves and shorts are appropriate
  - 50 - 60 degrees - long sleeves or a light jacket
  - 40 - 50 degrees - jackets are necessary
  - 30 - 40 degrees - Winter coat, hat, and gloves are encouraged
  - Below 30 degrees - Must wear winter coat, hats, gloves (boots and snow pants dependent on weather precipitation)
- If the weather is below 50 degrees, legs should be covered to go outside.
- We will go outside unless the feels like temperature is below zero degrees.

The above guidance and graphic is provided as guidelines to appropriate dress, and the teaching and administrative staff will interpret the spirit of these guidelines as it applies to each situation. If a child is wearing apparel or personal grooming is not appropriate, the student will call home to ask a parent to bring a change of clothing.

ABSENCE FROM SCHOOL

Children will not be excused from school before dismissal time without a call or written request from the parent. If a child will be gone from school, parents should call the school before 9:00 am.

TARDY TO SCHOOL

Excessive tardiness results in a significant disruption to the classroom learning environment. Students will be considered tardy to school if they are not in their classroom when the bell rings unless they were eating breakfast or the bus was late. Students in 1st grade and above that are tardy more than one day a week will serve a detention for each day thereafter.

LEAVING SCHOOL

Students who must leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to check in at the office. Students who leave without permission will be considered truant.

ATTENDANCE IS REQUIRED TO PARTICIPATE IN ACTIVITIES

Students must attend school on the day of any scheduled school activity in order to participate in the activity. This includes school programs, field trips, class parties, etc. The principal retains the right to grant participation should exceptional circumstances prevail.

MAKE-UP WORK

To receive credit for work missed due to an absence the student is responsible (a) for requesting from each teacher assignments for make-up work and (b) for completing the make-up work on the student's own initiative by the due date established by each teacher. The amount of assistance the teacher is to provide will be determined by the teacher and on the student's needs for completing the make-up work. The teacher may assign the student to different work to make-up than that actually missed, in the same subject or topic area.

The date when make-up work is due will be determined by the teacher based on the content being studied and the length of the student's absence. Teachers may also require the student to do extra work to make up for lost time in classroom activities. When students know in advance that they are going to miss school, they should notify the classroom teacher and pre-arrange the absence. Students will be required to complete all work missed during absences.

EXCUSED PARTICIPATION FROM RECESS AND ACTIVITIES

A child who must remain indoors due to a cold or other illness should bring a note or contact the office to that effect. If a child needs to remain out of an activity, there will need to be a note from a doctor. Otherwise, the teacher's judgment will be used.

STUDENT RIGHTS AND RESPONSIBILITIES

In order to function properly, public school education must provide an equal learning opportunity for all students. In addition to the regular curriculum, principles and practices of good citizenship must be taught and demonstrated. This includes an appreciation for the rights of others. However, no school or school system can discharge these responsibilities if students act in an objectionable manner or disregard rules and regulations adopted for the benefit of all persons.

The student responsibilities are:

1. To apply themselves to the best of their ability to the learning tasks assigned.
2. To attend school regularly and punctually.
3. To act in a manner that will enhance the learning environment for all students.
4. To use school facilities and property in an appropriate manner.

The Board of Education may establish written policies, rules and regulations of general application governing student conduct in all schools. In addition, principals, within their school, may establish certain written rules and regulations not inconsistent with those established by the Board. The rules and standards apply to all school buildings or any school grounds during, before or after school hours. They also apply to any school function or event, whether on or off school grounds.

STUDENT CONDUCT FOR ACTIVITIES

Elementary students are encouraged to be escorted by a parent/guardian to all school programs or performances. Student conduct that interferes with others, such as running around, being loud, destructive, distracting, etc., may result in consequences from administration. We encourage your support in the fostering of proper conduct of students at programs and activities.

EQUITY FOR STUDENTS

Any student who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis

of sex, race or handicap in violation of the law may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.

PARENTAL CUSTODY INFORMATION

It is the responsibility of the parents to keep the principal, office staff, teachers informed with legal documentation about which parent has custody of the child and about any visitation restrictions. In custodial situations, the school cannot accept responsibility for the child once he leaves school premises. School reports of student progress will be given to both parents when requested and contact information has been provided.

Parents are called in the event of an accident. In case of an emergency and we are not able to reach either parent, the student may be taken to the clinic for medical attention.

ACCIDENTS

Parents are called in the event of an accident. In case of an emergency and we are not able to reach either parent, the student may be taken to the clinic for medical attention.

CHANGE OF CONTACT INFORMATION

Please keep the emergency information of your child up to date at the school. Parents should notify the office immediately of any change in address, phone number or family doctor. All information is confidential. If you do not have a working telephone, the school needs another number on file where you can be reached.

VISITORS

Any visitors to the elementary building are required to check in and out at the elementary office and wear a visitor badge. Even if it is before or after school, parents/visitors should check in at the office first.

STUDENT VISITORS

If a student wants to have a special visitor come to school and stay during school hours, the parent/guardian must call the school to talk to the teacher in advance of the visit. The decision will be up to the teacher/principal depending on what activities are taking place in the classroom at the time requested. Visits should not extend past one school day.

INCLEMENT WEATHER PROCEDURES FOR RECESS

In the case of inclement weather, either the principal or their designee will make the decision to hold recess inside or outside.

BICYCLES

Students are to park their bikes in the racks located on the south side of the building upon arrival and leave them there until dismissal. Bikes, skateboards, scooters, and ripsticks should not be ridden on crowded school sidewalks before or after school. Roller blades, roller skates, and hoverboards should not be brought to school.

PETS

If a child has a special pet he/she would enjoy showing to classmates, they may do so if previous arrangements have been made with the building principal and their teacher. A parent must accompany the pet to the classroom for a short visit. Do not bring pets to school and leave them at any time.

BIRTHDAYS

- Birthday invites may only be handed out at school if they are for **all** students in that grade level.
- If a child would like to bring treats for his or her birthday, they must follow the board approved Wellness Policy (5106). A physical activity is also an option for birthday celebrations. Please see the wellness policy attached below for more information.

POLICY 5416 WELLNESS

CLASSROOM SNACK, CELEBRATION, AND TREAT POLICY

We encourage all students to develop lifelong healthy eating practices. David City Public School is committed to the health and safety of all its students. As part of this commitment, healthy snack guidelines were developed and will apply to food distributed during the school day as part of a special celebration, birthday, or school party. Due to food safety and food allergy concerns and in an effort to provide healthy foods, **home-baked goods are NOT ALLOWED** parents and staff are encouraged to find a healthy food alternative from the list. Food items not on the list provided must be approved by the building principal, school nurse, or school secretary.

Allowed

Fresh fruit
Fresh vegetables
Fruit cups
Yogurt/Gogurt
Gogo Squeez
Applesauce
Beef Jerky
Rice Krispie Treats (pre-packaged)
Cheez-its
Goldfish
Ritz
Graham Crackers
Whole-grain cookies
Whole-grain snacks
Whole-grain pastries
Chex Mix
Trail Mix
Popcorn
Pretzels
Chips
Granola bars
Cereal bars
Nutri-grain bars
Bagels
Cheese Sticks
Gum
Fruit roll-ups
Fruit snacks
Sparkling Water
Naked Juice
Capri Suns/Hi-C
Hot Chocolate
Mini Gatorade
Propel
Water

*Be aware of any and all allergies in the classroom.

Not Allowed

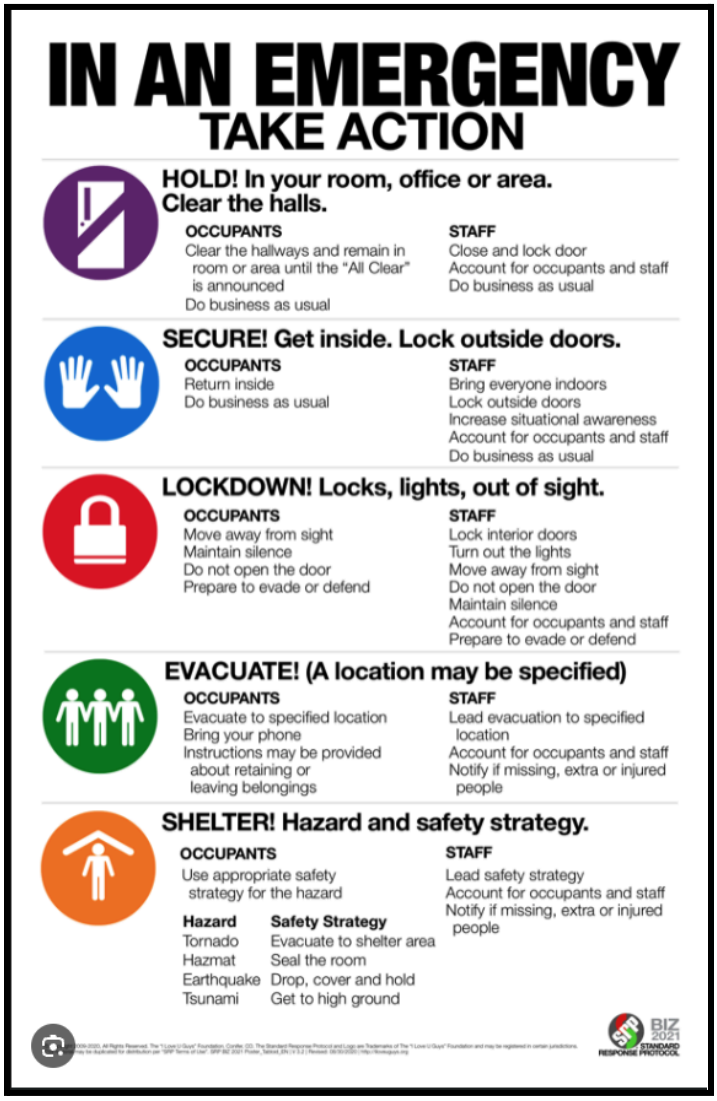
Donuts
Home baked goods
Cupcakes/Cakes (includes store-bought)
Cookies (includes store-bought)

Physical Activity Options

Another option with these celebrations is to choose a physical activity. Celebrations do not have to include food. Instead, they can be done with movement. Parents and teachers can choose activities like an extra period of recess, games, relay races, dancing, or a scavenger hunt. If a parent chooses to use physical activity for a classroom party or celebration, the classroom teacher needs to be notified ahead of time.

EMERGENCY PROCEDURES

David City Public Schools follows standard response protocol procedures to ensure the safety of its students. Drills are done to practice these procedures throughout the school year.



LIBRARY FACILITIES

Materials (books, magazines, reference materials) may be checked out for two weeks. Students are responsible for all materials checked out in their name, and they will be expected to pay for any fines assessed for damage or loss of materials.

Students who have overdue materials will not be allowed to check out new materials or get report cards until the overdue materials are returned or paid.

TEACHER AND STAFF SUPERVISION

Each staff member in this system has full authority over every student in this school.

FIELD TRIPS

The following guidelines are used when planning a field trip:

- One out of town trip per grade level.
- Educational in nature and related to the curriculum.
- Reasonable distance (K-5) depending on the nature of the trip.
- Well planned and supervised. Parents may be asked to help monitor.
- Privilege of participating in the field trip experience may be revoked due to discipline issues. This will be based on a joint teacher/principal decision.
- "Request for Permission" forms will be sent home for parents to sign for trips out of town. This slip must be signed and returned in order for your child to participate.
    - Should Bellwood Elementary students go to David City for a school activity or event, this is not considered a field trip. Parents will be notified, but a separate permission form will not be signed.

PLAYGROUND EXPECTATIONS

Children need to play outside. Parents' cooperation in seeing that children dress according to the weather is requested. The following playground expectations have been outlined so that all children know the playground expectations.

- Be Safe
    - Wear appropriate clothing for the weather.
    - Avoid all play fighting and leave all dirt, rocks, sticks and snow on the ground.
    - Stay in designated play areas where supervisors can see you.
- Be Respectful
    - Use playground equipment as intended.
    - Listen to all adults.
    - Follow the rules of the game.
- Be Responsible
    - Play tag in the open areas, such as the grass football area or tennis courts.
    - Let a grownup know when you need to use the bathroom or to see the nurse.
    - Put away all equipment.
- Be the Owner of Your Actions
    - Be honorable.
    - Accept the consequences for your actions.
    - Be a Good Scout.

POSITIVE BEHAVIOR IN SCHOOLS (PBiS)

Positive Behavior in Schools (PBIS) is a program designed to teach behavioral expectations, set school wide norms, and acknowledge appropriate behavior. PBIS provides positive reinforcement, a continuum of consequences, and support for individuals with specific needs. Parents are a key figure in the success of our PBIS program. It is important for parents to acknowledge citations and positive recognition.

Four school wide expectations include:

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE
- BE THE OWNER OF YOUR ACTIONS
- These 4 expectations apply to all areas of the school.

POSITIVE TICKETS

Students earn tickets for positive behaviors. Tickets can be given out by any staff member and are sent home to parents. Drawings are held on a regular basis for the students to win prizes for their positive behavior.

CITATIONS

Citations are given to students with non-compliant behaviors. These fall into 2 groups, minor and major according to the definitions within the program guidelines.

- **Minor Citations** are issued for non-compliance of acceptable social skills:
  Examples of minor infractions include, but are not limited to:
  - Inappropriate Language
  - Unsafe or rough play
  - Teasing
  - Improper use of property
  - Non-Compliance
  - Pattern of not completing homework
  - Dishonesty
  - Aggression
  - Disrespectful - Tone, Attitude, Body Language

  Examples of consequences:
  - Time out in office
  - Loss of privileges
  - Reinforce others for poor behavior
  - Phone call to parents
  - Note sent home
  - Have student state school-wide expectation

- **Major Citations** are issued for repeated non-compliance of social skills and major behaviors.
  Examples of major infractions include, but are not limited to:
  - Aggression-physical contact/fighting
  - Property Destruction
  - Weapons
  - Leaving school property
  - Cheating
  - Credible Threats
  - Harassment
  - Chronic disruption
  - Chronic refusal to follow Unsafe or rough play
  - Theft
  - Major Dishonesty
  - Pattern of aggressive or profane language

  Examples of consequences:
  - Time out in office
  - Loss of privileges
  - Phone call to parent
  - Detention
  - In-school suspension

- Suspension

- All Major Citation will be sent home to be signed by the parent/guardian and returned the next day. If the Major Citation is not returned the following day with a parent/guardian signature, the child will go to the principal's office.

- For more detailed information on how behavior is handled, please see board policy 5101

HOMEWORK DETENTION

After-school detention will begin in the first quarter for students in grades 3-5 who do not complete their homework. Students who do not complete their homework will be issued a Homework Ticket. When issued a Homework Ticket, the student will be required to call his/her parent/guardian. The student will inform the parent/guardian what was not completed and the time they can be picked up from detention. The Homework Ticket will be sent home with the student to be signed and returned the next day. Parents are asked to make transportation arrangements for any bus students or students who are usually picked up after school. Tickets will be issued for Reading/Language Arts, Social Studies, Math and Science for the following reasons: homework not completed, homework left at home, homework left at school.

PROBLEM PROCEDURE

There may be times during a school year when a problem situation may develop involving your child. In an attempt to save time for all concerned, parents are encouraged to contact the school employee most closely associated with the issue. The following is a list of topics and the requested sequence for you to contact school personnel:

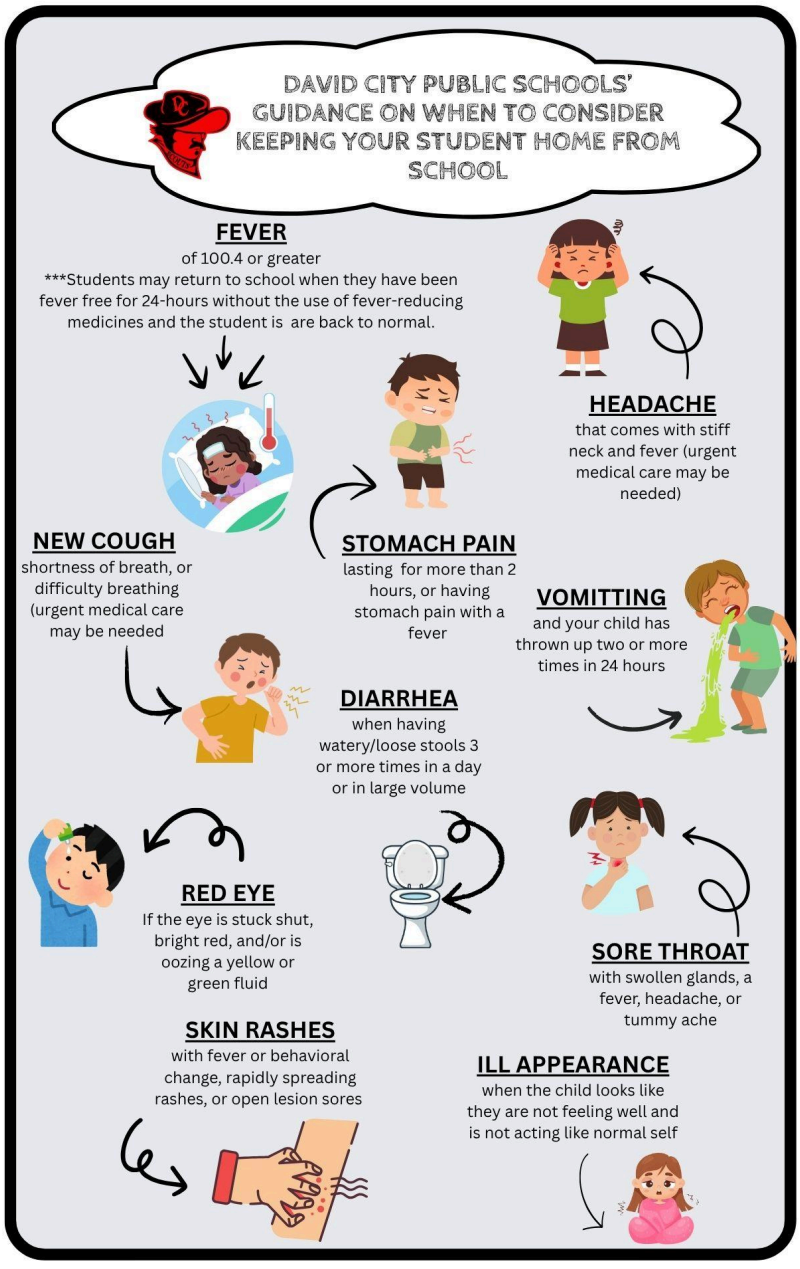
Topics	Contact
Your child's work	Teacher, Counselor or Principal
Discipline	Teacher or Principal
Bus routes/times	Driver, Principal
Activities	Sponsor, Principal
Health Related	Principal, Teacher, Secretary or School Nurse
School regulations	Principal
School policies, budget, personnel	Principal
Student absences/tardiness	Principal
Lunch Account	Secretary
School lunches	Head Cook, Principal
Buildings/grounds	Maintenance Supervisor

It is the school's goal to resolve each issue at the first step. If this is not attained, the party may request the issue be addressed by the principal and, if necessary, the superintendent.

WHEN TO KEEP YOUR CHILD HOME SICK

Sometimes it is difficult to know whether or not to send your child to school. The below graphic should be used to help you determine whether or not to send your child to school. You are always welcome to call the school and confer with school personnel. If you choose to send your child to school and conditions worsen, the school will be in communication with you if it is determined they need to go home. (Refer to the Section 3 Health Services starting on page 12 of the District Student Handbook for more information on health practices).

Please remember to keep your child home until they have been fever-free for 24 hours without the use of fever-reducing medicine and they are back to normal.



This resource was adapted using information from the following resource:
Children's Nebraska. (2023). *The NICE Nebraska Infection Control for Education Book.*

Created June 2025

DISTRICT CALENDAR

David City Public Schools | Updated 2025-2026 School Calendar | Board Approved Wed Feb 12, 2025

July

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

August

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

September

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

October

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			1	2	3	4
~~5~~	6	7	8	9	**10**	~~11~~
~~12~~	13	14	15	16	17	~~18~~
~~19~~	20	21	22	**23***	~~24~~	~~25~~
~~26~~	27	28	29	30	31	

November

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

December

S	M	T	W	T	F	S
	1	2	3	4	5	~~6~~
~~7~~	8	9	10	11	12	~~13~~
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~~28~~	~~29~~	~~30~~	~~31~~			

January

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4	5	6	7	8	9	~~10~~
~~11~~	12	13	14	15	16	~~17~~
~~18~~	19	20	21	22	23	~~24~~
~~25~~	26	27	28	29	30	~~31~~

February

S	M	T	W	T	F	S
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~~8~~	9	10	11	12	~~13~~	~~14~~
~~15~~	16	17	18	19	20	~~21~~
~~22~~	23	24	25	26	27	~~28~~

March

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

April

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

May

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

June

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

Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45 88	46 94+
January 5 - March 12	45	47
March 17 - May 22	44 89	46+ 93+
Total Days in Session	177	188
Teacher Contract Days		186

Aug 1 - New Teacher Training
Aug 4 - New Teachers and Mentors Work Day
Aug 5,6,7,8 - Staff Prof Dev Days; No School For Students
Aug 8 - Open House; Elem - 5pm; HS - 6pm
Aug 11 - First Day of School For Students; 1:30 Dismissal
Sept 1 - Labor Day; School NOT in Session
Sept 29 - Staff Prof Dev Day; No School For Students
Oct 10 - End of 1st Quarter (43 Days)
Oct 13 - 2nd Quarter Begins
Oct 23 - pK-12 P/T Conf 12noon-8pm; No School For Students
Oct 24 - School NOT in Session
Nov 26,27,28 - Thanksgiving; School NOT in Session
Dec 19 - End of 2nd Qtr (45/88 Days)
Dec 24 through 28 - NSAA Practice Moratorium
Dec 22 through Jan 2 - School NOT in Session
2 snow days already built into the calendar, however,
Mar 6, Mar 13, Apr 20 could be student days if necessary

Key

23*	pK-12 P/T Conf 12noon-8pm; No School For Students
10	End of Quarter Oct 10, Dec 19, Mar 13, May 22
~~**1**~~	~~School NOT in Session~~
29	Staff Prof Dev Day; No School For Students
14	New Quarter Aug 11, Oct 13, Jan 6, Mar 17
11-	1:30 Dismissal Aug 11 & May 21

Jan 1,2,5 - School NOT in Session
Jan 6 - 3rd Quarter Begins
Jan 23 - DC WR Inv; Staff Work Day; No School For Students
Feb 13 - School NOT in Session
Mar 6 - School NOT in Session
Mar 12 - End of 3rd Qtr (45 Days)
Mar 13 - School NOT in Session
Mar 16 - School NOT in Session; Possible Dist Speech Host
Mar 17 - 4th Quarter Begins
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students
Apr 3 - School NOT in Session
Apr 6 - Staff Prof Dev Day; No School For Students
Apr 20 - School NOT in Session
May 13 - Seniors Last Day
May 16 - Graduation at 1pm
May 21 - End of 4th Qtr (44/89 Days); 1:30 Dismissal
May 22 - Staff Work Day 8am-12n; No School For Students

AVAILABILITY OF HANDBOOKS

The 2025-26 Student-Parent Handbook of David City Public Schools is available on the internet at www.davidcitypublicschools.org .

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2025-26 Student Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this use of technology to improve school-home communication.
Please return to the Principal's Office within 10 days of receipt of the handbook. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- ☐ **Thank you for providing the 2025-26 Student-Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**
- ☐ **I prefer a paper copy of the Handbook**_____

Name

RECEIPT OF 2025-26 STUDENT-PARENT HANDBOOKS

This signed receipt acknowledges receipt of the 2025-26 Student-Parent Handbook of David City Public Schools. It is understood that the handbook contains student conduct, acceptable use of technology, discipline rules, and information about Safe and Drug-Free Schools and that the undersigned, as students, agree to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Each child will be required to sign their school's acknowledgment form for the building which they attend. Parent signature is also required.

Student #1 Signature:_____ Date:_____
Student #2 Signature:_____ Date:_____
Student #3 Signature:_____ Date:_____
Student #4 Signature:_____ Date:_____

_____ Date:_____
Parent or Legal Guardian's Signature

Changes for handbooks
2025-26

General Changes made throughout the handbooks that are not reflected in these notes
Names updated with new staff member's names
Dates updated as needed
Links updated to current links
Small grammatical changes made

This document outlines the major changes made in each of the handbooks.

Changes to all 3 district handbooks (Student, Teacher, and Classified).

The wording in these 3 sections under Decision to Close Schools was updated in all 3 handbooks to reflect current practices and reflect the automated system versus having to watch the news for the announcements.

Deleted from What Not to Do Section
Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

Deleted
Announcements about other Nebraska school closings are included in Nebraska radio and television broadcasts. Students and parents will want to pay special attention to which public school district is being closed.

UPDATED WORDING TO THE FOLLOWING:

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. The David City Public School District will be using an automated phone system to inform families in the district of any school early dismissal, late start or closure. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, kindergarten, student activities).

Activities/Practices

If school is closed due to dangerous weather there will be no meetings or extra curricular activities unless approved by the superintendent or designee.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be sent via the school messaging system. Parents should have a plan in place to accommodate these circumstances.

District Student Handbook

Asbestos section pg pg 6.
Took out Dr. Denker's name to say" Superintendent of David City Public Schools, designated asbestos coordinator, at telephone number (402) 367-4590."

Pg. 6 - School Lunch Prices updated. This sentence was updated….Per Policy 3571, the school will make reasonable efforts to collect delinquent debts.

Temperature updated in Handbook - pg 12 (temperature was previously 100 degrees)

Temperatures of 100.4°F or greater as measured by a digital ear thermometer, vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Students must be fever-free for 24 hours (without the use of fever-reducing medicine) before being sent back to school.

Pg 13 Health Screening Schedule updated to current schedule that is followed by nurses.

EFFECTIVE JUNE 10, 2017
OPERATIVE JULY 1, 2017

NEBRASKA DEPARTMENT OF
HEALTH AND HUMAN SERVICES

173 NAC 7

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENING by Grade or Age Level *For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.*	**Age 3-5 yrs**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
HEARING: pure tone audiometry	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
VISION: distance	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
VISION: hyperopia (near vision)	**annually**	**x**	**X**	**x**	**X**	**x**								
DENTAL: inspection of teeth	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
HEIGHT/WEIGHT measurement	**annually**	**X**	**X**	**X**	**X**	**X**			**X**			**X**		
Physical Examination *By physician, physician assistant, or advanced practice registered nurse*		**X**							**X**					
Visual Evaluation *By physician, physician assistant, advanced practice registered nurse, or optometrist.*		**X**												

Additional Indications for Screening:

1. New to district at any time, with no previous screening results available.
2. Student enters the Student Assistance Process, with no recent or current screening results available.
3. Periodic screenings as specified by the student's Individualized Education Plan (IEP)
4. Nurse concern, i.e. sudden wt. loss/gain, change in stature or appearance; parent or teacher concern; audiologist referral.
5. Unremediated concerns from previous year.

Notes:

1. The student with known hearing or vision deficits may not need periodic screenings for these conditions. This will be determined on an individual basis by the child's Individualized Education Plan (IEP) and/or school personnel following the student.
2. Screening results may be taken from physical examination, visual evaluation, or dental examination reports if equivalent screening results are available and documented.
3. If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the past six months or the child will be screened at school.

Lice Policy - met with the school nurses and updated the wording from what is below to the suggested wording with blue changes

This is the wording from 2024-25 handbook

The following guidelines are in place to better control a nuisance condition; reduce absenteeism due to head lice, and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice.
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than one school day.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

This is the proposed wording:

Guidelines for Head Lice

The following guidelines are in place to better control a nuisance condition, reduce absenteeism due to head lice, and involve parents as partners with the school in control efforts:

1. Children may be sent home from school for live head lice.
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice is allowed to return to school the next day as long as they have been treated.
4. A child who has been sent from school due to head lice will report to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) may be checked again as needed.
6. Classroom-wide or school-wide head checks may be conducted as needed in order to control the condition at school.
7. Upon identifying a student with lice, only the parents of that child are notified. Classroom-wide notification of lice infestation will not be sent unless there is an outbreak of multiple students as determined by the nurse and principal.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Pg 15 - Crisis team – changed wording from in school to on school grounds

1. Funeral or memorial services will not be held **on school grounds.**

Pg 15 Drug and Alcohol Use and Prevention
Changed "Each student of the District is provided a copy" to "Each student of the District is provided access"

Pg 24

Added the wording below to Risk of Social Networking section of handbook
At David City Public Schools, staff sometimes use or implement online applications and software that might share a student's information with third party applications. Federal and state law impose requirements on the student data that can (and cannot) be shared with outside entities. In addition, parents and guardians may opt out of any online program or software that shares student data with any third-party application. Unless a parent or guardian opts out of any program or software, the District will assume that parents and guardians consent to their students accessing the applications and software tools at school.

Section 11 Breakfast and Lunch Programs Pg 30

This is what was in the 24-25 handbook

If a student has insufficient funds in their lunch account the following steps will be taken until the lunch fund is current:

- A student with a negative lunch balance may continue to charge meals for five days.
- On days six through ten, a student with a negative lunch balance will be given an alternate meal that still meets the lunch program guidelines and will be charged regular price.
- On day eleven, a student will not be provided a meal unless payment is received or a payment plan has been approved by the district office.

Reworded this section to the following

If a student has insufficient funds in their lunch account the following steps will be taken until the lunch fund is current:

- A student with a negative lunch balance may continue to charge meals for five days. Automated text messages are sent out weekly on Sunday evening notifying parents of negative lunch account balance.
- After 5 days, a phone call will be made to the parents to inform them that their negative lunch account balance needs to be addressed in order for the child to continue to receive school lunch.
- On day eleven, a student will not be provided a meal unless payment is received or a payment plan has been approved by the district office.

District Teacher Handbook

Section 3 Contract Days (Updated to reflect current negotiated agreement).

Teachers are contracted for 186 days

Pg. 11 - Changed personal leave wording to align with negotiated agreement

For personal and other leaves (including professional), a request for leave is to be submitted to the Building Principal at least three school days prior to the leave, except in case of emergency.

Jury Duty - Changed wording from principal to District Office

Teachers are to notify the District Office of the amount received for such jury duty.

Changed this statement on page 14
Certificated employees assigned to a building are to spend seven hours and 30 minutes on site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required seven hours and 30 minutes. Staff may leave the building earlier when called to a professional meeting.

To the following:
Certificated employees assigned to a building are to spend eight hours on site, except the 30-minute duty-free lunch time which may be spent off-site. Staff may leave the building earlier when called to a professional meeting.

Pg. 14 Leaving School - added this wording to align with practice

Teachers who leave the school during the designated lunch period must check out with the Principal's office or on a designated on-line form.

Pg. 22 - added this statement to professional attire

The school issued identification badge should be worn and visible while on duty.

Section 14 - Safety

Emergency Operations Plan was linked

Courtesy Fund Wording

Courtesy Fund

Each staff member will be encouraged to contribute $5 per year to the District Courtesy Fund. The funds will be used to provide messages of cheer and thoughtfulness to staff and/or family members. The building secretary should be notified of any pertinent event. The secretary will then inform the district office, which will handle the matter accordingly.

Deleted from Page 55 and will be added to secondary student handbook
Class Dues may be assessed in cases where a class's funds will not cover normal expenses, including, but not limited to graduation flowers, graduation robes, expenses related to prom, etc.

Page 23 – Added wording to the handbook to reflect expectations for use of showing movies in the classroom. This wording was not previously in the handbook.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

In general, full-length movies or television programs should not be utilized during instructional lessons.

A. It is preferable that the portions of the movie or program pertinent to the objectives of the lesson should be identified and utilized.

B. Full-length movies or programs may be utilized only if the video media is approved by the administration AND are specifically listed in the curriculum for that course.

C. On occasion, movies are allowed as an incentive per administrative approval.

Added to Page 33 to reflect current expectations. This was not currently in the handbook.
David City Public Schools has gained approval to show the following movies in class.
Movie License Search

If a movie is shown in class, it should be linked to the curriculum or approved by the administration if used as an incentive.

CLASSIFIED HANDBOOK

Section 1 Employment - Wording changed to reflect current practices

Employment occurs when the employee signs the Employee's Contract and is signed by the Superintendent.

Classified employees may be asked in the spring whether they wish to continue in employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Superintendent. The request to resign will be acted upon by the Superintendent.

Classified employees are “at-will” employees, and may be terminated at any time by the school district. Notice of termination may be delivered by the administration. The termination of employment will be acted upon by the Superintendent.

Requesting Leave

Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request to the employee’s supervisor. The request is to be submitted 3 duty days prior to the leave. The supervisor may require that more advance notice be given depending on the nature of the employee’s duties or the need to schedule a substitute.

Unpaid leaves - added wording

For employees requesting unpaid leave, they need to request approval from the superintendent and submit a leave request online.

Student Searches –updated wording

Student Searches

Only certified staff/administration will be allowed to conduct student searches. No classified staff should conduct student searches. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Reporting child Abuse - updated this statement

Employees are to inform their Principal or supervisor that they intend to make a report. Administrative staff may choose to make the report with or for an employee.

Pg 17

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal’s office, their supervisor, or on a designated on-line form when leaving, and check back in upon return. Employees who need to leave during the school day for reasons of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided.

Safety Program and Safety Committee

The District has established an Emergency Operations Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be accessed at the following link. Emergency Operations Plan

The District also has a safety committee to address employee accidents, injuries and workplace conditions. Representatives are appointed by the administration to serve on the committee. If you have a desire to serve on the committee, contact the Superintendent.

Special Education Policies & Procedures:

1. Removed DCPS discipline procedures to focus only on disciplinary removal of students with disabilities - reduction in redundancy
2. Listing of all Board Policies 6600's were deleted with a listing of the DC website of where that information could be found. In the off chance that wording was changed in a policy the updated policy would be listed on the website
3. MTSS chart deleted - chart is inaccurate as of current practice and a revamping/establishment of MTSS process will be part of new school improvement cycle/goal. MTSS not solely or specifically a special education function

Secondary Handbook

P. 13-Changed the language in the student appearance policy based on an update from Perry Law Firm.

p. 16-Added " *and submit the completed form to the office or the sponsor involved. Students who fail to do so may be subject to unexcused absence consequences."* to the pre-arranging guidelines.

p. 17-Added language on work-release. "*Juniors may be considered on a case-by-case basis."*

p. 19-Added to the special supplies section. *"Students will either provide the materials or be charged for materials for course projects as per each teacher's syllabus, unless they qualify for the waiver."*

p.19-Changed language to the Homework Completion Time section.

It is the responsibility of the student to make sure that all homework is completed on time. If a student does not hand in an assignment on time, the following steps will be completed:

1. *The teacher will have a conversation / meet with the student to make arrangements so the student can complete the homework.*
2. *If the student fails to honor those arrangements, the teacher will contact home*
3. *We will follow a homework completion model we call HCT (Homework Completion Time). In short, teachers will electronically document missing assignments, both in Infinite Campus and on a Missing Assignments Google Sheet.*

A staff member will keep track of that sheet and bring students in for HCT during times designated by administration. Infinite Campus will automatically send alerts to parents about the missing assignment(s). Students who have three or more missing assignments on the Missing Assignments Sheet or have any assignment that has been missing for five or more days may be assigned additional HCT time after school.

p.31 -Removed section on Middle School to high school promotion on probation section.

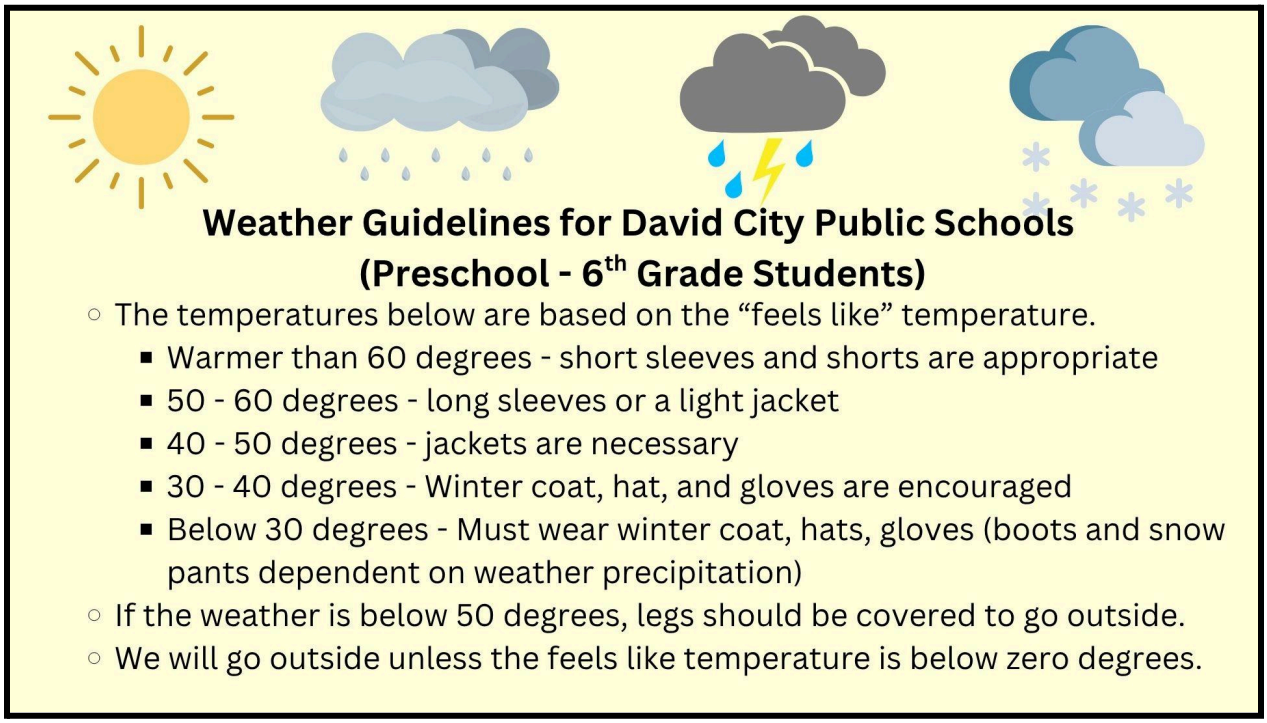
Middle School to High School Promotion on Probation

- *Student may be required to repeat a middle school class or classes in alternative education if minimum competencies have not been achieved (Note: no high school credit will be earned)*
- *The student's schedule of secondary classes will be examined and approved by the secondary counselor and secondary principal with limited choice by the student*

- *Student and parent will be required to meet with the counselor and principal prior to beginning high school to review expectations of earning high school credit to graduate*
- *Probation will remain in effect through the end of the 9th grade year (Note: probation can be appealed at the end of the 9th grade year if the student passes 100% of the high school classes; an appeal must involve parents, counselor, principal and teachers)*
- *Student will be assigned a teacher mentor to monitor the transition to high school and monitor achievement*

Preschool Handbook

- Tuition prices for 2025-26 were updated
- Updated the illness section to say 100.4 and to refer to the district handbook for more info
- Added the entire section title **When to Keep Your Child Home Sick** from the Combined Elementary Handbook to the preschool handbook so this info is now in both locations.
-
- Clothing section updated and graphic added
    - **Clothing**
    - Children should wear clothing that is washable and enables them to move easily. Children must have proper clothing to go outside each day according to the graphic below. All outer clothing should be marked with your child's name.



- **Communication - section updated**
- Communication will be sent home with students on a regular basis. Please check

your child's backpack daily so that your family does not miss out on important information. Information will also be sent via REMIND, text, e-mail, individual classroom Facebook pages, and the DCPS Facebook page. If something happens at home that may affect your child's performance in school, please notify your child's teacher as soon as possible.

- **Home Visits**
- Home visits are required per Nebraska's Rule 11 and will be conducted twice a year in the fall and in the spring.

Severe Weather and School Cancellations

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. The David City Public School District will be using an automated phone system to inform families in the district of any school early dismissal, late start or closure. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, kindergarten, student activities). ONly this paragraph from weather changes in other handbooks was put in the preschool handbook).

In the event that a late start is called due to weather, half day session preschool will be canceled. Full day preschool will follow the same late start schedule as K-12 students.

Adjusted the preschool schedule slightly to fit current practices. Bellwood Elementary preschool will now have breakfast at 8:00 am instead of 8:20.

David City			Bellwood		
7:30-7:55	Breakfast at David City Elementary Cafeteria		8:00-8:20	Breakfast	
8:00- 8:30	Greeting/ Morning Message/Calendar/ Pledge/		8:20 - 8:45	Greeting/ Morning Message/Calendar/ Pledge	
8:30 - 8:35	Music and movement		8:45- 8:50	Music and Movement	
8:35-9:00	Read Aloud 1		8:45-9:10	Read Aloud 1	
9:00-10:00	Literacy Groups Center	Floater para break 15 min	9:10 - 10:05	Literacy Groups Center	
10:00-10:30	Outdoor Play	Para breaks 2 paras 10-10:15 2 paras 10-10:15	10:05-10:35	Outdoor Play	
10:35 - 11:15	Math Small Groups/Centers		10:35 - 11:15	Math Small Groups/Centers	
11:15 -11:30	Classroom Library Book/Rhymes/Question of the day		11:15 -11:30	Classroom Library Book	
11:30-12:00	Lunch		11:30-12:00	Lunch	
12:00-12:20	Read Aloud 2/Bathroom		12:00-12:20	Read Aloud 2/Bathroom	
12:20-12:30	Rest Time Transition		12:20-12:30	Rest Time Transition	
12:30-1:45	Rest Time	Teacher lunch 12:30-1:00 Planning 1-1:45 Paras will allow students to start getting up from cots at 1:30 (put cot away, quiet activity, and go to bathroom)	12:30-1:45	Rest Time	Teacher lunch 12:30-1:00 Planning 1-1:45 Paras will allow students to start getting up from cots at 1:30 (put cot away, quiet activity, and go to bathroom)
1:45-2:00	Transition		1:45-2:00	Transition	
2:00-2:30	STEAM	1:45 - 3:00 5/15 min. Para Breaks	2:00-2:30	STEAM	
2:30 - 2:45	Snack		2:30 - 2:45	Snack	
2:45 - 3:00	Closing Circle		2:45 - 3:00	Closing Circle	
3:00-3:25	Outdoor Play		3:00-3:25	Outdoor Play	
3:25-3:30	Pack up		3:25-3:30	Pack up	
3:30	Dismissal		3:30	Dismissal	

Combined Elementary Handbooks

After comparing both handbooks, we decided that they were so similar that it would be best to combine them to one Elementary handbook. Therefore, we now have one combined elementary Handbook.

To compare, these were the 24-25 separate handbooks.
Link to 24-25 Bellwood Elementary Handbook.

Link to 24-25 David City Elementary Handbook

Major changes

Besides changing it to one combined handbook, these were the major wording changes.

The major changes in these two sections were designating what was done in each building. The biggest change is that breakfast now will start at DCE at 7:30 instead of 7:20. There is no change to breakfast time in Bellwood.

ARRIVAL AT SCHOOL
Please note the time of school arrival for each building below. No supervision will be provided prior to the times listed below.

BELLWOOD ELEMENTARY

- Students can be dropped off at Bellwood Elementary starting at **7:15 a.m.** and staff will be present out front to supervise.
- Lobby doors will be opened at **7:20 a.m**. for any student wanting to eat breakfast. All other children should remain in the arrival area until sent to clubs and/or dismissed to their classroom.
- Morning clubs are used to engage students who arrive early
    - Clubs are open to K-5th grade students
    - A weekly schedule is set up to allow for students to do a different activity each day
    - Students are sent to clubs based on their age level
        - K-1 club
        - 2-5 club
- After clubs, students gather in the lobby at 7:50 to be dismissed to their classrooms

DAVID CITY ELEMENTARY

- Lobby doors will be opened at **7:30 a.m.** for any student wanting to eat breakfast.

- Students riding the bus will be dropped off at the office entrance and walk to cafeteria doors.
- Students being dropped off by a parent/guardian for breakfast will use the south cafeteria doors on the circle drive entrance.
- Non breakfast eaters may arrive at **7:30 a.m.** and will be supervised during various morning clubs. Students can be dropped off on 9th Street and use the sidewalk to enter the playground gate or the east doors for other inside morning clubs.

SCHOOL DISMISSAL

BELLWOOD ELEMENTARY

- Parents or anyone picking up children at the end of the school day are asked to wait on the North side of the school on Warren Street.
- Students who ride the bus are dismissed to the lobby or gym after school depending on what bus they ride.
    - The students who ride the 1st bus are dismissed to the lobby. When the driver is ready for them, they will load the bus.
    - Students who ride the 2nd bus will be dismissed to the gym. Staff will supervise them until the second bus arrives. Weather permitting, they will go outside and play on the playground as they wait for the bus to arrive. When the 2nd bus arrives, students are lined up and then escorted to the bus when the driver is ready for them to load
      the bus.
- If the dismissal plan for your child changes, please notify the school prior to 3:10 so we can notify the teacher.

DAVID CITY ELEMENTARY

- Parents or anyone picking up children at the end of the school day are asked to wait outside at the end of the sidewalk for the teachers to dismiss the students.
- Students who ride the bus are dismissed to the office lobby to line up for the bus.
- Kindergarten Parents may park in the North parking lot behind the gym and walk to the area outside the office doors. Kindergarten students will be handed to parents.
- 4th-6th grade students will dismiss out the East doors on 9th Street. Parents will pull up and students will load. No parking allowed, keep traffic moving forward.
- 1st-3rd grade students will dismiss out the South doors on the circle drive. Parents will pull up and students will load. No parking allowed, keep traffic moving forward.
- If you need to visit with a teacher, parents must park in a stall and get out to visit.
- If the dismissal plan for your child changes, please notify the school prior to 3:10 so we can notify the teacher.

BREAKFAST SCHEDULE

The breakfast program will begin on the first day of school.

- Breakfast will be served from 7:20-7:50 at Bellwood Elementary.
- Breakfast will be served from 7:30-7:50 at David City Elementary.

DRESS AND PERSONAL APPEARANCE

No changes to this section except we added this graphic in place of the wording that was in the handbook.

Weather Guidelines for David City Public Schools (Preschool - 6th Grade Students)

- The temperatures below are based on the "feels like" temperature.
  - Warmer than 60 degrees - short sleeves and shorts are appropriate
  - 50 - 60 degrees - long sleeves or a light jacket
  - 40 - 50 degrees - jackets are necessary
  - 30 - 40 degrees - Winter coat, hat, and gloves are encouraged
  - Below 30 degrees - Must wear winter coat, hats, gloves (boots and snow pants dependent on weather precipitation)
- If the weather is below 50 degrees, legs should be covered to go outside.
- We will go outside unless the feels like temperature is below zero degrees.

This wording is what was in the 2024-25 handbooks on Tardy.

- Excessive tardiness results in a significant disruption to the classroom learning environment. Students will be considered tardy to school if they are not in their classroom when the bell rings unless they were eating breakfast or the bus was late. Students that are tardy four or more times in a four-week period of time will stay for one detention. Frequent tardiness may result in students needing to complete work.

New wording for 25-26

TARDY TO SCHOOL

Excessive tardiness results in a significant disruption to the classroom learning environment. Students will be considered tardy to school if they are not in their classroom when the bell rings unless they were eating breakfast or the bus was late. Students in 1st grade and above that are tardy more than one day a week will serve a detention for each day thereafter.

This section on birthdays was added.

BIRTHDAYS

- Birthday invites may only be handed out at school if they are for **all** students in that grade level.
- If a child would like to bring treats for his or her birthday, they must follow the board approved Wellness Policy (5106). A physical activity is also an option for birthday celebrations. Please see the wellness policy attached below for more information.

Added the below wording to the field trip section.

FIELD TRIPS

- "Request for Permission" forms will be sent home for parents to sign for trips out of town. This slip must be signed and returned in order for your child to participate.
    - Should Bellwood Elementary students go to David City for a school activity or event, this is not considered a field trip. Parents will be notified, but a separate permission form will not be signed.

Reworded these PBIS sections to fit both schools.

POSITIVE BEHAVIOR IN SCHOOLS (PBiS)

Positive Behavior in Schools (PBIS) is a program designed to teach behavioral expectations, set school wide norms, and acknowledge appropriate behavior. PBIS provides positive reinforcement, a continuum of consequences, and support for individuals with specific needs. Parents are a key figure in the success of our PBIS program. It is important for parents to acknowledge citations and positive recognition.

Four school wide expectations include:

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE
- BE THE OWNER OF YOUR ACTIONS
- These 4 expectations apply to all areas of the school.

POSITIVE TICKETS

Students earn tickets for positive behaviors. Tickets can be given out by any staff member and are sent home to parents. Drawings are held on a regular basis for the students to win prizes for their positive behavior.

This is what was in the 24-25 Handbook for When to Keep Your Child Home

When to Keep Your Child Home:

Fever

OK FOR SCHOOL: Your child may attend school if they have a fever below 100.4˚F, are drinking fluids, and acting normal.

TOO SICK: Your child should stay home if their fever is 100.4˚F or above.

Keep your child home until they have been fever-free for 24 hours without the use of fever-reducing medicine and they are back to normal.

Sore Throat

OK FOR SCHOOL: A sore throat with a runny nose is often just due to simple swelling; send them to school as long as they are fever-free.

TOO SICK: If the sore throat comes with swollen glands, a fever, headache, or tummy ache, call the doctor.

Red Eye

OK FOR SCHOOL: When the white part of the child's eye is only a little pink and the oozing is clear and watery, they likely have a school-safe allergy.

TOO SICK: If the eye is stuck shut, bright red, and/or the oozing is yellow or green, this tells us it is a very catching germ form of pinkeye (conjunctivitis). The child should stay home until they have been on drugs that fight the germs for 24 hours.

Throwing Up

OK FOR SCHOOL: If they have thrown-up 1 time in 24 hours, it is ok to send them to school. Sometimes kids throw-up because of mucus left over from a cold.

TOO SICK: If your child has thrown-up two or more times in 24 hours, keep them home. Give them small amounts of liquids often. If they still throw-up after 3 days, or at any time it becomes more often, call the doctor.

Tummy Pain

OK FOR SCHOOL: If this is your child's only sign of sickness and they are active, send them to school. It could be that they cannot poop or they may even have a case of the nerves (in which case; a hug will go a long way).

TOO SICK: Any tummy pain connected to throwing-up, loose poop, fever, or the child does not want to play; call the doctor.

Diarrhea

OK FOR SCHOOL: Your child is acting normal and their poop is only slightly loose, the child has the all-clear.

TOO SICK: Children who poop more than 3 times in 24 hours need to stay home. If you see blood or mucus in the poop, call the doctor.

After meeting with the school nurses, these are the proposed changes for 2025-26 handbook

When to Keep Your Child Home Sick

Sometimes it is difficult to know whether or not to send your child to school. The below graphic should be used to help you determine whether or not to send your child to school. You are always welcome to call the school and confer with school personnel. If you choose to send your child to school and conditions worsen, the school will be in communication with you if it is determined they need to go home. (Please also refer to the Section 3 Health Services starting on page 12 of the District Student Handbook for more information on health practices).

Please remember to keep your child home until they have been fever-free for 24 hours without the use of fever-reducing medicine and they are back to normal.

DAVID CITY PUBLIC SCHOOLS' GUIDANCE ON WHEN TO CONSIDER KEEPING YOUR STUDENT HOME FROM SCHOOL

FEVER

They are running a fever of 100.4 or greater .
***Students may return to school when they have been fever free for 24-hours without the use of fever-reducing medicines and they are back to normal.

HEADACHE

with stiff neck and fever (urgent medical care may be needed)

STOMACH PAIN

for more than 2 hours, or pain with fever

NEW COUGH

shortness of breath, or difficulty breathing (urgent medical care may be needed

VOMITTING

and your child has thrown up two or more times in 24 hours

DIARRHEA

(watery/loose stools happening 3 or more times in a day or in large volume)

RED EYE

If the eye is stuck shut, bright red, and/or is oozing a yellow or green fluid

SORE THROAT

with swollen glands, a fever, headache, or tummy ache

SKIN RASHES

with fever or behavioral change, rapidly spreading rashes, or open lesion sores

ILL APPEARANCE

looks like they are not feeling well and is not acting like normal self

David City Public Schools

Secondary Student Handbook
2025-2026

David City Public Schools
750 D. Street
David City, NE 68632

Administrative Staff:

Dr. Chad Denker – Superintendent
Mr. Brian Hermelbracht - Activities Director
Mrs. Stacy Athow – Secondary Principal
Mr. Chad Lindsley – Assistant Secondary Principal
Mrs. Lindsey Greenfield – David City Elementary Principal
Ms. Peggy Romshek – Bellwood Elementary Principal
Ms. Kari Daniels – Special Services Director

Updated 6-4-25

2025 - 2026 David City Secondary School Handbook

Table of Contents

Table of Contents 1

Preamble 7

School Calendar 9

Bell Schedules 10

- Bell Schedule for a Normal School Day 10
- Bell Schedule for Early Dismissal: 1:30 p.m. Dismissal 10
- Bell Schedule for 2-Hour Late Start 10

Office Procedures 11

- Copier Use 11
- Office Conferences 11
- Office Supplies 11
- Transcript Requests 11

Student Information 12

Student Appearance Policy 13

School Sponsored Dances 14

Attendance Requirements for Credit 14

- Appeal Process 14
- Tardiness 15
- Notification of Absences From School 15
- Make-up Work 15
- Leaving School 16
- Attendance is Required to Participate in Activities 16
- Pre-Arranging 16
- College Visitation 17

Work Release 17

Personal Items and School Supplies 17

Bringing Personal Items To School 17

Electronic Communication Devices 17

7-12 Supply Lists 18

7th & 8th Grade Supplies List 18

7-12 Supplies List 18

Special Course Supply Needs 19

Homework Completion Time 19

Discipline Plan 20

David City Middle/High School Classroom Discipline Procedure 20

Harassment and Bullying Policy 22

Harassment and Bullying Program--Levels: 23

Detentions 24

In-School Suspension 24

Out of School Suspension 24

Food & Drink in School 25

Academics 26

Grading System 26

Conversion Chart 26

Testing 26

Academic Code 26

Definitions 26

Honor Roll 27

Academic Booster Club Incentives 27

Graduation 28

Requirements for Graduation 28

Pass / Fail Courses 28

Participation in Graduation Ceremony 30

Class Promotion/Retention 30

Middle School to High School Promotion on Probation 31

Homecoming 31

NCAA Requirements 31

Junior-Senior Banquet/Prom 32

Lunch 32

Media Center Regulations **32**
Conduct 33
Hours 33
Check-Out Policy 33
Fines 33

Student and School Property **33**
Lockers 33
Backpacks 33

Student Checkout Procedures **34**

Transportation **34**
Driving and Parking Cars 34

Activities Mission Statement **35**

Belief Statements **35**

Activity Purpose **35**
Safety 36
Warning for Participants and Parents 36

Activity Participation Philosophy **36**
Middle School 36
Freshmen 36
Junior Varsity 36
Varsity 36

David City Secondary School Activities Code **37**
Grounds for Extracurricular Discipline 37
Participants in Activities Assume Responsibility for Leadership and are Representatives of Our School 37
Activities are a Privilege 37
General Principles and Definitions 37
When Enforced - Defined 38
School Year Enforcement 38
Summer Enforcement 38
Conduct Relating to Alcohol, Tobacco, Drugs, Steroids On Or Off School Premises Or During School Activities 38
Consequences 38
Violations 38
Consequences for violation of the activities code: 39

First Offense 39
Second Offense 39
Third Offense 39
Failure to Report 40

Conduct Relating to Violation of Other Statutes or Board Policies 40
All students are subject to consequences if: 40
All students will be found in violation of this activity code if: 41
A student or parent who reports himself or his child as violating the activity code must: 41
Consequences for Violation of the Activities Code 42
First Offense 42
Second Offense or Subsequent Offense 42
Failure to Report 42

Conduct Related to a Felony Charge 43

Procedures for Extracurricular Discipline 43

Academic Grade Standard for Activities Participation 44

Team Selection and Playing Time 44

Coaches and Sponsors Discipline 45
Relationship between Parents and Coaches/Sponsors 45
Parents' Role in Interscholastic Athletics and Other Extracurricular Activities 45
Communicating with your children 45
Communicating with the coach 46

Good Sportsmanship 46

Behavior Expectations of Spectators 47
Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities 44

Student Fees Policy 47

Class Elections 47

Constitutions 47

School Dances 48
General Rules of Student Conduct at Dances 48
Who Can Attend 48

Extracurricular Activities Transportation Policy 48

Medical Consent Form 50

In-Season Training Rules **51**

Letter Requirements **51**

Rules For Activity Practices **51**
Definitions 51
Rules 51

Return Transportation Authorization **51**
DAVID CITY PUBLIC SCHOOLS BUS RELEASE FORM 52

High School Activities **53**

High School Athletics **53**

Practice and Performance Schedules **53**
Speech 53
Ambassadors 54
Dance/Cheerleading Squad 54
Football/Volleyball/Softball/Cross Country: 54
Basketball 54
Wrestling 54
Track/Golf: 54
E-Sports 54
FFA 55
FCCLA - Family Career & Community Leaders of America 55
National Honor Society (D.C.H.S. Chapter) 55
One-Act Play (Play Production) 55
Stay-U 56
Student Council 56
Yearbook - The Scout 56
Quiz Bowl 56
Band 57
Choir 57

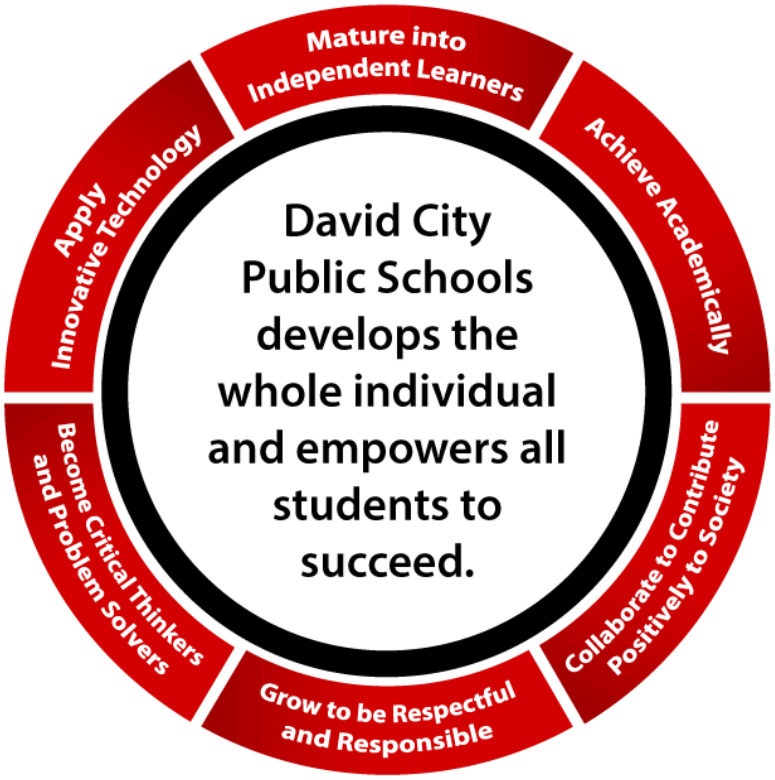
Laptop and Internet Responsibilities **58**
Distribution and Collection of Laptops 58
Check-out 58
Check-in 58
Care of Laptops 58
General Precautions 58
Carrying Cases (Bags) 58
Screen Care 59

Using Your Laptop at School 59
Laptops and/or Chargers Left at Home 59
Laptop Battery Issues 59
Laptops Left in Unsupervised Areas 59
Confiscated Laptops 60
Software and Managing Files 60
File Storage 60
School-Installed Software 60
Non-Supported Software 60
Virus Protection 60
Filtering Software 60
Illegal Files and Software 60
Inspection 60
Laptop Repair 61
Cost of Repair and Replacement 61
Spare Laptop and Chargers 61
Warranty 62
Laptop Sales to Students 62
Acceptable Use Policy 62
Educational Purposes Only 62
Unacceptable Uses of Network 62
Net Etiquette 63
Internet Safety 63
General Warning: Individual Responsibility of Parents and Users 63
Personal Safety 63
Confidentiality of Student Information 63
Active Restriction Measures 63
Student Email 64
Privacy 64
Failure to Follow Policy 64
David City Secondary School Computer Responsibilities and Rules 65
Parent Responsibilities and Terms 65
Student Responsibilities and Terms 65
Computer Loan Agreement 66
Acceptable Use of Computers and the Network 67

Receipt of Parent-Student Handbook **68**

Preamble

Welcome to David City Secondary. This handbook is to be used by students, parents, and staff as a guide to rules, regulations, and general information about David City Secondary. Although the information found in this handbook is detailed and to the point, it is not intended to be all encompassing to cover every situation that may arise during the school day or year. The administration reserves the right to make decisions and rule revisions that reflect the well-being of all students that may or may not be covered in this document or which may be impacted by the enactment of a new state or federal law. Should a situation arise that is not specifically covered in this handbook, the administration will make a decision based on school law, public law, and the common good of the students and staff of David City Secondary. Success at David City Secondary can only be achieved when the three entities of School, Student, and Parent are communicating effectively and working together. ***It is of the utmost importance that parents make sure that the school has the most up-to-date contact information, including home addresses, phone numbers, and email addresses.*** Additionally, parents and students should make it a regular habit to check the portal on Infinite Campus to receive the most current information regarding student grades, attendance, and discipline.



All Scouts Have Power

David City Public Schools Calendar

David City Public Schools | Updated 2025-2026 School Calendar | Board Approved Wed Feb 12, 2025

July

S	M	T	W	T	F	S
		~~1~~	~~2~~	~~3~~	4	~~5~~
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August

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September

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November

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December

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March

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April

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May

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June

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~~28~~	~~29~~	~~30~~				

Reporting Periods	Student	Teacher
August 5 - October 10	43	48+
October 13 - December 19	45 88	46 94+
January 5 - March 12	45	47
March 17 - May 22	44 89	46+ 93+
Total Days in Session	177	188
Teacher Contract Days		186

Key

23*	pK-12 P/T Conf 12noon-8pm; No School For Students
10	End of Quarter Oct 10, Dec 19, Mar 13, May 22
~~1~~	~~School NOT in Session~~
29	Staff Prof Dev Day; No School For Students
14	New Quarter Aug 11, Oct 13, Jan 6, Mar 17
11-	1:30 Dismissal Aug 11 & May 21

Aug 1 - New Teacher Training
Aug 4 - New Teachers and Mentors Work Day
Aug 5,6,7,8 - Staff Prof Dev Days; No School For Students
Aug 8 - Open House; Elem - 5pm; HS - 6pm
Aug 11 - First Day of School For Students; 1:30 Dismissal
Sept 1 - Labor Day; School NOT in Session
Sept 29 - Staff Prof Dev Day; No School For Students
Oct 10 - End of 1st Quarter (43 Days)
Oct 13 - 2nd Quarter Begins
Oct 23 - pK-12 P/T Conf 12noon-8pm; No School For Students
Oct 24 - School NOT in Session
Nov 26,27,28 - Thanksgiving; School NOT in Session
Dec 19 - End of 2nd Qtr (45/88 Days)
Dec 24 through 28 - NSAA Practice Moratorium
Dec 22 through Jan 2 - School NOT in Session
2 snow days already built into the calendar, however,
Mar 6, Mar 13, Apr 20 could be student days if necessary

Jan 1,2,5 - School NOT in Session
Jan 6 - 3rd Quarter Begins
Jan 23 - DC WR Inv; Staff Work Day; No School For Students
Feb 13 - School NOT in Session
Mar 6 - School NOT in Session
Mar 12 - End of 3rd Qtr (45 Days)
Mar 13 - School NOT in Session
Mar 16 - School NOT in Session; Possible Dist Speech Host
Mar 17 - 4th Quarter Begins
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students
Apr 3 - School NOT in Session
Apr 6 - Staff Prof Dev Day; No School For Students
Apr 20 - School NOT in Session
May 13 - Seniors Last Day
May 16 - Graduation at 1pm
May 21 - End of 4th Qtr (44/89 Days); 1:30 Dismissal
May 22 - Staff Work Day 8am-12n; No School For Students

Bell Schedules

Bell Schedule for a Normal School Day

Early Lunch Students:
Period 1: 8:00 - 8:46
Period 2: 8:49 - 9:35
Period 3: 9:38-10:27
Period 4: 10:30-11:16
Period 5: 11:19-12:05
Early Lunch *12:05-12:35*
Period 6: 12:38-1:24
Period 7: 1:27-2:13
Period 8: 2:16-3:02
Access Period: 3:08-3:35

Late Lunch Students:
Period 1: 8:00 - 8:46
Period 2: 8:49-9:35
Period 3: 9:38-10:27
Period 4: 10:30-11:16
Period 5: 11:19-12:05
Period 6: 12:08-12:54
Late Lunch *12:54-1:24*
Period 7: 1:27-2:13
Period 8: 2:16-3:02
Access Period: 3:08-3:35

Bell Schedule for Early Dismissal: 1:30 p.m. Dismissal

Early Lunch Students:
Period 1: 8:00-8:31
Period 2: 8:34-9:06
Period 3: 9:09-9:43
Period 4: 9:46-10:18
Period 5: 10:21-10:52
Period 7: 10:55-11:27
Period 8: 11:30-12:05
Early Lunch *12:05-12:35*
Period 6: 12:38-1:30

Late Lunch Students:
Period 1: 8:00-8:31
Period 2: 8:34-9:06
Period 3: 9:09-9:43
Period 4: 9:46-10:18
Period 5: 10:21-10:52
Period 7: 10:55-11:27
Period 8: 11:30-12:05
Period 6: 12:08-12:54
Late Lunch *12:54-1:30*

Bell Schedule for 2-Hour Late Start

Early Lunch Students:
Period 1: 10:00–10:38
Period 2: 10:41-11:20
Period 3: 11:23-12:05
Early Lunch *12:05-12:35*
Period 6: 12:35-1:24
Period 4: 1:27-1:57
Period 5: 2:00-2:30
Period 7: 2:33-3:03
Period 8: 3:08-3:35

Late Lunch Students:
Period 1: 10:00-10:38
Period 2: 10:41-11:20
Period 3: 11:23-12:05
Period 6: 12:05-12:51
Late Lunch *12:54-1:24*
Period 4: 1:27-1:57
Period 5: 2:00-2:30
Period 7: 2:33-3:03
Period 8: 3:08-3:35

Office Procedures

Copier Use

Students have access to the copy machine in the media center. Students will not make copies on the office copy machine. The only time a student will not be charged for copier use will be if the materials are to be used by a teacher in class. Students are responsible for the expense of materials or their own projects.

Office Conferences

Students wishing to confer with the principal, assistant principal or superintendent should come to the office before school, after school or during regular study periods after receiving permission from the teacher in charge of the classroom.

Office Supplies

The high school office will no longer supply students with general supplies to be used for school projects. Students will be able to check out markers, crayons, colored pencils, glue, poster board, etc. for class assignments per a teacher's request. Teachers may request supplies to be used for classroom use only.

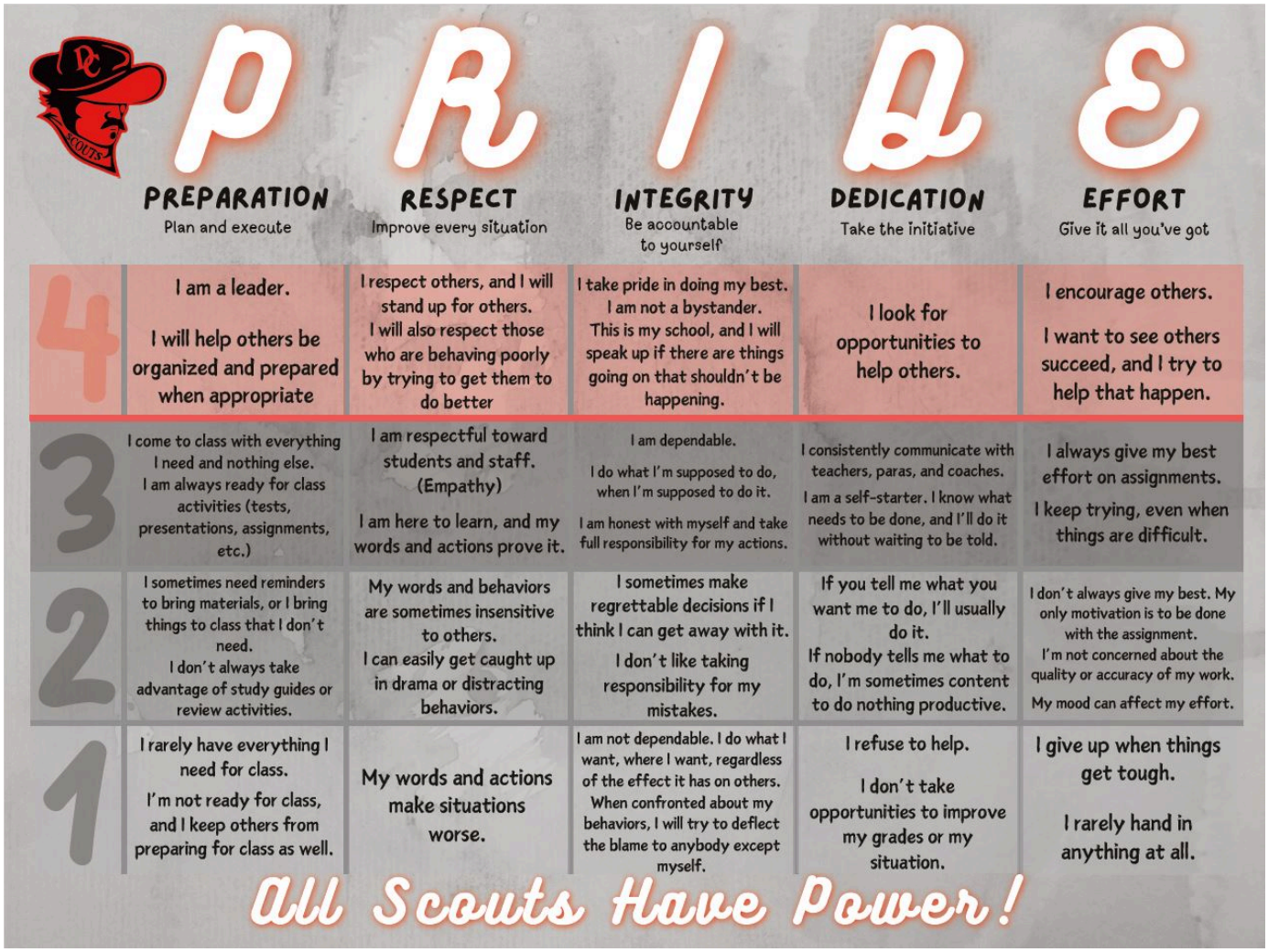
Transcript Requests

The office requests two days notice for transcript requests if possible.

Student Information

Student Keys to Responsibilities

To create and maintain a culture of excellence, students, teachers, support staff, and administration need only remember two things: 1. Work Hard. 2. Be Nice to People. Our Scout Pride rubric (pictured below) outlines five characteristics of people who embody Scout Pride. Students will be scored in each of these areas when we do our quarterly behavior grades.



Student Appearance Policy

Students at David City Public Schools 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 Policy 5101.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

School Sponsored Dances

School sponsored dances are a time for alcohol-free and drug-free fun. The following guidelines will be used to provide the safest possible environment for all students at all school-sponsored dances:

- A breathalyzer test may be available for use by the sponsor of the dance if anyone exhibits what the sponsor deems to be suspicious behavior.
- All persons attending the school-sponsored dance will follow these safety guidelines.
- If anyone refuses to take the breathalyzer test the police will be contacted.
- Students will be notified of the above safety guidelines at class meetings and/or the information will be part of the student handbook.

Attendance Procedures

If a student misses more than ten days from a class during one semester, it will precipitate a meeting of the attendance committee. The role of the committee will be to decide whether or not future action needs to be taken based on the absences of the student. All absences except those for which the school assumes sponsorship (i.e. field trips, participation in school-time athletic events or music events, etc) will be recorded as an absence, regardless of the reason. There is no distinction between excused and unexcused for purposes of this regulation.

In order to communicate effectively with student(s) and parent(s), the school will send home a letter when a student has missed five days during a given semester (40 class periods). In addition, an administrator will contact a student's parent or guardian when a student has missed eight days (64 class periods). This communication from the school carries no penalty, and should not be construed as discipline. It is simply to make students and parents aware of where they stand with regard to their attendance for the semester.

In the event an extenuating circumstance exists and the school is aware of a severe illness, hospitalization, disease, family death or other circumstance, the above letters and/or phone calls may be waived to protect and be sensitive to the emotional needs of the student and family.

Appeal Process

Step 1: If the student or parent is unsatisfied with the decision of the attendance committee they will have seven calendar days to appeal the decision to the superintendent. The superintendent will conduct a review and within five calendar days will provide a written response to the student. The superintendent has the authority to reverse, amend, or uphold the decision of the attendance committee.

Step 2: If the student is unsatisfied with the decision of the superintendent, the student or parent will have seven calendar days from the superintendent's decision to file a written appeal to the Board of Education. The student and/or parents as well as a representative of the school's attendance committee must be present when the Board hears the case to provide information to the Board. The Board of Education will have 30 calendar days to provide a written response. The Board of Education may reverse, amend or uphold the decision of the superintendent's committee. The decision of the Board will be final.

Tardiness

It is important that our students understand the value of being punctual in order to function in today's society. Therefore, the following will be enforced. There will be no distinction made between excused and unexcused tardies to school. There are several tardies built into the policy that allow for those extenuating times the students are running late. Students who are not in their assigned places at the appropriate time are considered tardy. Tardiness to class will be considered as a tardy only during the first 15 minutes of the class period. Students arriving after 15 minutes are considered absent and will be notified by their teacher as such. Students arriving after 15 minutes late to school, if unexcused by the principal, will serve a 45 minute detention. If a student is late leaving a previous class because of being excused late or staying to secure help from the teacher, he/she should receive a tardy pass from that teacher. There will be no consequences for the first three tardies that a student receives. On the fourth tardy (and all subsequent tardies), the student will receive a 45-minute detention. Administration has the right to decide whether or not the problem has become a chronic issue that needs to be addressed further (see the chart on page 20). The policy will reset at the semester.

Notification of Absences From School

The school requests that the parents notify the school by phone as early as possible, preferably by 9:00 a.m., on the day the student's absent for any reason. If the school is not notified by 9:00 a.m., the parent or guardian may be called at home or at work to check on the student. If a student is in attendance in the morning and absent after lunch, the school may call the parent or guardian after 1:00 p.m. unless notified. If a student is absent due to illness, he/she must be in attendance by the end of first period to participate in that day's activities or practices. This does not include pre-arranged excused absences. If homework is going to be requested, we ask that the request be made by 9:00 a.m. to ensure the office has ample time to collect it.

Make-up Work

To receive credit for work missed due to an absence, the student, upon returning to school, is responsible (a) for requesting from each teacher assignments for make-up work and (b) for completing the make-up work on the student's own initiative, and on the student's own time either before or after school, by the due date established by each teacher. The amount of assistance the teacher is to provide, if any, will be determined by the teacher based on the teacher's work load and on whether the student displays a positive attitude towards the make-up work. The teacher may assign the student to different work to make-up than that actually missed, in the same subject or topic area.

The date when make-up work is due will be determined by the teacher based on the content being studied and the length of the student's absence. Ordinarily, the student will be allowed two days per day of

absence after returning to school. Teachers may also require the student to do extra work to make up for lost time in classroom activities. When students are aware of the fact that they are going to miss school, they must notify the office and complete a pre-arranged form. These will be turned into the office before the absence occurs. Students will be required to complete all work missed during absences.

Leaving School

Students who must leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose. Students who leave without permission and without signing out in the proper manner will be considered truant.

Attendance is Required to Participate in Activities

Students must attend school on the day of any scheduled school activity in order to participate in the activity. This includes sports contests, practice and dances. Failure to arrive at school by the end of first period that day will result in a student being withheld from participation in the activity. The principal retains the right to grant participation should exceptional circumstances prevail.

Pre-Arranging

There are times when a student, parent, coach, or sponsor knows that a student will miss school before the actual day. In these cases, that student must fill out a Pre-Arranged Absence Form and submit the completed form to the office or the sponsor involved. Students who fail to do so may be subject to unexcused absence consequences.

For a school-sponsored event in which the student is a participant.

1. Pre-arrange forms need to come from the coach/sponsor.
2. Each teacher needs to sign it and students need to take a picture of the form or write down the information.
3. The completed form needs to be turned in to the coach/sponsor.
4. Students who turn in incomplete forms and leave school may be subject to consequences.

For appointments or other obligations as determined by the parent.

1. To be used in instances where an appointment or obligation has been planned ahead of time and can't be rescheduled.
2. When possible, this process should be initiated with a parent phone call to the office.
3. Each teacher needs to sign it and students need to take a picture of the form or write down the information.
4. The completed form needs to be turned in to the office.
5. Students who turn in incomplete forms and leave school may be subject to consequences.
6. Pre-Arranged absences initiated by the parent are still considered excused absences.

In the event that a student is requesting to pre-arrange for a school activity that they are not participating in, the following guidelines will be taken into consideration. Failure to meet one or more of these criteria may result in an unexcused absence:

1. the student must not be failing any classes
2. the student cannot be at 8 or more absences for the semester
3. the student cannot leave for the event before the team does
4. the student must check in at the event with a school official
5. the student must be pre-arranged at least the day before the event
6. the student must have parental permission

College Visitation

Students are encouraged to visit colleges that they're interested in attending during their junior and senior years. College visitations arranged through the Guidance Office will not be counted against a students' attendance.

Work Release

Work release is a program for students to learn skills related to their post-secondary plan. The guidance counselor, CTE Coordinator, and principal must approve all work release and all guidelines established for the program and must be followed by the student.

1. Seniors are eligible for work release. Juniors may be considered on a case-by-case basis.
2. Up to three periods may be missed for work release.
3. Work release and post-secondary interests should be aligned.
4. Student must have accumulated sufficient credits for graduation.
5. Students must turn in time card, work schedule and reflection to CTE Coordinator.
6. Students will be granted 5 credit hours for every 150 hours worked. Students may earn up to 15 credits in a semester.

Personal Items and School Supplies

Bringing Personal Items To School

Students should only bring normal school supplies to school. Any items that become disruptive to the learning atmosphere will be confiscated. Some examples are cell phones, cameras, laser pointers, fidgets, or other electronics. Any item that can be considered a weapon may result in a one-year expulsion by federal law. The school assumes no liability or responsibility for lost personal items.

Electronic Communication Devices

The use of Electronic Communication Devices (ECD's) in classrooms will be limited to devices provided to students by the school. Those ECD's will connect to the filtered, wireless network provided by the school. Students shall not attempt to circumvent technology protection measures, such as network internet access filtering.

Students who choose to bring their own personal ECD's to school will keep them stowed out of sight in a bookbag, school locker, or gym locker. All classrooms are now Red Zones when it comes to personal cell phone use. Other examples of ECD's include smart watches, personal

laptops, or tablets. Students may use personal headphones, ear buds, or AirPods in a classroom ONLY if given express permission from administration or if directed to do so by the classroom Teacher.

The commons area, lunch room, and school hallways will continue to be Green Zones before school, after school, during lunch, and during passing periods.

Administration retains the right to make case-by-case determinations on the use of personal ECD's on the basis of (but not entirely limited to) Individualized Education Plans, medical needs of the student, and extenuating family circumstances.

The consequences for using ECD's in violation of the aforementioned rules, state or federal law, or school board policy are as follows:

- 1st referral – Device(s) will be confiscated, turned into the school office, and picked up by the student from the principal by the end of the day, unless the device is needed longer for examination by school or district IT personnel. 45-minute detention documented in Infinite Campus.
- 2nd referral – Device(s) will be confiscated, turned into the school office, and picked up by the student at the end of the day along with parent contact. 45-minute detention documented in Infinite Campus.
- 3rd referral – Device(s) will be confiscated, turned into the school office, and picked up by a parent at the end of the day along with parent contact. Two 45-minute detentions documented in Infinite Campus.
- 4th referral - Insubordination. OSS.
- 5th referral - Insubordination. OSS plus individual student / parent plan.

7-12 Supply Lists

7th & 8th Grade Supplies List

The following is a list of supplies needed by seventh and eighth graders for the school year. This is a general list and individual teachers may add to it after the beginning of the school year.

- Three hole punched notebook paper
  Pencils
- Eraser Whiteboard markers
- Pens - black or blue ink
- Ruler
- Checking Pen - Preferably Red Colored pencils
- Protractor
- Scientific Calculator
- Notebooks/Binder (It is recommended to have one binder and a separate folder for each class.)
- Box of kleenex to keep in your locker
- DCHS assignment books will be available to ALL students
- PE Clothes will consist of a t-shirt and shorts and tennis shoes.

7-12 Supplies List

This is a general listing of basic student supplies for grades 7-12. Class specific needs will be outlined by the teacher on the first day of school:

- Binder and or notebook for each class
- Paper
- Pens and/or pencils

Special Course Supply Needs

*If your child will be taking physical science, 7th grade math, 8th grade math, pre- algebra, algebra, applied math, standards math, or geometry, we ask that he/she have his/her own SCIENTIFIC CALCULATOR.

*If your child will be taking physics, chemistry, advanced algebra, college algebra, FST, PDM, or calculus, we strongly recommend the purchase of a graphing calculator. (TI-83, TI 83 Plus, TI-84 Plus are used at school.)

*Graphing calculators can be "checked-out" from the school with a $100 check. If the calculator is turned back in good condition the check will not be cashed. (We must return the checks at the end of first semester and you will have to reissue a check for 2nd semester due to banking regulations.)

Safety equipment such as goggles will be provided by the school.

Students will either provide the materials or be charged for materials for course projects as per each teacher's syllabus, unless they qualify for the waiver.

Specialized equipment and attire necessary for participation in an extracurricular activity will be provided by the school. Some attire or equipment that is uniquely fitted and/or used throughout the year is the responsibility of the student. Cheerleading, dance squad, golf clubs, softball gloves, etc. fit under this category.

Homework Completion Time

It is the responsibility of the student to make sure that all homework is completed on time. If a student does not hand in an assignment on time, the following steps will be completed:

1. The teacher will have a conversation / meet with the student to make arrangements so the student can complete the homework.
2. If the student fails to honor those arrangements, the teacher will contact home
3. We will follow a homework completion model we call HCT (Homework Completion Time). In short, teachers will electronically document missing assignments, both in Infinite Campus and on a Missing Assignments Google Sheet.

A staff member will keep track of that sheet and bring students in for HCT during times designated by administration. Infinite Campus will automatically send alerts to parents about the missing assignment(s). Students who have three or more missing assignments on the Missing Assignments Sheet or have any assignment that has been missing for five or more days may be assigned additional HCT time after school.

Discipline Plan

The Faculty and Administration has incorporated a school-wide discipline and behavior modification plan for David City Secondary School. The purpose of the plan is to reinforce appropriate behavior in order to help make the school a safe and pleasant place to be for all students and staff. David City Public Schools has this vision for positive school conduct:

- Students and staff will form positive relationships.
- Students and staff respect other people and property.
- Students and staff respond appropriately to directives and their peers.
- Students are here to gain an education. Staff is here to provide an education.
- Students and staff will minimize and manage distractions.

The following problem solving procedure is used for minor infractions and is used to show developing student behavior patterns. Changes to the Discipline Plan are subject to change as the need arises. In general, the following classroom management expectations have been established in the case that student behavior doesn't meet our standard of positive conduct:

1. Teacher will redirect the student with a verbal warning.
2. Teacher will re-teach desired behavior.
3. Teacher will remind students of appropriate behavior in the situation.
4. Teacher will establish consequences (i.e. office referral, detention, conference after class).

Students are referred to the administration for Administrative Problem Solving for serious offenses. The student reports directly to the office where the administration issues a consequence. In special cases, this procedure may be adapted by either the administration or the Student Assistance Team (SAT) to fit the needs of individual students.

David City Middle/High School Classroom Discipline Procedure

The majority of classroom behavior issues are taken care of at the classroom level. Teachers can request short meetings with students after school in order to discuss behavior issues and possible solutions. These meetings generally last between 5 and 15 minutes. Teachers can assign an after school detention proctored by a teacher from 3:40-4:25. Teachers may also choose to contact parents, depending on the nature and severity of the issue.

Consistent misbehavior on the part of any student may result in a referral to the SAT. If a formal Student Assistance Team meeting is brought together, teachers will meet with the student, the SAT Coordinator, and the parent(s) in order to come up with a behavior plan that will help solve the problem.

For more serious or persistent behaviors, students can be referred to the office. Students are given at least two warnings before being sent to see the principal. Referral to the principal's office will most often result in at least a 45-minute detention.

Other behaviors are so disruptive and/or potentially dangerous, that they are considered Administrative Disciplinary Issues. To ensure consistency in the delivery of consequences the following table provides a general outline for student suspension:

Student Misconduct	Level 1	Level 2	Level 3
Alcohol	5-19 Days OSS	Expulsion	
Bullying	Refer to Harassment/Bullying Below		
Chronic Tardiness	½ day suspension; 1 week suspension from activities	1 day OSS; 4 week suspension from activities	3-5 day OSS; Suspension from all remaining activities
Destruction of Property < $50	Detention or 1-5 days OSS	5-10 days OSS	11-19 days OSS
Destruction of Property > $50	3-5 days OSS	5-19 days OSS	Expulsion
Disorderly Conduct (Disruptive Behavior)	Detention	1-3 days OSS	3-5 days OSS
Disrespect Toward Staff Member	Detention or 1-3 days OSS	3-5 days OSS	5-19 days OSS
Disrespect of peers (rumors, gossip, etc.)	Detention or 1-3 days OSS	Multiple detentions or 1-5 OSS	5-19 days OSS
Fighting	Detention or 3-5 days OSS	5-19 days OSS	Expulsion
Firearms	Expulsion		
Harassment	Refer to Harassment/Bullying Policy Below		
Illicit Drugs	Expulsion		
Inappropriate Use of Medication	Parent Contact & detention or 1-3 days OSS	Parent Contact & 3-5 days OSS	Parent Contact & 6-19 days OSS
Insubordination	Detention	1-3 days OSS	3-5 days OSS
Locker Room Unsupervised or Without Permission	1 day OSS	3 days OSS	5 days OSS
Multiple Students in Bathroom Stall	1 day OSS	3 days OSS	5 days OSS
Obscene behavior	Detention or 1-3 days OSS	3-5 days OSS	5-19 days OSS
Racial Slurs	Detention or 1-5 days OSS	5-19 days OSS	Expulsion

Sexual Offenses/Assault	Generally defined as unwanted or inappropriate physical contact. Consequence will be measured on severity.		
Theft < $50	Detention or 1-5 days OSS	5-10 days OSS	11-19 days OSS
Theft > $50	1-5 days OSS	5-19 days OSS	Expulsion
Threat/Intimidation	Detention or 1-3 days OSS	3-5 days OSS	5-19 days OSS
Tobacco/Vape Pens	3-5 days OSS	5-19 days OSS	Expulsion
Vandalism < $50	Detention or 1-5 days OSS	5-10 days OSS	11-19 days OSS
Vandalism > $50	1-5 days OSS	5-19 days OSS	Expulsion
Weapon	Expulsion		

Note: Out-of-School Suspension (OSS). Administrators may substitute ISS (In-School Suspension) for OSS at their discretion.

Harassment and Bullying Policy

One of the missions of David City Public Schools is to provide a safe and secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation, and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

Bullying is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property.

Harassment includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment are violations of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurrences are to promptly report the problem to their teacher, the Principal, or the incident form found on the school webpage so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

It is the policy of the David City Public School District that bullying-type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in Article 10 of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences of this kind of behavior in the future will be clearly outlined for the student. If, in the school's opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

Step Two: The second time school personnel become aware of a harassment incident, the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.

Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.

Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Harassment and Bullying Program--Levels:

Purpose: All students have the right to attend David City Public Schools free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

Level I: The guidelines for a Level I placement are listed below.

a. The length of the assignment will be for a minimum of two weeks.
b. The student will report to the office no later than 7:50 a.m. each morning.
c. The student will eat on campus at an assigned table.
d. The student will report to an assigned room at the end of the day, and remain until the end of detention time.

Level II: The guidelines for this level are listed below.

a. The length of the assignment will be for a minimum of two weeks.
b. The student will report to the office no later than 7:50 a.m. each morning.
c. The student will eat on campus at an assigned table.
d. The student will report to an assigned room at the end of the day, and remain until the end of detention time.
e. The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the

end of the passing period. The student will then have three minutes to get to his/her next class.

Level III: This is a long term assignment. The guidelines are listed below.

a. All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.

Detentions

After school detentions will be served from 3:40 to 4:25 p.m. Students who arrive after the 3:40 bell will not be permitted to stay and will be assigned an additional detention. Students will serve their detention on the day of the offense or will lose social lunch until the detention is served. Any detention not served three days after the offense will result in a suspension (insubordination). Students may be removed from detention for violations of the detention rules and will serve at an alternate time. Additional consequences may be assigned for students who are removed from detention.

Detention Rules

1. Be on time. Detention is from 3:40 - 4:25. Anyone arriving after 3:40 will be asked to leave and will serve an additional detention
2. Be prepared to quietly serve your time. Students should bring something to work on or have something to read.
3. No checking out of detention for restroom, phones, library. Take care of those issues before 3:40. A student may not go to another teacher's room unless prior arrangements have been made.
4. No talking or working together. It will be quiet.
5. Students may use their laptops as long as they're working on a class assignment. Music or games will not be allowed during detention.

In-School Suspension

In-school suspension will be used in circumstances where a student has moved through a number of steps on the Discipline Plan. Students are better served to be in the regular classroom. In-school suspension begins at the beginning of the school day, and culminates at the end of detention at 4:25 pm. Improper behavior or noncompliance with school guidelines can result in the issuing of In-School Suspension or ISS.

Out of School Suspension

Out of School Suspension will be used in situations where student behavior has become dangerous or unsafe. It can also be used in situations where a student has not responded to any other disciplinary measures, and the school can do nothing else to help the student until his or her behavior changes. Students are better served to be in the regular classroom, so OSS often represents a last resort.

Food & Drink in School

Policy 5417 governs food and drink in school. Here are some of the main points:

- Teachers have some leeway to allow certain snacks periodically, but certainly not daily.
- Teachers are not compelled to allow food in their rooms at all, and have every right to have a no food policy.
- Teachers have no choice but to follow this policy. This is a school board policy.
- Students will not be allowed to bring snacks and distribute them to other students.
- Snacks sold on the snack cart are allowed under this policy.

Academics

Grade Point Average (GPA), class ranking and selection of honors recognition will all be determined by using the 4.0 grading scale above. If students need a GPA for college applications or scholarships the guidance office will provide that upon request. Transcripts can be provided in the 4.0 or the 100-point scale through Infinite Campus.

Grading System		Conversion Chart		
A – Superior	93-100	A+	97-100	4.0
B – Above Average	87-92	A	95-96	4.0
C – Average	78-86	A-	93-94	4.0
D – Below Average	70-77	B+	90-92	3.5
F – Failing	0-69	B	88-89	3.0
I – Incomplete		B-	86-87	3.0
		C+	83-85	2.5
		C	80-82	2.0
		C-	78-79	2.0
		D+	74-77	1.5
		D	72-73	1.0
		D-	70-71	1.0
		F	0-69	0.0

Testing

Students will take standardized tests according to the testing schedule developed by the school improvement team. The schedule is found in the Student's District Handbook. Students will also take criterion referenced tests to measure their level of performance in each of the curricular areas.

Academic Code

Definitions

2 Week Progress Report: Gives all students the opportunity to improve status
Ineligibility List: These students are to follow the guidelines listed below until all classes are in good standing. A student will remain on the ineligibility list for a minimum period of 7 consecutive days.
Extracurricular Activity: Any activity not scheduled as a class (not receiving a grade) and practice time is done outside of the class period.

All students are encouraged to demonstrate acceptable standards of academic achievement. The following standards begin with the first day of school and end with the last day of school.

During the Warning Period, two (2) weeks into the semester, progress reports are run. This report is used to warn those who are failing a class.

During the Check Period, three (3) weeks into the semester, the ineligibility list is established. Those who are failing TWO or more classes will be placed on academic probation for a period of seven days. If, after seven days, the student(s) are still failing TWO or more classes, they will become automatically ineligible for a minimum of seven days and until all classes are passing. The ineligibility period will run from Sunday to Sunday. Grades will be turned in on Thursday morning and students notified of their failing grades Thursday afternoon.

A "D" list (77% and lower) will also be run along with the Failing List.

After eighteen (18) weeks, at the end of the semester, all students are given a clean slate, with the exception of those students who did not gain a minimum of 20 credits during the previous semester. Students failing to reach 20 credits are deemed ineligible and will not be allowed to participate in any extracurricular activities for the upcoming semester (including Spring Semester to Fall Semester of the following year.)

NOTE: THE ENTIRE PROCESS ABOVE WOULD BE REPEATED FOR THE NEXT SEMESTER. Exact dates for the publication of these lists will be set for each Thursday.

It is the teacher's responsibility to have an ineligible student's weekly grade into the office each Thursday morning no later than the end of 1st period.

Students who receive an incomplete at the end of the semester will have 7 consecutive days (or number of days permitted by the attendance policy) to finish the course. If the student cannot finish the course in the given amount of time, he/she will fail the course, unless there are extenuating circumstances.

Any student who becomes ineligible will not be able to participate in any extracurricular activities during the 7+ day period, however students may be required to "sit with the team" at a game or event, but will not be able to participate. However, students who are in activities with daily practices will be required to participate in them.

Honor Roll

Students that have a 93-point grade average will be placed on the superior honor roll. In order for students to be on honorable mention honor roll, they must have a 90-grade average to 92.99 grade average.

Academic Booster Club Incentives

The Academic Booster Club (ABC), parents and the local businesses are offering students incentives for academic success. Emphasis is placed on improvement. At the end of the school year, awards and medals are given for Outstanding Student, Most Improved Student, and Extra Effort Student in all areas of the curriculum. ABC Scholarships will be awarded at the end of each year.

Graduation

Requirements for Graduation

Policy 5205
Policy 5205R Rules and Regulations
Each academic semester class earns five credits. The following recommendations are the result of diligent work by the Graduation Requirement and Junior High Requirement Committee.

Graduation Requirements– 265 Credits

Students must successfully complete the following course requirements to be eligible for graduation:

- 40 credits of English
- 35 credits of Social Science including 10 credits of World History, 5 credits of Geography, 15 credits of American History, and 5 credits of American Government
- 30 credits of Math including 10 credits of Algebra I and 10 credits of Geometry
- 30 credits of Science including 10 credits of Natural Science (Biology) and 10 credits of Physical Science
- 5 credits of Computer Science (Information Technology Applications)
- 10 credits of Career and Technical Education Elective classes or Fine Arts elective classes
- 5 credits of Personal Finance completed the junior or senior year
- 10 credits of Physical Education
- 5 credits of Health
- 5 credits of Speech

The remaining required 90 credits can be from elective classes, including work experience or internship opportunities. David City High School has put a great deal of effort into providing educational opportunities that align with the future plans of students. It is recommended that students complete a Career and Technical Education (CTE) Program of Study while in high school, which will deepen their understanding in a particular area of interest.

Pass / Fail Courses

The purpose of some classes is to present students with supplementary information or extra opportunities for mastery of established standards. For those classes, it makes more sense to designate them as Pass / Fail, because the student either put in the effort to assimilate the materials or he / she didn't.

- Study Skills 7 (7th Grade)
- Study Skills 8 (8th Grade)
- Math Lab (multiple grades)
- English 9 Support; English 10 Support

In other cases, we want to encourage students to challenge themselves academically and to seek out opportunities to become more well-rounded. Each student has the opportunity to take one class per semester (5 credits) as Pass / Fail. The stipulation is that the class cannot be a class that is named as a requirement for graduation as determined by the District Handbook and Board Policy. The designated

class will have no impact on the student's GPA. It is our hope that this will encourage students to push themselves in all curricular areas.

The following courses <u>may not</u> be taken Pass/Fail:
English 12 - Research and College Writing
English 12 - Classical Literature
English 12 - Advanced Applied English
English 12 - Reading for a LIfetime
English 11 - Writing Skills
English 11 - Modern Literature
English 11 - Reading / Writing Workshop
English 11 - Applied English
English 10
English 9
World History
Geography
American History I
American History II
American Government
Algebra I
Geometry
Algebra IA
Algebra 1B / Geometry 1A
Geometry 1B / Advanced Algebra 1A
Physical Science
Biology
Informational Technology Applications I
Personal Finance
Health
Speech

Logistics

- Students can take one class per semester as Pass / Fail. High School Counselor will keep track of those designations.
- The student's grade (percentage) will appear on the transcript throughout the semester so students, parents, teachers, and coaches can track student achievement and progress in the class.
- Pass / Fail classes will still count toward an individual student's eligibility for extra-curricular events.
- A passing grade will be 70% and above. A failing grade will be 69% and below.
- Students who pass the class will be given credit for the class, but their percentage will not affect their GPA.

- If, at the end of the term, a student would like their Pass / Fail grade to be included in their GPA, they have that option. They cannot, however, decide to retroactively make a different class Pass / Fail because of a low grade.

Participation in Graduation Ceremony

Students who have not successfully completed all graduation requirements as established by the Board of Education as of the date set for graduation may not be allowed to participate in the graduation ceremony. Students who are in jeopardy of not participating in the graduation ceremony will be notified by the high school principal far enough in advance to rectify the situation. The high school principal will conference with the parents and student multiple times throughout the year to relay student progress. If special circumstances are involved, the student may appeal to the Board of Education at least by the Board of Education's regular monthly meeting in April. The high school principal shall certify to the superintendent of schools and the Board of Education at the end of the first semester and in advance of the ceremony those students who may be ineligible to participate. Final notification regarding participation in the graduation ceremony will be directed to the parents the Thursday prior to the Saturday graduation date. Students who fulfill graduation requirements through a correspondence course or other means at a later date are welcome to attend the next graduation ceremony with full recognition.

During the graduation ceremony the Senior Class President or other designated speaker will give the Welcome Address. Other seniors recognized as Cum Laude or higher will be eligible to give an address. Those speakers will be selected by the senior class sponsors with input from the senior class officers. The class will be escorted into the Activity Center by the top ranked students in the Junior Class. Any changes in this format will be determined by the senior class sponsors.

Class Promotion/Retention

The following guidelines will be used to determine student eligibility for class promotion:

To be an 8th grader:

- Earn at least 30 credits from 7th grade English, Science, Social Studies, and Math and at least 5 credits from each
- Earn at least 30 credits from remaining 7th grade courses
- In the event 60 credits are not earned, a conference involving parents, counselor, principal, and teachers will be held to consider retention with the final decision by the secondary principal.

To be a 9^{th} grader a student must:

- Earn at least 30 credits from 8th grade English, Science, Social Studies, and Math and at least 5 credits from each
- Earn at least 30 credits from remaining 8th grade courses
- In the event 60 credits are not earned, a conference involving parents, counselor, principal, and teachers will be held to consider retention with the final decision by the secondary principal.

To graduate, a student must have earned full credits in all required classes and have a total of 265 credits.

Any student unsure of the number of semester hours earned and semester hours required should inquire in the Guidance Office early enough to avoid later difficulties.

Retention can be implemented if the following have been documented:

- Student has not met minimum requirements or demonstrated competency in core academic classes.
- Teachers have recognized weaknesses and outlined interventions attempted in a SAT (student assistance team) process.
- Interventions have been put into action with parental cooperation and administrative supervision.
- Student has unsuccessfully followed an intervention plan or demonstrated a lack of effort to improve.
- IEP goals and objectives have been considered if the student is on an IEP.
- A record of the student's age, personal history, and social interactions with other students is documented for relevance to the final decision.
- A conference involving parents, counselor, principal, and teachers will be held to determine retention or promotion. The secondary principal will make the final decision.

Middle School to High School Promotion on Probation

- Student may be required to repeat a middle school class or classes in alternative education if minimum competencies have not been achieved (Note: no high school credit will be earned)
- The student's schedule of secondary classes will be examined and approved by the secondary counselor and secondary principal with limited choice by the student
- Student and parent will be required to meet with the counselor and principal prior to beginning high school to review expectations of earning high school credit to graduate
- Probation will remain in effect through the end of the 9th grade year (Note: probation can be appealed at the end of the 9th grade year if the student passes 100% of the high school classes; an appeal must involve parents, counselor, principal and teachers)
- Student will be assigned a teacher mentor to monitor the transition to high school and monitor achievement

Homecoming

Any seniors wishing to be a Homecoming King or Queen candidate must turn in an application to the Cheerleader Sponsor. The faculty will select the slate of candidates from the applicants based on scholarship, character, and school and community involvement. Sophomores through seniors will vote for the royalty from the slate chosen by the staff. If a candidate were to violate the activity code after the selection process had occurred, he or she would be removed as a candidate. All DCHS freshmen through seniors in good standing (not suspended or expelled, passing all classes and good attendance – good attendance means that a student is not at or in excess of ten absences for that semester) are eligible to attend the Homecoming Dance.

NCAA Requirements

To play NCAA sports as college freshmen, students must meet NCAA requirements. These include graduation from high school and satisfaction of other requirements that can be found by registering with the NCAA Eligibility Center at their website.

Check with the counselor to determine what classes are accepted by NCAA schools.

Junior-Senior Banquet/Prom

The juniors entertain the seniors at a banquet. All Junior and Senior DCHS students in good standing are eligible for Prom.

The prom Royalty Court is selected from the senior class by the seniors and juniors voting by a secret ballot. Homecoming King and Queen are not eligible for the Royalty Court. Any DCHS student planning to attend prom (Jr./Srs., Sophomore Servers, Dates) will follow the same guidelines as established in the activity code.

Lunch

The David City Public Schools serves meals each school day. Students may buy lunch for $4.20 (Grades 7-12), milk for 50 cents and breakfast for $2.25 (K-12). Extra servings will be $1.75. Children may also get meals free or at a reduced price. All meals served must meet meal patterns established by the U.S. Department of Agriculture. However, if a child has been determined to be handicapped and the handicap would prevent the child from eating the regular school meal, this school will make any substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. If you believe your child needs substitutions because of handicap, please get in touch with us for further information.

Families may apply for free or reduced breakfast/lunch. Applications may be picked up in the office.

Students will eat lunch during two different lunch periods. To allow for better supervision, the following lunch guidelines should be followed. Students may not leave school for lunch. They may eat in the elementary cafeteria. Food which is tied directly to the USDA Lunch Program (milk, fruits, vegetables, etc.) cannot be taken out of the cafeteria, but extra food that is purchased separately, which is not tied to the Federal Lunch Program (cookies, chips, fruit drinks) can be. After eating, students should plan to congregate either in the new commons area, or outside on the picnic tables east or west of the new commons. Students shall not congregate in or around cars or be on other areas of the school grounds. Lunchroom behavior will be handled in the same manner as classroom behavior. For safety purposes students are asked to walk to the lunchroom using the crosswalks.

Students wishing to enter the building may do so through the Commons Area. Students should not linger in the hallways. They should be either outside or in the above designated areas.

Media Center Regulations

The Library Media Center is an educational learning area of the school. The main purpose of the center is to provide intellectual and physical access to information and to ensure the effective use of the information. The Library is considered an extension of the classroom and students are expected to treat it as such by working on their assigned tasks. The following regulations have been set up to ensure that this goal is met.

Conduct

Students must have an electronic pass to go to the media center. Students are expected to have individual passes unless they enter, work, and leave as a group.

Talking must be kept low and pertain to subject related activities. Students who come for free reading are expected to read silently. Failure to comply with the rules will result in removal from the library.

Hours

8:00 A.M. to 4:00 P.M. Monday - Friday.

Check-Out Policy

The media specialist will check materials out for you.

All materials may be checked out for two weeks unless stated otherwise.

Fines

Currently, fines are not assessed on a daily basis for overdue books.

Student and School Property

Lockers

School lockers are issued to students for their use, just like sports uniforms or textbooks. They are school property and can be checked at any time. Locker combinations will be checked out from the office. If a student feels another student may know the combination to their locker and may gain access, he or she should see the principal to have the combination changed. A fee will be charged to all students who damage their locks.

Backpacks

Students may use whatever backpack they choose to bring their books and materials to and from home. Backpacks should be stored in lockers throughout the school day. DCHS students should bring only their laptop, charger, laptop bag, and the books or materials needed for each specific class to each classroom. Students will need to keep any other books or materials in their lockers. Backpacks will not be permitted to be carried in the building throughout the school day, stored on the floor in the classrooms, or left in the hallways outside of the classroom (this includes the stage). This is a safety and security consideration. Loose backpacks on the floor or in the hallways pose a hazard to the safe evacuation from the classroom or the hallways, and impede exit routes in the case of a fire or tornado evacuation. In addition, it is difficult for teachers to monitor what a student may have in his / her backpack.

Student Checkout Procedures

When a student moves out of the district or leaves school at the end of the school year, they are required to check out of each class and activity with a check out sheet. Fines must be paid and signatures obtained before the sheet is accepted in the office. Individual report cards will be held until the student correctly and completely checks out.

Transportation

Driving and Parking Cars

Students driving cars on school permits must drive directly to and from school. Violating the use of the school permit may result in loss of this privilege.

Students will be asked to abide by the guidelines set forth by the Student Council for student parking. No students' cars should be parked in the visitors' parking areas on the south side of the building. Seniors and juniors will be allowed to purchase parking stalls in the areas next to the street on all sides of the building. Sophomores may purchase stalls if any are left over or park in the church parking west of the school. Freshmen may park in stalls if any are left over or the bus parking lot. Students should not back into the stalls. Students parking around the school will be subject to municipal parking and traffic laws.

For safety reasons, students are asked to be extremely cautious when exiting the school grounds, especially when approaching intersections adjacent to the elementary school. Your cooperation is appreciated in addressing this concern.

Students are not to park in the gravel parking lot south of the elementary. That lot is reserved for substitutes and for parents picking up elementary students after school.

David City Secondary School Activities Handbook

Activities Vision Statement

The vision for David City Public School activities is to optimize the quality of students' experiences.

Belief Statements

- We believe that participation in activities promotes learning life skills for all students.
- We believe that all students, staff, parents, and the community should provide positive reinforcement and support for all activities.
- We believe that all students, staff, parents, and the community have the capacity to become role models who promote positive decision-making.
- We believe that all students participating in activities will compete with pride, dignity, and respect.
- We believe that the sportsmanship, i.e. attitude and behavior, displayed before, during, and after an event directly reflect the program, school, and community.
- We believe excellence will be achieved through students working together on a team or in a group to achieve common goals.
- We believe that community support is vital to a program.
- We believe that all activities will be an enjoyable experience.
- We believe that as the cultural environment changes, a proactive approach will maintain a high level of participation and interest in DCHS activities.

Activity Purpose

To fulfill this obligation, David City High School provides a wide range of activities for the students to develop his/her abilities and allow exploration of their interests.

The purpose of the activities program is to provide opportunities for:

- Physical, mental and emotional growth and development
- Acquisition and development of special skills in activities of each student's choice
- Team play with the development of such commitments as: loyalty, cooperation, fair play and other desirable sociable traits
- Directed leadership and supervision that stresses self-discipline, self- motivation, excellence and the ideals of good sportsmanship that make for winning and losing graciously
- Activities that will generate a feeling of unity among students, faculty and community
- Achievement of goals set by the individual as well as the team and the school
- Provisions for worthy use of leisure time in later life, either as a participant or spectator
- Participation by the most skilled that will enable these individuals to ascertain possibilities for future vocational pursuits

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.

Activity Participation Philosophy

Middle School

At this level it is very important to try to play everyone to promote the sport. At times this may be very difficult because of the large numbers of team members and the shorter quarters at this level.

Fundamentals and basic concepts of the game should be constantly stressed and practiced.

Freshmen/ Reserve

It is important at this level to play everyone, but the players should understand that the minutes played will not always be equal due to skill level and game situations. Fundamentals and an understanding of the game's offensive and defensive philosophies will be stressed.

Junior Varsity

This level is for preparing underclassmen for varsity competition. The realization that skill level will vary results in the difference of playing time. Every effort by the coaching staff will be made to play everyone for some amount of time during each game. This program will also emphasize the philosophy of the varsity program dealing with offensive and defensive schemes.

Varsity

More emphasis is placed on winning at the varsity level than at any other level. Along with this emphasis go the coaching staff's responsibilities to evaluate the team through various practice skills and game-like

situations. All players will be made aware of the fact that playing time will vary from player to player and game to game.

David City Secondary School Activities Code

Grounds for Extracurricular Discipline

The grounds for suspension from practices, participation in interscholastic competition, or other participation in extracurricular activities and competitions are set forth below. In becoming familiar with the conduct rules for extracurricular activities, participants need to remember that they are not only representing themselves, but also, their school and community in all of their actions. Special conduct rules exist for the reasons that:

Participants in Activities Assume Responsibility for Leadership and are Representatives of Our School

Participants in extracurricular activities assume a leadership role. The student body, the community, and other communities judge our school on the students' conduct and attitudes, and how they contribute to our school spirit and community image. The students' performance and devotion to high ideals make their school and community proud.

Activities are a Privilege

Extracurricular activities have an important place in the educational program of David City Public Schools. It is a privilege for the students who choose to participate. Students who participate and are accepted into the program are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. It is the belief that accepting responsibility for one's actions is a part of that philosophy.

All students are encouraged to demonstrate acceptable standards of conduct. Violations of the Activity Code will be governed by this policy.

General Principles and Definitions

The penalty for an offense begins from the time the administration informs the student that he/she is in violation of the activity code.

- Activities are defined as any school-sponsored event that is considered an extracurricular activity and includes, but is not limited to, dances, banquets, athletic events, and school-related activities such as field trips. Such codes also apply to members of organizations sponsored by the school and are outside of the classroom curriculum.
- Found Guilty as defined in this activity code, being found guilty of a criminal offense includes any conviction or adjudication by a court, whether by court determination, no contest plea, or otherwise.

- Responsible for counseling costs. All costs associated with any required alcohol or drug counseling are to be borne by the student or the parent/guardian and not the school.
- Self-Reporting means a student or family member may approach a school administrator or guidance counselor to ask for help with a problem such as an addiction. Such a request will not constitute a self-report of a violation of the Activities Code in the absence of a report of conduct by the student in violation of the Activities Code.
- Insubordination is defined as willful defiance of authority. Insubordination includes a failure to abide by rules adopted by the coach or sponsor of an activity which have been provided to the student.

When Enforced - Defined

School Year Enforcement

The activities conduct code 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 apply to conduct which results in a felony charge at any time, regardless of whether the conduct occurs or the charges are filed during the school year.

Summer Enforcement

Reported legal violations will be governed by this policy if such violations occur in between the above time span or a time period normally described as “summer vacation”. Reported violations means a report of a violation received by school officials without active monitoring of student behavior by school personnel, such as a self-report by the student or the student’s parent or guardian, a report received by law enforcement, or a report received from another reliable source.

Conduct Relating to Alcohol, Tobacco, Vapes, Drugs, Steroids On Or Off School Premises Or During School Activities

Consequences

All students are subject to consequences if:

- The student was engaged in the selling, using, possessing, or dispensing of any of the above or being under the influence of the above.
- The student who committed another related offense, (i.e. driving under the influence, etc.) was charged and found guilty in the courts or under the jurisdiction of a court by reason of acts connected with the offense.

Violations

All students will be found in violation of this activity code if:

- The student is charged by the law or observed by faculty, staff or other responsible adults delegated to act in a supervisory capacity by the school on school premises or during activities, or

- The student self-reports as being guilty of an offense, or
- The student's parent, guardian or legal caregiver reports the student as having committed an offense.

A student, parent, guardian or legal caregiver who reports himself or his child as violating the activity code must:

- Contact an administrator, the activities director, his coach, or sponsor after an incident;
- Report the incident on the next school day or before participating or attending any scheduled activity or practice, whichever comes first.

Consequences for violation of the activities code:

*Note - Violations are cumulative over a student's enrollment at DCHS:

First Offense

A student who is in violation of the activity code for the first time will not be allowed to compete in the first school activity in which they are a member of a team or organization. If a student is involved in multiple activities (i.e. Speech and Basketball) they will sit out the first scheduled activity. They will also be placed in a one-on-one counseling session with a selected school staff member (a minimum of 4 sessions). They will also be assigned 15 hours of community service and an educational unit / assignment related to their violation. This will need to be pre-approved by the principal or athletic director. They will be required to complete this program in 18 weeks or less. Failure to complete the program will result in the student not being eligible to compete in any activities until the requirements are met.

Second Offense

A student who is in violation of the activity code for the second time will not be allowed to participate in any activities for six calendar weeks. The student must also address his teammates/organization concerning the nature of the offense. This suspension can be reduced to four calendar weeks if the student participates in weekly counseling sessions with an approved counselor for the remainder of the season or a minimum of four sessions. This suspension does not include athletic practices or meetings of organizations. In the case of an athletic event, during the suspension, the student must attend under the supervision of the coach of the sport. In the case of an organization event or activity, the student is not eligible to attend during the suspension.

Third Offense

A student who is in violation of the activity code for an offense for the third time will not be allowed to participate in any activities or organizations for a period of twelve (12) months following the offense. To be allowed to participate in any activities or organizations after the 12 month period, the student must address the administration and coaching staff informing them of the actions taken to assure that the offense will not occur again, including what counseling was received and new behaviors have been initiated to avoid the past conduct violations.

Subsequent violations will terminate the student's eligibility for all activities at DCHS.

Failure to Report

In the circumstance that a student is involved in a situation where the student chooses not to self report but is subsequently found guilty in a court of law or under the jurisdiction of a court for reason of acts in violation of the activity code, then the consequence for a first offense will result in a six week penalty, consequences for a second offense will be an eight week penalty, and consequences for a third offense will be suspension for fifteen (15) months.

Conduct Relating to Violation of Other Statutes or Board Policies

All students are subject to consequences if:

The student has committed or been charged with an offense in violation of other state statutes or board policies on or off of school grounds in violation of the activity code. Note that violations such as these committed on school grounds, at a school activity or event, or in a school owned or utilized vehicle, will be dealt with under the school's discipline policy. A student who is suspended or expelled under the school's discipline policy shall not, during the period of such suspension or expulsion, be allowed to participate in any activity events. The following are included as violations:

- Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
- Sexual assault or attempting to sexually assault any person.
- Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property.
- Causing or attempting to cause personal injury to a school employee, to a school volunteer, to any student, or to any other person.
- Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
- Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
- Truancy or failure to attend assigned classes or assigned activities.
- Tardiness to school, assigned classes or assigned activities.
- 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, national origin, or religion.
- 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.
- 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.

- Engaging in any unlawful activity as determined by the United States of America or the State of Nebraska.
- Willfully violating the behavioral expectations for those students riding David City Public School's buses.
- The knowing and intentional possession, use, or transmission of a firearm or other dangerous weapon in a place where such items are prohibited.
- 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.
- Failure to report for the activity at the beginning of each 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.
- Failure to participate in regularly scheduled classes on the day of an athletic/activity event.
- Failure to attend all scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach. Every reasonable effort should be made to notify the coach or supervisor prior to all missed practices or meetings.
- All other reasonable rules or regulations adopted by the coach or supervisor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or supervisor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
- Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All students will be found in violation of this activity code if:

- The student is charged by the law.
- The student self-reports as being guilty or under the jurisdiction of a court for reason of violating statutes, or
- The student's parent, guardian or legal caregiver reports the student as having violated statutes, or under the jurisdiction of a juvenile court by reason of acts in violation of the activity code.
- The school administration determines that there is substantiated evidence of an offense.

A student or parent who reports himself or his child as violating the activity code must:

- Contact an administrator, the activities director, his coach, or sponsor after an incident;
- Report the incident on the next school day or before participating or attending any scheduled activity or practice, whichever comes first.

Consequences for Violation of the Activities Code

First Offense

A student who violates the activity code by committing any of the above violations and in turn violates the school's student code of conduct will be ineligible to participate in activities/events during the time of suspension or expulsion as determined by school officials. In addition, the student will not be allowed to participate in activities for an additional week after the student conduct consequence time is served. This week of suspension must include a week during which activities or events are scheduled. If the consequences include out of school suspension or expulsion, the student will not be allowed to participate in practices or meetings. If the consequence is in school suspension or detention, the participation in practices or meetings is required during the time of the consequences. A student will be placed on the first offense level of the school's diversion plan. In the case of an organization event or activity, the student is not eligible to attend during the suspension.

A student who violates the activity code by committing any of the above violations outside of the school's jurisdiction will not be allowed to participate in any activity events for two weeks, or for a length of time as determined by school officials. The violation and severity of the violation are factors to be considered in the decision. Participation in practices or meetings will also be determined by the violation and severity of the violation.

Second Offense or Subsequent Offense

A student who violates the activity code by committing any of the above violations and in turn violates the school's student code of conduct will be ineligible to participate in activities/events during the time of suspension or expulsion as determined by school officials. In addition, the student will not be allowed to participate in activities for an additional two weeks after the student conduct consequence time is served. This two week suspension must include a week during which activities or events are scheduled. If the consequences include out of school suspension or expulsion, the student will not be allowed to participate in practices or meetings. If the consequence is in school suspension or detention, the participation in practices or meetings is required during the time of the consequences. A student will be placed on the second offense level of the school's diversion plan. In the case of an organization event or activity, the student is not eligible to attend during the suspension.

A student who violates the activity code by committing any of the above violations outside of the school's jurisdiction will not be allowed to participate in any activity events for four weeks, or for a length of time as determined by school officials. The violation and severity of the violation are factors to be considered in the decision. Participation in practices or meetings will also be determined by the violation and severity of the violation.

Failure to Report

In the circumstance that a student is involved in a situation where the student chooses not to self report but is subsequently found guilty in a court of law or adjudged to be under the jurisdiction of a juvenile court for reason of acts in violation of the activity code, then the consequences will be extended accordingly based on severity of the violation and at the discretion of the administration.

Conduct Related to a Felony Charge

Any student, who has a legal charge against him/her that is defined as a felony, will not be allowed to participate in an activity or organization provided that the school administration determines that there is a reasonable factual basis for the felony charge. In this case the student will also not be allowed to participate in practices or meetings. The ineligibility will continue until the student is found innocent as determined by legal proceedings. A plan of study emphasizing academics and educational success will be implemented through a cooperative plan between the student, the student's parents, and the school administration.

Procedures for Extracurricular Discipline

1. The school officials(s) considering the suspension will make a reasonable investigation of the facts and circumstances.
2. Prior to commencement of the suspension, the student is to 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 school has (though names of confidential informants need not be shared), and be given the opportunity to explain the student's version of the facts.
3. If the student is not readily available to meet with the school official for this purpose before the suspension is to begin, then the suspension may be imposed at that time so long as the opportunity for the student to hear the charges and evidence and for the student to tell his or her side of the story occurs as soon as reasonably practicable. An effort to schedule a meeting for this purpose should be made by the student and the student's parent or guardian as well. Given the fact that activity suspension actions at times need to be taken outside the regular school day, a telephone conference may be used to give the student the opportunity to provide the student's position.
4. Within two school days or such additional time as is reasonably necessary following the suspension, the Principal or Principal's designee will send a written statement to the student and the student's parents, or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reason for the action taken and the right to a hearing upon request on the specified charges.
5. An opportunity will be afforded the student and the parents or guardian of the student, at their request, to confer on an informal basis with regard to the school official who has imposed the suspension and to give that school official any further information in the student's defense.
6. If the student or student's parents or guardian are not satisfied with the determination of the school official, an informal hearing may be requested before the Superintendent. A form to request such a hearing must be signed by the parent or guardian and will either be provided with the initial notice letter or be made available in the Principal's office. This request must be received by the building principal within five days of receiving the initial written notice of suspension.
7. If a hearing is requested, it shall be held within ten calendar days of the request. The Superintendent will notify the participants of the time and place of the hearing within five days of receiving the request. There will be no stay of the penalty imposed pending an appeal.
8. Upon conclusion of the hearing, a written decision will be rendered within five school days. The written decision will be mailed or otherwise delivered to the participant, parents, or guardian. A

record of the hearing (copies of documents provided at the hearing and any tape recording or other recordation or documentation of the hearing itself) shall be kept by the school.

9. Nothing contained in these procedures shall prevent the student, parent/guardian or their representative from discussing and settling the matter with the appropriate school personnel at any stage.

Academic Grade Standard for Activities Participation

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the principal mission and responsibility for each student is to establish a firm academic foundation. Generally speaking a student should strive to reach his/her highest potential and maintain a grade point average which reflects that ability. Students are ineligible for participation in activities and organizational events for a minimum of seven (7) days if they are failing more than one class for more than one week. Eligibility is determined on a weekly basis. Academic eligibility does not apply to:

A. Instructional field trips which are part of the scheduled course learning experience; and
B. Activities or events which are a part of the student's grade requirements.

School Issued Uniforms / Equipment

School equipment checked out by the student athlete is the responsibility of the athlete. Loss of any equipment is the financial obligation of the athlete. Students who do not return checked-out items or pay for the replacement of lost items may not be allowed to check out any additional school uniforms or equipment until all fees are paid or the item has been returned.

Team Selection and Playing Time

Team selection and playing time decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

- School Representation. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
- Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Coaches and Sponsors Discipline

Notwithstanding the foregoing, any coach or sponsor shall retain the right to discipline students in any reasonable manner including suspension from practice or one activity for any incident of misconduct. Such rules set by the sponsor or coach of the activity shall be in writing and posted, and shall provide for the student to present his or her side of the story prior to discipline being invoked.

A copy of the activity code, signed by the student and his/her parents or guardians, must be on file in the activities director's office before the student will be allowed to participate in any activities.

Realizing the Activity Code is designed to encourage acceptable student behavior, we agree to abide by these rules and accept the suspensions should the rules be broken.

Relationship between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone. Open and positive communication between all parties is one important tool in establishing such an understanding. Coaches and sponsors will use the Remind app as their primary tool for communication with participants and parents.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become frustrated.
- Don't compare the skill, courage, or attitude of your child with other members of the team.

- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the coach

- Communication you should expect from your child's coach includes:
    - Philosophy of the coach
    - Expectations the coach has for your child
    - Locations and times of all practices and contests
    - Team requirements
    - Procedure should your child be injured
    - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
    - Concerns expressed directly to the coach
    - Notification of any schedule conflicts well in advance
    - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
    - The treatment of your child, mentally and physically
    - Ways to help your child improve
    - Concerns about your child's behavior
    - Injuries or health concerns. Report injuries to the coach immediately! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
    - Playing time
    - Team strategy
    - Play calling
    - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
    - Call to set up an appointment with the coach
    - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
    - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
    - At this meeting, an appropriate next step can be determined, if necessary.

Good Sportsmanship

Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

- Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
- Show proper respect for opening ceremonies when the National Anthem is played.
- Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
- Do not boo, stomp feet or make disrespectful remarks toward players or officials.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Know that noise makers of any kind are not proper for indoor events.
- Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
- Stay off the playing area at all times.
- Do not disturb others by throwing material onto the playing area.
- Show respect for officials, coaches, cheerleaders and student-athletes.
- Pay attention to the half-time program and do not disturb those who are watching.
- Respect public property by not damaging the equipment or the facility.
- Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
- Refrain from the use of alcohol and drugs on the site of the contest.

Student Fees Policy

The Board of Education of David City Public Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act. For more complete language in regard to Student Fees, please refer to Board Policy 5416 and 5416 Appendix. All Board Policies are found on our school's website www.davidcitypublicschools.org

Class Elections

The election of class officers for the freshman through senior classes is held in the fall. These elections also include representatives chosen for Student Council.

All officers are elected by the members of the class which they are to serve. The officers usually consist of a president, a vice president, a secretary and a treasurer. Their duties are to conduct class meetings, and they are responsible for class activities.

Constitutions

The constitutions of the various David City High School clubs and organizations are available from the organization's sponsor.

School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances

In addition to all rules of student conduct in the student handbook, students attending dances shall adhere to the following rules of conduct:

Who Can Attend

Only students of David City Public Schools and their guests may attend.

- Students currently attending David City High School or another high school who have not been restricted from attending extracurricular activities at David City High School or their own school are generally considered appropriate dates or invited guests.
- Persons who are younger than high school grade-wise or who are over twenty years of age will not be allowed at high school dances. Outside dates will need to fill out a permission form available in the high school office.
- Some school dances may be restricted to students attending specified grades levels at David City Public Schools. For any dances at the middle school level, only students attending David City Public Schools in the grade(s) for which the dance is being held may attend.
- Students who have been suspended from school or from extracurricular activities may not attend.
- The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
- Rules for dances will restrict students and their guests from leaving a dance until the dance ends.
- Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

Extracurricular Activities Transportation Policy

In an effort to support the importance of punctual behavior and responsibility to team or group members by students, the following transportation regulations have been adopted by David City High School.

When David City High School provides transportation to school activities, all students participating in a school activity must ride school transportation to the school activity. Students late for departure time to an extracurricular activity will be left behind and will not be allowed to participate in the activity that day unless extenuating circumstances are approved by either the activity director or school administrator. If a student finds they are going to be late, a phone call should be made to the school office (367-3187) immediately. Extenuating circumstances must be approved by the activities director or school administration before a student will be allowed to participate. School personnel will make a reasonable effort to enable the student to attend and/or participate by transporting the student to the activity if possible.

Students may ride home with parents/legal guardians, if parents/legal guardians identify themselves to the coach/sponsor at the event. Students may ride home only with their parents and only after the event under this arrangement. Parents should help limit these requests to special occasions and situations where miles and time will be saved by the parents.

Parents/legal guardians may make arrangements in advance for alternative transportation home from an activity by picking up a special form in the office and by returning the special form to the office before the event. The required form must be signed before alternative transportation is permitted. Students will only be released to parents/legal guardians at the activity, unless alternative arrangements have been made with the activities directors or school administration.

Failure of students to follow this portion of the policy will result in suspension from the next event in that particular activity, and possible school suspension. Any deviation from the above regulations must be approved by the activities directors or school administration.

Medical Consent Form

A medical consent form must be completed for all 7-12 students and on file in the high school office. This form must be notarized.

DAVID CITY PUBLIC SCHOOLS MEDICAL CONSENT FORM

For: _____ _____
(Name of Student) (Date of Birth)

This form is to be used in the event of an emergency and the parent or legal guardian cannot be reached. Please complete in full, have your signature notarized, and return it to the high school office.

* * * *

In-Season Training Rules

It is the responsibility of the coach in charge of the sport in season to prepare the rules and regulations he expects his/her athletes to follow. Each participant will receive a copy and one will be posted in the locker room or on the bulletin board in the practice area. A copy will also be submitted to the Activities Director and Principal.

Rules and regulations should outline what is expected of the participant during practice and what the consequences will be if the rules are not followed. The rules should cover but not be restricted to the following:

- Tardiness to practice
- Missing practice, skipping or otherwise
- Personal conduct at practice and games, such as swearing, insubordination, destruction of property, fighting, etc.
- Care of equipment and the responsibility of returning equipment

A copy of the rules should also be provided to the parents. Any violations that endanger the students' future participation in the sport should be discussed with the parents to see if a solution can be reached that will resolve the problem.

Letter Requirements

Each activity sets their requirements for earning a letter. See activity coach's/sponsor's handbook for lettering requirements of each activity.

Rules For Activity Practices

Definitions

Open Building: No organized activity, however, there will be a certified staff member present to provide supervision.
Non-required Practice: Students will not be penalized for not attending.
Required Practice: Students are expected to attend.

Rules

- If classes have begun and are canceled, there will be no meetings, open buildings, or practices held unless specifically approved by the Superintendent.
- If there is no school on a school day because of weather, there will be no meetings, open buildings, or practices held unless specifically approved by the Superintendent.

To help meet the goals of the activities program, David City High School has established an activity code for activity participants to follow.

Return Transportation Authorization

DAVID CITY PUBLIC SCHOOLS BUS RELEASE FORM

We, the parents or guardians of _____, request that he/she return home from this activity with us. Thus, releasing the David City School District 56 of the responsibility and liability for our child's (children's) return home from this activity.

Date of Activity: _____

Place of Activity: _____

Time of Release to Parents: _____

Parent/Guardian Signature: _____

Signature of Sponsor: _____

David City High School offers participation in the following activities. Each student should discuss with his/her parents the activities he/she will participate in. Consideration should be given to the academic load carried and the time involved in the activity participation so that the student does not become overburdened. Participation in contests or activities may be subject to the academic eligibility policy of DCHS.

High School Activities

Platinum Dance Squad
Cheerleading Squad
Play Production (One Act)
Speech
FFA
Yearbook - The Scout (If not in Journalism)
Family Career & Community Leaders of America (FCCLA)
Student Council
National Honor Society
Quiz Bowl
STAY-U
E-Sports
Ambassadors

High School Athletics

Football
Volleyball
Softball
Cross Country
Basketball
Wrestling
Track and Field
Golf

Many of the activities involve competition with other schools. To participate in inter-school competition a student must follow certain rules and regulations set by the Nebraska School Activities Association. Their rules for eligibility are:

1. Student must be an undergraduate.
2. Student must be enrolled in at least 20 hours per week and regular in attendance.
3. Student must be enrolled in some high school on or before the 11th school day of the current year.
4. Student is ineligible if 19 years of age before August 1 of current school year.

Practice and Performance Schedules

Below you will find each activity listed along with what you might expect for practice and performance schedules:

Speech

- Season runs from late November to late March with practice taking place during the speech class period or before or after school.
- Competition in speech meets usually takes place on weekends.
- Middle School Speech runs from January through early April with practice taking place before or after school.

Ambassadors

- Multi-Cultural Awareness Club. This is an after-school activity open to all students grades 7-12 which meets throughout the school year.

Dance/Cheerleading Squad

- Season runs from tryouts in April to try-outs in April of the following year.
- Dance Squad will be present at home events and will perform at selected events.
- Practices take place during the summer and during the school year. They run before and after school or during the evenings.

Football/Volleyball/Softball (HS)/Cross Country:

- Practice begins on the first date of practice determined by NSAA and may start with two practices a day as per current NSAA Policy. After school starts, practices are generally held some time between 3:45 to 6:30 p.m.
- The regular season for Volleyball and Football runs through late October. The season may be extended based on progression through sub-districts, districts, or State Playoffs.
- Softball season ends mid-October.
- State Cross Country is in mid- to late-October.

Basketball

- Practice begins on the first date of practice determined by NSAA with each team alternating between the High School Activity Center gym and the Elementary Gym. The season ends the last of February or first of March.

Wrestling

- Practice begins on the first date of practice determined by NSAA and runs from 3:45 to 6:00 p.m.
- Meets are at night with several all day Saturday meets.
- The season ends at the end of February or early March, depending on qualification for State Tournament or State Duals.

Track/Golf (HS):

- Practice begins in mid-March and runs from 3:45 to 6:00 p.m.
- Meets are usually after school or during the school day. Occasionally a meet is on Saturday.
- The season ends in mid-May

E-Sports

- Competitive video gaming. Fall and spring seasons, open to students 7-12. Seasons start at the beginning of each semester and run roughly 10 weeks.
- Different games are played in the fall and spring seasons. Students may participate in one or both seasons each year.
- Each season involves two practices per week, weekly online matches, and the possibility of online or in-person tournaments.

FFA

The FFA is a national organization for students enrolled in vocational agriculture classes. Through active participation in the FFA, members learn by taking part in and conducting meetings, speaking in public, participating in contests based on occupational skills, earning awards and recognition and becoming involved in cooperative efforts and community improvement. The FFA offers the opportunity for achieving personal goals and becoming productive citizens. Students must be enrolled in vocational agriculture classes to become FFA members.

FCCLA - Family Career & Community Leaders of America

FCCLA is the Ultimate Leadership Experience. Everyone is part of a family, and the Family Career and Community Leaders of America is the only national career and technical student organization with the family as its central focus. Chapter projects focus on a variety of youth concerns. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life – planning, goal setting, problem solving, decision making and interpersonal communication – necessary in the home and workplace.

Membership is opened to all students, grades 7-12, who are taking or have taken a Family & Consumer Sciences class. Members have the opportunity to take part in local, district, state and national activities.

National Honor Society (D.C.H.S. Chapter)

Objectives of the Honor Society:

1. To create enthusiasm for scholarship.
2. To stimulate a desire to render service.
3. To promote worthy leadership.
4. To encourage the development of character in all students of the school.

Selection Procedure:
An accumulative grade average of all academic subjects is calculated at the end of the first semester. Students with a 91.5 average are eligible for selection. After the eligible students have been identified, the faculty council evaluates the candidates. Their evaluations are based on 1) service, 2) leadership, and 3) character. A point system is used in the evaluations: 5 points- Outstanding; 4 points-Above Average; 3 points-Average; 2 points-Below Average; 1 point-Poor. To become a member of the Honor Society, a candidate must average 4 points by a majority of the faculty council.

National Honor Society members must maintain a cumulative grade average of 91.5 and uphold the standards of leadership, character, and service to remain a member. Community service projects are to be performed and documented in order to maintain membership.

One-Act Play (Play Production)

The One-Act Play is a comedy or drama set in one act which is presented for Conference and District competition. Each member of the play is expected to participate in every aspect of the production, set design, make-up, etc. Emphasis is placed on student input and theater knowledge. Competition takes place in the fall, with practices beginning in September, usually at night from 7:00-10:00 p.m., and may be scheduled at other times.

STAY-U (Students Taking Action for Youth Unity)

The STAY-U goal is to work toward prevention and reduction of alcohol and other drug use and abuse among youth in the school and community. The purpose of STAY-U is to: promote drug and alcohol free lives, promote drug and alcohol free activities for the youth, promote drug and alcohol free lives through education of the elementary students, educate the adults and community organizations as to our purpose and goals.

Membership into STAY-U is open to any student grades 9-12 who is drug and alcohol free or actively working towards a drug and alcohol free life. Officer positions of co-presidents, secretary, recorder and publisher are selected in August each year. Members meet on a monthly basis throughout the school year.

Student Council

The purpose of the Student Council shall be to sponsor school activities, to uphold the standards of D.C.H.S., to promote good citizenship, to raise the level of scholastic and recreational achievements and to promote cooperation between the faculty and the student body. Membership will consist of an Executive Council made up of Juniors and Seniors, three Senators from each grade 9-12, one representative from each class, class presidents and ambassadors. To be an ambassador a student needs to attend four consecutive meetings. Candidates are required to submit an application for the Student Council. The election is held in the fall.

Requirements for students:

1. Must be in grades 9-12.
2. All students must follow the David City High School Activities Code.
3. Academic ineligibility code applies to these students.

Yearbook - The Scout

This activity involves selling advertising, designing layouts, writing copy, taking pictures and developing film and pictures for the yearbook. Students are assigned individual responsibilities according to interests, abilities and availability, and are expected to work together as a staff in putting together what is a history of David City High School for a one-year period.

Through this activity the student gains experience in selling advertising, designing layouts, writing for publication, taking and developing photographs, a sense of responsibility in meeting assigned deadlines, pride in seeing his or her own work published and the ability to work with others. A feeling of accomplishment is gained through participating in any activity that records and represents, in permanent form, the year at David City High School. Students may participate in this activity only with permission of the sponsor. Activity credit is awarded only if the participant is not in the journalism class which is taken for academic credit.

Quiz Bowl

This activity is aimed at High Ability Learners or students who show a strong aptitude in academics. The team practices regularly and will take part in several competitions including through ESU 7 and as part of the SNC conference. The team can qualify for state competition.

Band

- Band is a co-curricular activity and class open to all students, which meets and rehearses during the school day throughout the entire school year and is given a grade.
- The Marching Band begins rehearsals during the DCHS Band Camp one full week before school begins and rehearses before school into the first period during the first quarter.
- The Band performs at all home football games, numerous volleyball and basketball games, four concerts, district music contest, and graduation with the possibility of additional performances.
- Band students also have the opportunity to audition for and participate in honor ensembles.

Choir

- Choir is a co-curricular activity and class open to all students, which meets and rehearses during the school day throughout the entire school year and is given a grade.
- The Choir performs at four concerts, District Music Contest, and graduation with the possibility of additional performances such as caroling, etc.
- Choir students also have the opportunity to audition for and participate in honor ensembles.

Laptop and Internet Responsibilities

Distribution and Collection of Laptops

Check-out

Laptops will be distributed to all students grades 7-12 upon the start of the school year after the student and parent(s) are aware of the rules and regulations found in this handbook pertaining to the care and use of student laptops. Any unpaid repairs from previous years must be paid before a laptop can be issued to their child. Also, a non-refundable fee will be collected to help cover insurance and repair costs. The fee is $15 if paid prior to the first day of school, or $25 thereafter.

Check-in

Laptops will be collected at the end of each school year for the entire summer. Maintenance and software installation will be done at this time. Students will retain their original laptop each school year while enrolled at DCHS. However, laptops will be restored to their original condition, removing personal student files. Students will need to backup any files they want to keep. It will be verified that the laptop and AC adapter matches those that were checked out to the student. If they don't match or cannot be verified due to their condition, they may not be accepted.

Care of Laptops

Students are responsible for the general care of the laptop they have been issued by the school.

General Precautions

1. No food or drink is allowed next to your laptop.
2. Cables and removable storage devices must be inserted and removed carefully into and out of the laptop.
3. Students must never loan their laptop to anyone including family members.
4. Laptops must remain in an "as received" condition, free of any writing, drawing, stickers, labels, dirt, grime, filth or other markings that are not the property of the David City School District. Cleaning supplies are available from the Computer Technician.
5. Laptops must never be left in a car or a bus, any unsupervised area, or in locations of extreme heat or cold.

Carrying Cases (Bags)

The protective cases provided with the laptops have sufficient padding to protect the laptop from normal treatment and provide a suitable means for carrying the computer within the school. The guidelines below should be followed:

1. Only the carrying case provided by the school should be used to transport the laptop. Backpacks and other carrying cases are not permitted.
2. Laptops should be in the carrying case when transported (such as moving from room to room).
3. Only laptops and chargers are allowed in the carrying case to avoid damage.
4. The laptop must be turned off or in sleep mode before placing it in the carrying case.
5. If the carrying case's padding has deteriorated and is no longer properly protecting the laptop, see the Computer Technician about replacing it.

6. Shoulder straps are available upon request.

Screen Care

The laptop screen can be damaged if subjected to rough treatment. The screens are particularly susceptible to damage from excessive pressure on the screen.

1. Do not put any type of pressure on the laptop.
2. Do not pick the laptop up by the screen.
3. Do not place anything in the carrying case other than the laptop itself and the charger.
4. Do not poke, scratch, draw on, or place magnets near the screen.
5. Do not place anything on the keyboard before closing the lid (i.e. pens, pencils, or discs).
6. Clean the screen with a screen cleaning pad or a soft, dry, antistatic or microfiber cloth. Dampen the cloth in water or rubbing alcohol only when necessary. Screen wipes are available upon request from the Computer Technician.

Students not following these guidelines risk losing the privilege of having a laptop for a period of time, possibly indefinitely. Any laptop found to be severely abused and not properly cared for will be confiscated immediately. In general, the student will be issued a warning upon the first offense. Further offenses will follow the school's discipline plan.

Using Your Laptop at School

Laptops are required for use at school each day. Students must be responsible to bring their laptop to all classes, unless specifically instructed not to do so by their teacher. Students are encouraged to take laptops home for educational use provided that parents have given permission for that use.

Laptops and/or Chargers Left at Home

Students who forget to bring their laptop or charger to school may check out a spare from the Computer Technician on a class-by-class basis upon a written teacher request. If this becomes a recurring issue, the principal will be notified.

Laptop Battery Issues

It is the student's responsibility to see that their laptop is charged adequately for the next school day. Failure to act responsibly with regard to ensuring battery charge will result in academic consequences as determined by each classroom teacher or the principal. In cases where required school use of the laptop has caused the battery to become discharged during the school day, students may be able to connect their computers to a power outlet in class.

Laptops Left in Unsupervised Areas

Under no circumstances should laptops be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the cafeteria, computer lab, gymnasiums, locker rooms, library, unlocked classrooms, dressing rooms and hallways. Any computer left in these areas is in danger of being damaged or stolen. Unsupervised laptops will be confiscated by staff. Disciplinary action may be taken for leaving your laptop in an unsupervised location.

Confiscated Laptops

Students who have lost the privilege of having a laptop may or may not be issued a spare when a computer is needed for class. This decision is left to the discretion of the principal, and all inquiries related to laptop confiscation should be directed to school administration.

Software and Managing Files

File Storage

Individual laptops will be used to store student work, as well as online services such as Google Drive. Students are encouraged to store school related files on Google Drive to avoid loss should something happen to their laptop.

School-Installed Software

The software originally installed by DCPS must remain on the laptop in unaltered condition. From time to time the school may add software applications for use in a particular course which may have to be deleted at the completion of the course.

Non-Supported Software

Only software provided by DCPS will be supported. Students may install other legally acquired software, but must be done at their own risk and will not be supported by the school.

Virus Protection

The laptop has antivirus protection software. Do not install other antivirus programs as they may conflict with the school's software.

Filtering Software

Although not foolproof, software programs have been installed to filter inappropriate internet content (at a minimum of CIPA compliance) while the student's laptop is used at school, or anywhere off campus. However, reliable off campus filtering can not always be guaranteed. Therefore, parents are encouraged to monitor their student's home internet usage. Filtering software may record web sites that students visit while they are using their laptops. Any attempt to circumvent the filter will be grounds for serious consequences.

Illegal Files and Software

Any files or software found on the laptops suspected to have been acquired illegally or found to be breaking copyright laws will be deleted immediately and will be grounds for serious consequences. In general, any files or software where their legality is in question should be avoided.

Inspection

Computers remain the property of the school district whether at school or home and may be inspected by school staff either directly or remotely at any time. The school has software that allows for remote

monitoring of, access to, and control of school laptops. Computers may be confiscated at any time for maintenance or violation checks. Occasional random inspections may occur.

Laptop Repair

Laptops that are broken or fail to work properly must be taken to the Computer Technician. If necessary, the laptop may be wiped and reimaged. The school does not accept responsibility for the loss of any software or files due to a reimage.

Cost of Repair and Replacement section:

Students will be responsible for the repair cost of any accidental damage, often at a significant discount from the actual cost. The remaining cost is covered by the laptop fees. On some laptops the school may have purchased accidental damage warranty coverage. Repair payments help cover the cost of this additional warranty coverage. On laptops without this coverage, repair payments help cover the cost of the repair.

Repair fees for the most common types of damage are found in the table below. In a situation where a laptop is stolen, or damaged beyond repair, the replacement value will be determined. The maximum a student may be billed for a single incident of repair or replacement is $250. Students will be billed the full value of the laptop if it is not returned to the school, regardless of its condition. All incidents of theft and heavy damage will be handled on a case by case basis by school administration.

Students who have repeated incidents of damage will be assigned an older laptop, at the principal's discretion, to decrease the district's risk of loss from the damaging of a higher valued laptop.

Common Repair Costs

Screen Replacement	$25
AC Adapter (Lost or Damaged)	$20
Physical Damage (per part)	$20
Bag	$20
Other Repairs	50% of total cost

Spare Laptop and Chargers

While undergoing repairs, a spare laptop may be issued for the student to keep until the repair is complete. Students may also borrow a laptop or charger on a class by class basis upon written teacher request, if their laptop or charger is missing or accidentally left at home. Students are to care for spare laptops in the same manner as their own. While checking out a spare, students will be told when it needs to be returned.

Warranty

Even though the computer may be functioning, physical damage such as broken casing and liquid spills can cause the manufacturer warranty to be void. The manufacturer may not repair normally covered

defects and broken parts if they see this damage, which can result in a very large repair bill. Students are urged to report any damage and, if possible, can optionally have it repaired to avoid the risk of higher costs later.

Laptop Sales to Students

Upon graduation from David City Public Schools, seniors may purchase their school issued laptop for $50. The purchase includes the laptop, charger and bag. No additional school software is included. Students eligible to purchase their laptop must have been enrolled prior to or at the start of their senior year, and must graduate from David City Public Schools.

Other laptops, such as used Chromebooks, will on occasion be offered for sale to all students, with prices determined at that time.

Acceptable Use Policy

Educational Purposes Only

The David City Public School District is providing access to its computer network and the Internet for educational purposes only.

Unacceptable Uses of Network

Among the uses that are considered unacceptable and which constitute a violation of the policy are the following:

1. Uses that violate the law or encourage others to violate the law. Don't transmit offensive or harassing messages; viewing, selling or promotion of substance or inappropriate material prohibited by the school; intrude into the networks or computers of others; and download or transmit confidential, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.
2. Uses that cause harm to others or damage to their property. For example, don't engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet; upload a virus or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
3. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example, don't disclose or share your password with others; don't impersonate another user. You should not give others private information about yourself or others, including full name, home address, phone number, credit card numbers and social security numbers. The laptop shall not be used to conduct private business/enterprise or any gambling.

Net Etiquette

All users must abide by rules of network etiquette, which include the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

2. Avoid language and uses, which may be offensive to other users. Don't use access privileges to make or distribute jokes, stories, or other materials which are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.
3. Don't assume that a sender of email is giving his or her permission for you to forward or redistribute the message to third parties or to give his or her email address to third parties. Forwarding email without permission is a copyright violation.

Internet Safety

General Warning: Individual Responsibility of Parents and Users

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites.

Personal Safety

Users are always cautioned to be safe. In using the computer network and Internet, users should not reveal personal information such as home address or telephone number. Users should not divulge real last names or any other information which might allow a person to locate the user without first obtaining permission of a supervising teacher. Students should not, under any circumstances, arrange a face-to-face meeting with someone they "meet" on the computer network or the Internet without their parent's permission. Regardless of a student's age, he or she should never agree to meet a person with whom he or she has only communicated on the Internet, and particularly not in a secluded place or private setting.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian, or if the student is 18 or over, the permission of the student himself or herself (see District Student Handbook). Users should never give out private or confidential information about themselves or others on the Internet, particularly home addresses, telephone numbers, credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by state law, for internal administrative purposes or approved educational projects and activities.

Active Restriction Measures

The School will utilize filtering software in attempt to prevent students from access Internet sites that are obscene, pornography or harmful to minors (The term "harmful to minors" is defined by the Communication Act of 1934). The School will also monitor the online activities of students, through direct observation and/or technological means, to help ensure that students are not accessing such depictions or any other material that is inappropriate for minors. Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other education projects being conducted by students, age 17 and older.

Student Email

Only the student email account provided by DCPS is permitted. This email account is monitored and subject to review by administrators. However, emails to school administration, counselor and nurse are considered confidential and not reviewed under normal circumstances.

Privacy

Network and Internet access is provided as a tool for the education of every student. The School District reserves the right to monitor, inspect, copy, review and store at any time and with prior notice any and all usage of the computer Network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District, and no user shall have any expectation of privacy regarding such materials. This includes school laptops while used outside the school setting.

Failure to Follow Policy

The use of the School District's computer network and Internet access is a privilege, not a right. A user who violates this Policy shall, at a minimum, have his or her access to the computer network and Internet terminated, which the School District may refuse to reinstate for the remainder of the student's enrollment in the School District. Further, a user violates the Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The School District may also take other disciplinary action in such circumstances.

Computer activity will be monitored by the technology staff, Principal, Counselor, and Superintendent. If the student attempts to search for or access sites that are inappropriate, pornographic, or considered to be a health or safety risk to the individual, other students, or the school in general, the principal or counselor will verify the purpose of the search with the student. If judged to be a threat to the safety and security of the individual or others, consequences will result. Possible actions to be taken include a recommendation for counseling, restriction of internet, or loss of the laptop.

David City Secondary School Computer Responsibilities and Rules

Parent Responsibilities and Terms

Your child has been loaned a laptop computer to improve and personalize his/her education this year. It is essential that the David City Public Schools Acceptable Use Policy be followed to ensure the safe, efficient and ethical operation of the district's computer. In order for your child to use the laptop in class and to take it home, you must be willing to accept the following terms and responsibilities:

- Read the Acceptable Use Policy and discuss it with your child
- Supervise your child's use of the laptop at home
- Make sure your child charges the laptop nightly and begins the school day with a fully charged battery.
- Make sure your child brings the laptop to school each day and keeps it locked in their locker when not using it in class.
- Discuss appropriate use of the Internet and supervise your child's use of the Internet.
- Discuss proper laptop care with your child.
- Do not attempt to repair, alter or make additions to the laptop.
- Do not change or attempt to change the configuration of, or remove software or hardware.
- Do not remove any program from the laptop except for personal documents of your child.
- Report any problems or damage to the Computer Technician.
- Be responsible for any repair bills related to accidental damage or damage resulting from misuse.
- Be responsible for the cost of a replacement laptop should their laptop be lost or badly damaged.
- Report theft of the laptop to the school and authorities immediately.
- Agree to make sure that the laptop is returned to the school when requested and upon your son or daughter's withdrawal from David City Public Schools.

Student Responsibilities and Terms

Your laptop should be used for EDUCATIONAL PURPOSES ONLY. In order to use the laptop in class and to take it home, you must be willing to accept the following terms and responsibilities:

- Read the Acceptable Use Policy and discuss it with your parents
- Adhere to the terms of the David City Public Schools Acceptable Use Policy and District guidelines each time the laptop is used, at home or at school.
- Charge the laptop nightly and begin the school day with a fully charged battery.
- Bring the laptop to school each day and keep it locked in your locker when not using it for a class.
- Keep the laptop in the assigned protective carrying case at all times when not being used.
- Store only your laptop and charger inside the protective carrying case.
- Make the laptop available for inspection by an administrator or other staff member upon request.
- Abide by copyright laws.
- Do not use or attempt to use another student's assigned hardware, subscriptions, logins, files, or personal information.

- Do not give out personal information, such as name, address, photo or other identifying information online.
- Report theft of the laptop to the school and authorities immediately.
- Do not use the laptop to record (audio or visual) others without permission.
- Do not change or attempt to change the configuration of, or remove software or hardware.
- Do not attempt to repair, alter or make additions to the laptop.
- Report all problems and damage immediately to the Computer Technician.
- Do not remove or attempt to remove identification tags on the laptop or deface with stickers, pen, etc.
- Store all important school files on Google Drive.

Because we are a "G Suite for Education" district, we utilize all of GoogleCore services which include Gmail, Google Docs, Google Calendar, etc. We also utilize Google Additional services with which we are required by Google to have parental consent. Some of those services include: Chrome Web Store, Google Maps, Google Books, Google Bookmarks, YouTube, Chrome Sync, and Google News. If you would like a complete listing of these services, please contact the school. For more information regarding these Core and Additional services and how Google collects and uses information, visit https://support.google.com/a/answer/6356441 this handbook, you are consenting to allow your child to utilize Google's services. At David City Public Schools, staff sometimes use or implement online applications and software that might share a student's information with third party applications. Federal and state law impose requirements on the student data that can (and cannot) be shared with outside entities. In addition, parents and guardians may opt out of any online program or software that shares student data with any third-party application. Unless a parent or guardian opts out of any program or software, the District will assume that parents and guardians consent to their students accessing the applications and software tools at school.

Computer Loan Agreement

One laptop computer and one charger will be lent to a student, or Borrower. Both the laptop and the charger will be in good working order. It is the Borrower's responsibility to care for the equipment and to ensure that it is retained in a safe environment.

The equipment is, and at all times, remains the property of David City Public Schools of David City, Nebraska, and is herewith lent to the student for education purposes only for the Academic School year. Students may not deface or destroy this property in any way. Inappropriate use of the machine may result in the student losing his/her right to use the computer. The equipment will be returned to the school when requested by David City Public Schools, or sooner, if the student withdraws from David City Public Schools prior to the end of the school year.

Nebraska statutes 79-737 and 79-2, 127 allow the District to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. Borrower acknowledges and agrees that the Borrower's use of the District Property is a privilege and that by Borrower's agreement to the terms hereof, Borrower acknowledges Borrower's responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by David City Public Schools. A $25 nonrefundable fee will be assessed annually to help cover insurance. This fee must be paid prior to being assigned a laptop. The borrower will be responsible for up to one-half of any accidental damage.

Acceptable Use of Computers and the Network

All students have received a copy of the Internet Safety and Acceptable Use Policy. These policies have been adopted by the David City Public Schools, and it is the student's responsibility to understand and abide by those district guidelines and conditions for the use of the facilities of David City Public Schools and access to the Internet. Any violation of the district guidelines is unethical and may constitute a criminal offense. Any violation will result in revocation of privileges. School disciplinary action and/or appropriate legal action will be taken. David City Public Schools, its employees, or any institution providing network access to David City Public Schools is not responsible for the performance of the system or the content of any material accessed through it.

Receipt of Parent-Student Handbook

This signed receipt acknowledges receipt of the 2025-2026 Parent-Student Handbook of the David City Public School District. This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules. The undersigned student agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Drug-Free Schools Statement: Receipt shall also serve to demonstrate that you as a parent or a guardian of a student attending David City Public Schools have received notice of the standards of conduct of this district expected of students concerning the absolute prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol as described in Board Policy or administrative regulation. This notice is being provided to you pursuant to the Safe and Drug- Free Schools Law and 34 C.F.R Part 86, both Federal legal requirements for the District to obtain Federal financial assistance. Your signature on this receipt acknowledges that you and your child or children who are students attending this District fully understand the District's position absolutely prohibiting the unlawful possession, use, or distribution of alcohol or tobacco on school premises or as a part of the school's activities as herein above described and that punitive measures will be taken against any student failing to comply with these standards.

By signing this form, you are also agreeing to follow the **David City Public Schools Responsibilities and Rules** at all times while using the school-issued laptop and you acknowledge that you have read and agree to abide by the **David City Public Schools Acceptable Use Policy** for use of the Internet with the school-issued laptop. In addition, you are consenting to your child using Google Core Services and Additional Services such as YouTube. As a parent or guardian of the student named below, you grant permission for your son or daughter to access networked computer services such as electronic mail (email) and the Internet.

Each child will be required to sign their school's acknowledgement form for the Building which they attend. Parent signature is also required.

Student #1 Signature_____Date:_____

Student #2 Signature_____Date:_____

Student #3 Signature_____Date:_____

Student #4 Signature_____Date:_____

_____ _____

Parent or Legal Guardian's Signature & Date

(Detach this page, sign, and return to the school office within 10 days of receipt of the handbook.)

David City Public Schools
Special Education Handbook
2025-2026

David City Public Schools
750 D. Street
David City, NE 68632

Administrative Staff:
Dr. Chad Denker – Superintendent
Mr. Brian Hermelbracht - Activities Director
Mrs. Stacy Athow – Secondary Principal
Mr. Chad Lindsley – Assistant Secondary Principal
Mrs. Lindsey Greenfield – David City Elementary Principal
Ms. Peggy Romshek – Bellwood Elementary Principal Ms.
Ms. Kari Daniels – Special Services Director

June 2025

All Scouts Have Power

Intent and Purpose

This handbook is intended to provide an overview of the policies and procedures related to the delivery of special education services to all students attending school within the boundaries of David City Public Schools.

Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

2025-2026 David City

Special Education Handbook

All David City Public School Special Education Policies can be accessed on our website at davidcitypublicschools.org. They are listed under Board Policies 6600.

David City Public School Special Education Procedures

Free Appropriate Public Education (FAPE)	5
Confidentiality of Personally Identifiable Information	6
Full Educational Opportunity	8
Child Find	8
Procedural Safeguards	10
Access to Instructional Material	11
Early Intervention Services B-3	12
Transition from Part C to Part B	12
Pre-Referral Interventions (SAT)	14
MTSS	15
Evaluation, Identification and Re-Evaluation of Students	16
Independent Educational Evaluation	19
Least Restrictive Environment	20
IEP Development	21
Extended School Year Services (ESY)	22
Children in Non Public Schools	24
Transfer Students	25
Transition	26
Participation and Reporting of State and District Assessments	27
Reporting	29
Reporting Information Regarding Children with Disabilities	29
Over Identification and Disproportionality Procedures	30
Disciplinary Removal of Children with Disabilities	31
Prohibition of Mandatory Medication of Children	34
Personnel Standards and Development	34
Transportation	35
Educational Surrogates	36

Eligibility Determination

Autism	39
Deaf-Blindness	40
Developmental Delay	41
Emotional Disturbance	42
Deaf or Hard of Hearing	43
Intellectual Disability	44
Multiple Disabilities	46
Orthopedic Impairment	47
Other Health Impairment	48
Specific Learning Disability	49
Speech or Language Impairment	54
Traumatic Brain Injury	54
Visual Impairment	54

David City Public School Special Education Procedures

Free and Appropriate Public Education (FAPE)

All providers of special education services shall be under the general supervision of the Nebraska Department of Education. David City Public Schools (DCPS) shall ensure that all children with verified disabilities, from birth through the school year in which the student reaches age twenty-one, including children who have been suspended or expelled from school, have available to them a free appropriate public education (FAPE) which includes special education and related services to meet their unique needs. DCPS's responsibility to ensure the availability of FAPE includes ensuring the availability of FAPE for resident children in detention facilities, correctional facilities, jails and prisons.

DCPS shall ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

The determination that a child described in 92 NAC 51-004.02 is eligible under this to receive special education services must be made on an individual basis by the multidisciplinary evaluation team.

DCPS provides FAPE to students through our IEP and 504 processes by providing specifically designed instruction and related services as well as modifications and accommodations to regular education instruction so that qualifying students can access and make progress in the educational setting. Uniquely designed goals are reviewed on a yearly basis to ensure that the services being provided continue to be appropriate. The transition process begins no later than age 14 and follows all NDE guidelines

PERSON(S) RESPONSIBLE: Board of Education, Superintendent, Special Education Director, Principal, Teachers
TIMELINE: Ongoing
MATERIALS: District policies and procedures, special education forms, Parent Rights Pamphlets, parent training information
METHODS: Through the implementation of the district's special education policies and procedures, the district provides a free appropriate public education to all children with disabilities including children who have been suspended or expelled

from school. It is anticipated that all students with disabilities will receive a regular high school diploma upon completion of their educational program. In those limited cases where it is determined that a student will receive other than a regular diploma the IEP Team, including the parents, will meet to discuss the student's educational programming until age 21.

Exceptions to the Requirement to Provide a Free Appropriate Public Education

Children with disabilities who have graduated from high school with a regular high school diploma are not eligible to receive a FAPE.

The exception in 92 NAC 51-004.03A does not apply to students who have graduated but have not been awarded a regular high school diploma.

Graduation from high school with a regular diploma constitutes a change in placement, requiring prior written notice in accordance with 92 NAC 51-009.05.

The term *regular high school diploma* does **not** include an alternative degree that is not fully aligned with the state's academic standards such as a certificate or a general educational developmental credential (GED).

At the request of a parent or guardian, a school district shall issue a certificate of attendance to a student who receives special education services under 92 NAC 51, who has reached eighteen years of age, and who has not completed his or her individualized education program. A school district shall allow a student who receives a certificate of attendance under this section to participate in the school graduation ceremony of such high school with students receiving high school diplomas. A student may receive only one certificate of attendance and may participate in only one graduation ceremony based on such certificate. The receipt of a certificate of attendance pursuant of this section shall not affect a school district's obligation to continue to provide special education services to a student receiving such certificate.

Confidentiality of Personally Identifiable Information

David City Public School District utilizes the Student Records System (SRS) for its special education paperwork/forms. The SRS system is provided and serviced through the ESUCC (Educational Service Unit Coordinating Council). A copy of special education records containing personally identifying information are accessed through password protected computers by teachers with password protected access.

The SRS system can be found at: https://srs.nebraskacloud.org. Printed copies of some special education records may be kept by individual case managers. In such a case, records are kept in a locked classroom, in a locked file cabinet. Test protocols are kept by the administering professional in a locked office, in a locked file cabinet. These documents are kept for specific time frames in accordance with state and federal law. Special education records are protected by the Family Educational Rights and Privacy Act (FERPA) and IDEA. The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended and the right to have some control over the disclosure of personally identifiable information from the education records.

***When a student turns 19 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student unless the parent has become the student's legal guardian.* Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies in accordance with 92 NAC 51-009 03H1 unless the information is contained in education records and the disclosure is authorized without parental consent under 34 CFR Part 99 009 03J2. *Parental consent, or the consent of an eligible child who has reached the age of majority, must be obtained before personally identifiable information is released to of icials of participating agencies providing or paying for transition services in accordance with 92 NAC 51-007 03A10b 009 03J4.* If a child is enrolled or is going to enroll in a nonpublic school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the nonpublic school is located and officials in the school district of the parent's residence.

Dissemination of Information

Student records and information may be shared with:

* School officials with legitimate educational interest
* Other schools to which a student is transferring
* Specified officials for audit or evaluation purposes
*Parties in connection with student financial aid
* Accrediting organizations
* Officials in cases of health and safety emergencies
* State and local authorities within a juvenile justice system, pursuant to Nebraska law

Full Educational Opportunity

DCPS shall ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the school district including art, music, industrial arts, family consumer science education, physical and vocational education. DCPS participates in an ongoing review of their special education programs for purposes of improving outcomes utilizing the Improving Learning for Children with Disabilities self assessment process (ILCD). All special education programs shall comply with the requirements of state and federal laws and regulations concerning the education of children with disabilities and shall be monitored at least once every five years for compliance with state and federal special education law and regulation.

PERSON(S) RESPONSIBLE: Board of Education, Superintendent, Principal, Director of Special Education, Teachers

TIMELINE: Ongoing

MATERIALS: Special education procedures and forms. Training and staff development for certified and noncertified staff in the methods of implementation and "best practices" for working with students with disabilities.

METHODS: Procedures and forms are implemented on an individual child basis. Staff development activities will be determined by staff needs and provided on a yearly schedule.

Child Find

DCPS will provide the following steps for general child find activities: 1. The Director of Special Education will be responsible for developing and maintaining district-level child find activities. Those activities include

a. Website content to be developed. It will be reviewed at least annually (typically June) and will be revised with updates before the start of school in the fall.

b. Printed information (e.g., one-page flier) dissemination will be provided to the following each fall:

i. Local preschools and daycares.

ii. Local pediatricians

iii. District Parent Teacher Organizations

iv. Local nonpublic schools

DCPS contracts with Educational Service Unit 7 to provide Early Childhood Special Education Services (ECES). A referral for evaluation relating to the need for ECSE can be accessed at:

https://docs.google.com/forms/d/e/1FAIpQLSeaipxcevoKyM607SMHpGaev2wJU656l-gEgJZuqL5KdVXsTg/viewform

2. Professional development training for district staff
    a. Onboarding content regarding Child Find activities and referrals will be developed by the special education director and shared with staff b. Refresher content will be provided annually for all roles before the school year starts.
3. Parent training
    c. Content will be developed by the director of special education for school teams to use for parent outreach activities such as parent organization meetings.

PERSON(S) RESPONSIBLE: Superintendent, director of special education, school district administrators

TIMELINE: Ongoing

MATERIALS: Print publications will occur in the local newspaper and student handbook. Ongoing activities include information on the district website etc.
METHODS: Efforts to locate and evaluate resident children and students with disabilities who will benefit from special education and related services will be conducted on an ongoing basis in the following ways: 1. Health and general education screening will be conducted by the district as required by Nebraska state statutes and Nebraska Departments of Education and Health and Human Services regulations. 2. The district will accept referrals for evaluation directly from parents, other agencies or school personnel for children below age five who may benefit from the provision of special education services. 3. The district will accept referrals for children under the age of 3 who are involved in a substantiated case of child abuse or neglect; who are identified as affected by illegal substance, or withdrawal symptoms resulting from prenatal drug exposure. 4. The district will partner with ESU 7 to provide special education services for children under the age of 3 that are determined to be eligible to receive special education services.

Procedural Safeguards

A copy of the procedural safeguards (Parental Rights in Special Education) is offered, in the parent's native language to the extent possible, to parents prior to every MDT and IEP. A copy is also provided: 1. upon initial referral or parental request for evaluation; 2. upon request by a parent; 3. upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009 11 and the first occurrence of filing a special education due process case under 92 NAC 55; and 4. in accordance with the discipline procedures in 92 NAC 51-016 009.06B. The procedural safeguards include a full explanation of 1. Independent educational evaluation; 2. Prior written notice; 3. Parental consent; 4. Access to educational records; 5. Opportunity to present and resolve disputes through the due process hearings and the state complaint procedures including; (5a) The time period in which to file a state complaint or petition for a due process hearing; (5b) The opportunity for the school district or approved cooperative to resolve the dispute; and (5c) The difference between the due process system and the state complaint; 6. The child's placement during pendency of due process proceedings; 7. Procedures for students subject to placement in an interim alternative educational setting; 8. Requirements for unilateral placement by parents of children in nonpublic schools at public expense; 9. The availability of mediation; 10. Due process hearings, including requirements for disclosure of evaluation results and recommendations; 11. Civil actions, including the time period in which to file such actions; 12. Attorney's fees 009.06C. The notice of the procedural safeguards provided to the parent must be written in language understandable to the general public and provided in the native language of the parent as required by 92 NAC 51-009 05C and 009 05D 009.06D.

DCPS has placed on their website copies of the Parental Rights in Special Education documents in English and Spanish. A copy of the Parent Rights in Special Education is provided in other languages to the extent possible. Parents are afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. DCPS provides notice consistent with 92 NAC 51-007.06A1 and 007.06B to ensure that parents of children with disabilities have the opportunity to participate in meetings described in 92 NAC 51-009.01A. 009.01C. DCPS ensures that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of their child. In implementing the requirements of 92 NAC 51-009.02A, DCPS uses procedures consistent with the procedures described in 92 NAC 51-007.06A, 007.06B, and 009.01A. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of

their child, DCPS shall use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. A placement decision may be made by a team without the involvement of the parents **if** DCPS is unable to obtain the parents' participation in the decision. DCPS will document a minimum of **3** attempts to contact and schedule a meeting that includes parental participation prior to making a decision without parental input. It is, however, always the goal of DCPS to ensure that parents are a meaningful part of every meeting where the education of their child will be discussed. The parents of a child with a disability are afforded, in accordance with the procedures of 92 NAC 51-009.03, an opportunity to inspect and review all education records with respect to: the identification, evaluation, and educational placement of the child; and the provision of FAPE to the child. DCPS shall permit parents to inspect and review any education records relating to their children which are collected, maintained or used by the participating agency. DCPS shall comply with such a request without unnecessary delay and before any meeting regarding an individualized education program or hearing pursuant to 92 NAC 55 or resolution session and in no case more than 45 days after the request has been made. DCPS utilizes the Student Records System (SRS) as an electronic, cloud-based warehouse for special education records. The SRS system is overseen and maintained by the Educational Service Unit Coordinating Council of Nebraska (ESUCC).

Access to Instructional Materials

DCPS participates in programs for the purpose of improving outcomes utilizing the Improving Learning for Children with Disabilities (ILCD) self assessment process. DCPS also submits documents required by the NDE for our Targeted Improvement Plan (TIP) on an annual basis. DCPS complies with the requirements of state and federal laws and regulations concerning the education of children with disabilities. DCPS shall take the steps to ensure that children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the school district including art, music, industrial arts, family consumer science education, and vocational education. Special education staff, as appropriate, participate in training on all newly adopted curriculum that pertains to their students.

PERSON(S) RESPONSIBLE: board of education, superintendent, principal, director of special education, teachers.

TIMELINE: Ongoing.

MATERIALS: Special education procedures and forms. Training and staff

development for certified and non-certified staff in the methods of implementation and “best practices” for working with students with disabilities.

METHODS: Procedures and forms are utilized on an individual basis. Staff development activities will be determined by staff needs and provided on an annual basis.

Early Intervention Services (EI) Birth-3 (Early Development Network EDN)

All children in the EDN system receive, at no cost to the family, the following:

- Screenings, evaluations, and assessments;
- Services coordination;
- Individualized Family Service Plan (IFSP) development and reviews; and
- Needed early intervention services. Appropriate EI services are provided year-round to families with eligible infants and toddlers (birth through August 31, following their third birthday) who have a developmental delay or a high probability of experiencing developmental delays.

DCPS contracts for their EI services through Educational Service Unit 7. Service coordination and all specialists serving students with disabilities in this age group are provided through ESU 7. DCPS does provide oversight of these services through their special education director, administrator or designee.

IFSP Meeting and Development

PERSON(S) RESPONSIBLE: 1. Services coordinator, director of special education (or administrative designee), family and those they invite. 2. Services coordinator, with the family, arranges the team meeting, develops the IFSP team and facilitates the development of the IFSP.

TIMELINE: 1. Initial IFSP must be conducted within 45 calendar days of referral to the Early Development Network. 2. Annual IFSPs are held every 6 months 3. Periodic reviews - must be conducted every six months, or more frequently if conditions warrant, or if family requests a review.

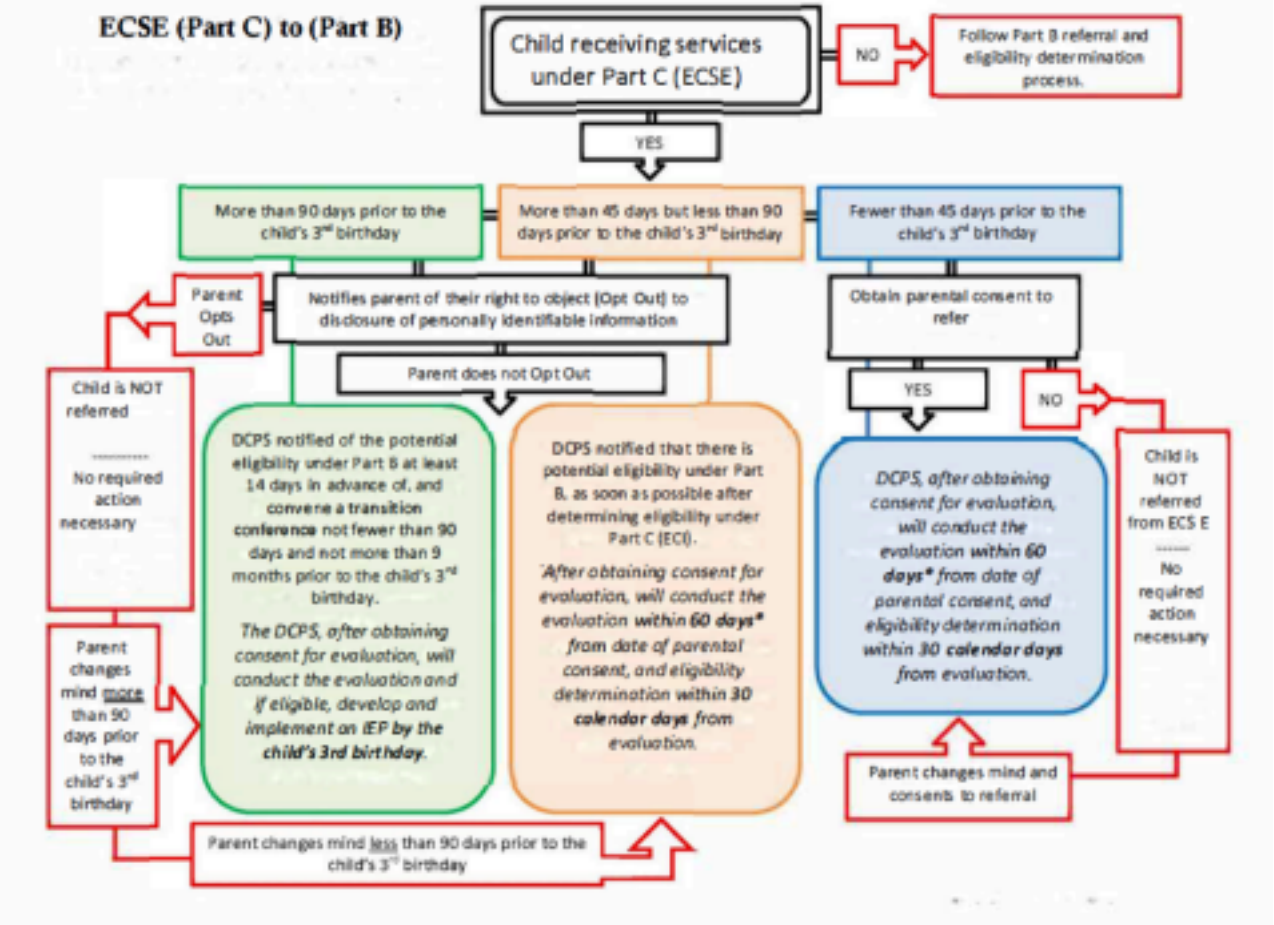
MATERIALS: IFSP forms from SRS.

Transition from Part C to Part B Services

DCPS contracts with ESU 7 to provide all of our Early Childhood Special Education services (ECSE birth-5). The special education director, administrator or designee oversees the delivery of these services and monitors compliance with all state and federal regulations.

The case manager for students transitioning from Part C to Part B services shall, by the child's third birthday, develop and implement a transition plan consistent with section 1437 (a)(9) of the IDEA. DCPS will participate in all transition planning conferences to help ensure a smooth transition between early childhood and preschool services. ESU 7 professionals are responsible for providing the special education services even if the student is not attending a DCPS preschool program.

From the end of the school year in which a child reaches age 3, until the child's sixth birthday, the IEP team must consider an IFSP that contains the IFSP content (including the natural environments statement) described in 92 NAC 52 (including an educational component that promotes school readiness and incorporates pre literacy, language, and numeracy skills for children with an IFSP who are at least three years of age), and that is developed in accordance with the IEP procedures. The IFSP may serve as the IEP of the child, if using the IFSP, as the IEP, is agreed to by the school district and the child's parents. DCPS shall ensure that an IFSP or IEP is in effect before special education and related services are provided to a child with a verified disability according to NDE Rule 51. The child's IFSP/IEP is accessible to each regular education teacher, special education teacher and other related service providers who are responsible for its implementation. Each teacher and provider must be informed of his or her specific responsibilities related to implementing the child's IFSP/IEP as well as the specific accommodations, modifications and supports that must be provided for the child as outlined in the IFSP/IEP. The student's case manager will be responsible for ensuring that all providers have access to these documents and that paperwork and timelines are completed and met. DCPS utilizes Teaching Strategies Gold to monitor and assess student growth for 3-5 years of age.



Pre-Referral Interventions

Student Assistance Team (SAT) & Multi-Tiered System of Supports (MTSS)

How does the SAT process work?

Students are typically referred by the classroom teacher, but any member of the school staff and/or parent may request support from the SAT for a student whose learning, behavior, speech/language or emotional needs are not being met under the current conditions. Parents will be notified prior to a student's formal referral to the SAT. Before the SAT meets as a team, teachers will implement some alternate strategies or classroom modifications that enhance learning for the students. Parents will be notified and data will be collected on the efficacy of the strategies / modifications. These changes may be as simple as a change in seating location, teacher signatures on a daily assignment sheet or an increase in the use of visual teaching aids. Sometimes, these simple changes can make a big difference, and will be enough to satisfy the needs of the student. Other times, further interventions/strategies will need to be tried in order to produce the desired result. In these cases, the parent(s) will be notified, and the team will find a time to meet in order to suggest further steps that may help the student. Every effort will be made to make sure that the parent can attend the meeting, but in some cases, the SAT may

have to meet without the parent.

What happens at a SAT meeting?

1. The student (when appropriate) and parent (when possible) meet with a group of teachers, relevant staff, and/or administrators.
2. A facilitator leads the group through a process which results in a written plan of action. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes.
3. The team brainstorms interventions and chooses actions to complete a plan of action for student success.
4. At the end of the meeting, a follow-up date will be scheduled to review progress. Parents will be invited to meet again with other members of the SAT to evaluate changes and growth in the student.
5. Additional testing through the special education department may eventually be recommended. This recommendation comes from the members of the SAT only after interventions, strategies and suggestions have all proven to be unsuccessful.
6. The director of special education will be provided copies of all SAT documents if it is the determination of the Team that the student be referred for formal evaluations.

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered System of Support (MTSS) MTSS employs a continuum of instructional delivery, in which the core curriculum addresses and meets the needs of most students, additional instruction is provided for those needing supplementary intervention support (intensifying instruction), and intensive and individualized services are provided for the students who continue to demonstrate more intensive needs. MTSS includes measuring performance of all students, and basing educational decisions regarding curriculum, instruction, and intervention intensity on student and implementation data. Nebraska has identified six essential elements which are critical within the NeMTSS framework: Shared Leadership; Communication, Collaboration, and Partnerships; Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment; Building Capacity/Infrastructure for Implementation; Layered Continuum of Supports; and Data-Based Problem Solving and Decision Making. Additional information regarding the Essential Elements can be found at http://nemtss.unl.edu/essential-elements/. The focus of MTSS is on improved student outcomes for all students through the provision of high-quality

scientifically/research-based instruction and intensifying instruction (interventions) that are matched to student academic or behavioral needs.

The MTSS process enables districts to provide early support and assistance to students who are struggling to attain or maintain grade level performance. MTSS provides a consistent model and procedures to make collaborative data-based educational decisions for all students. MTSS is designed to meet students' needs and proactively address learning problems before special education is necessary, as well as demonstrate the need for specially designed instruction through special education. Drawing data from the MTSS process is one component of the information reviewed as a part of the comprehensive evaluation for the identification of SLD. Conclusions regarding special education eligibility are drawn from multiple sources A student may be referred for multidisciplinary team evaluation at any time within the MTSS Framework; in no way should the MTSS process delay the initial evaluation of a student that is suspected of having a disability.

Evaluation, Identification, and Re-evaluation of Students

Evaluation

DCPS ensures assessments and other evaluation materials used to assess the child are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to provide or administer. The materials are to be used for the purposes for which the assessments or measures are valid and reliable.

DCPS ensures assessments of children with disabilities who transfer from one school or approved cooperate to another, in the same academic year, are coordinated with such children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations. DCPS must ensure materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

DCPS ensures that a variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child. This will include information provided by the parent, and information related to enabling

the child to be involved in and progress in the general education curriculum or for a preschool child, to participate in appropriate activities that may assist in determining whether the child is a child with a disability under NDE Rule 51 and the content of the child's IEP.

DCPS ensures that any standardized tests that are given to a child have been validated for the specific purpose for which they are used and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report.

DCPS ensures that tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. DCPS ensures that tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to test). No single procedure may be used as the sole criterion for determining a child's eligibility for special services or for determining his or her appropriate educational placement. The assessment must thoroughly investigate all areas related to the child's suspected disability, including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor skills.

DCPS ensures that in evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not they are commonly linked to the disability category in which the child has been classified. DCPS uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. DCPS uses assessment tools and strategies that provide relevant information that directly assists the team in determining the educational needs of the child. In interpreting evaluation data for the purpose of determining if a child is a child with a disability and to determine the educational needs of the child, DCPS shall draw upon information from a variety of sources, including aptitude and achievement test, parent input, teacher recommendations, physical condition, social or cultural background and adaptive behavior. Information obtained from all sources must be documented and carefully considered.

Since the needs of each student with a disability are unique, special education policies and procedures establish a process to determine a child's FAPE. The following is DCPS's procedure for evaluating a student and developing an IEP.

1. Written request for a special education assessment is made by a parent or school staff member through the SAT or MTSS process.
2. Special education assessment plan is developed.
3. Parent is sent a permission to evaluate form along with the Parental Rights in Special Education and is asked to sign and return the permission form. 4. If the parent(s) agreed to the evaluation then the school district has 45 days from the receipt of the permission form, to evaluate the student.
5. Evaluation is completed and a multi-disciplinary team (MDT) meeting is scheduled and held to review the results.
6. If, based on the MDT or MTSS process, it is determined that a student is eligible to receive special education services, plans are made to develop an individualized education plan (IEP). If a student does not qualify for special education, then the student file will be returned to the building principal or head of the Student Assistance Team.
7. At the IEP, the parent(s) will again be offered a copy of the Parental Rights in Special Education. **After** an IEP is developed, the parent will be asked to sign a consent for placement form, which allows DCPS to provide special education services to the student as outlined in the IEP.
8. A Prior Written Notice outlining the results of any evaluation or IEP will be sent home within 5 school days of an MDT or IEP.
9. A finalized copy of the IEP will be sent home within 15 school days following the IEP
10. Progress notes will be sent home quarterly unless the IEP falls within 30 days prior to the end of the quarter. The teacher will also be available via telephone, email, etc.
11. A new IEP will be held within one year of the previous IEP.
12. The student's case manager is responsible for completing all paperwork and finalizing forms on SRS.
13. It is the responsibility of the case manager to ensure that all classroom teachers are aware of the modifications and accommodations outlined in the IEP.
14. If academic and/or ability testing are completed, then the school psychologist will serve as the interpreter of the results. If the psychologist is unavailable, then the speech/language pathologist will serve as the interpreter of the results only after he/she has discussed the results with the psychologist.

Independent Education Evaluation

If the parent disagrees with an MDT evaluation, the administrator/special education director will notify the parent of their right to an independent educational assessment at public expense. The parent will also be advised to contact the special education director to make such a request known.

After receiving such a request, the special education director will provide to parents information about where an independent educational evaluation may be obtained, and DCPS's applicable criteria for independent educational evaluations. A parent is entitled to only **one** independent educational evaluation at public expense **each time** DCPS conducts an evaluation with which the parent disagrees. Public expense means that DCPS either pays for the cost of the evaluation in full or ensures that the evaluation is otherwise provided at no cost to the parent. If a parent requests an independent educational evaluation at public expense, DCPS, without unnecessary delay, will either initiate a hearing to show that its evaluation is appropriate or ensure that an independent education evaluation is provided at public expense, unless DCPS demonstrates at a hearing that the evaluation obtained by the parent did not meet DCPS's criteria. If the hearing officer's final decision is that the assessment is appropriate, then the parent/guardian still has the right to an independent educational assessment, but not at the expense of the district.
If a parent requests an independent educational evaluation, DCPS may ask for the parent's reason why he or she objects to the district's evaluation. However, DCPS may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the district's evaluation.

If the parent obtains an independent educational assessment at public expense, the results of the assessment must be **considered** by the district's multidisciplinary team (if it meets school district criteria) and any decision made with respect to the provision of a free appropriate public education may be presented by any party, as evidence, at a hearing under the provisions of NDE Rule 55. If a hearing officer requests an independent educational assessment as part of a hearing, the costs of the assessment shall be at the expense of the district.

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that DCPS uses when it initiates an evaluation, to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. DCPS may not impose other

conditions or timelines related to obtaining an independent educational evaluation at public expense.

Least Restrictive Environment (LRE)

DCPS has established policies and procedures to assure that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic schools and approved service agencies, are educated with children who are not disabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Before any action is taken with respect to the initial placement of a child with disabilities, DCPS shall be responsible for the provision of a comprehensive individual multidisciplinary evaluation of the child's development and educational needs. In determining the educational placement of a child with a disability, including a preschool child with a disability, DCPS will ensure that: 1. The placement decision is made by a group of persons, including the parents and other persons knowledgeable about the child, the meaning of the evaluation data and the placement options; and 2. The placement decision is made with the least restrictive environment requirements in mind and based on the child's unique needs and not on the child's disability. DCPS will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. This continuum includes but is not limited to: instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions and provisions for supplementary services (such as resource or itinerant instruction) to be provided in conjunction with regular class placement. DCPS ensures that the educational placement of a child with a verified disability is: 1. determined every 3 years; 2. based on his or her individualized education program (IEP); and 3. is as close as possible to the child's home. The various array of placement options included under 92 NAC 51-008.01D must be available to the extent necessary to implement the individualized education program for each child with a verified disability. Unless a child's IEP requires some other arrangement, the child must be educated in the school which he or she would attend if not disabled. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs.

In providing or arranging for the provision of nonacademic and extracurricular

services and activities, including meals, recess periods and the services and activities set forth in §300 107, DCPS will ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities, to the maximum extent appropriate, to meet the needs of that child. DCPS will ensure that each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings.

IEP Development

PERSON(S) RESPONSIBLE: 1. IEP case manager is responsible for the completion of all IEP forms. 2. IEP case manager is responsible for facilitating the IEP meeting, recording decisions made by the IEP team on the IEP form and maintaining notes of the IEP meeting. 3. IEP team is responsible for the development of IEP.
TIMELINE: The IEP must be in effect at the beginning of each school year. The IEP meeting will be conducted within 30 calendar days of the MDT verification decision. A copy of the IEP will be provided to parents within **21** days of the IEP meeting.
MATERIALS: IEP forms from SRS.
METHODS: The district will follow the procedures described in 92 NAC 51-007 for the development of the IEPs and for conducting IEP meetings.

Review of Existing Data

As part of an initial evaluation (if appropriate) and as part of any re-evaluation, the IEP team and other qualified professionals will review the existing data on the child, including evaluations and information provided by the parents of the child, current classroom-based local or state assessments and classroom-based observations and observations by teachers and related services providers to identify what additional data, if any, are needed to:

1. Determine if the student is a student with a disability, or in the case of a re-evaluation, whether the child continues to have such a disability and such educational needs.
2. Determine the present levels of academic achievement and the developmental needs of the child.
3. Use the information to help determine whether the student needs or continues to need special education and related services and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to have the child participate, as appropriate,

in the general education curriculum.

DCPS shall administer assessments and other evaluation measures as needed to produce the data identified by the IEP team. If no additional data is needed, the case manager will notify the parent(s) of that recommendation, the reasons for it, as well as the right of the parent(s) to request an evaluation. DCPS will not be required to conduct an assessment unless formally requested to do so by the student's parents.

In the event that no parent response is received regarding the request for a re-evaluation, documentation of attempts to contact the parent must be filed in the student's special education file. DCPS will generate a "Notes" page in SRS to document this. The special education director will be notified in the event this situation arises.

The MDT convenes to document continued verification of the disability. The MDT **must** evaluate a student with a disability before determining that the student no longer qualifies as a student with a disability. An evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular high school diploma or to exceeding the age eligibility for a free appropriate public education under Nebraska Statue. For a child whose eligibility terminates under the NE Statue, DCPS shall provide the child or his/her legal guardian, with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

However, a re-evaluation is completed if DCPS determines that the educational or related services needs, including improved academic achievement and functional performance of a child warrant a re-evaluation or when the student's parent(s) or the teacher(s) requests a re-evaluation. Each student who receives special education shall be re-evaluated at least every three years, unless the parent and DCPS agree that a re-evaluation is unnecessary or more frequently if conditions warrant. The re-evaluation process may occur not more than once per year unless the parent and DCPS agree otherwise. The re-evaluation will be based upon the verification procedures required in NDE Rule 51. The special education case manager is responsible for ensuring that all appropriate re-evaluation timelines and procedures are followed.

Extended School Year Services (ESY)

The purpose of an extended school year is to prevent or slow severe skill regression

caused by an interruption of special education services during extended periods when school is not in session. It is **not** to enhance the present levels of educational performance exhibited by children with disabilities at the end of the regular school year. The need for extended school year services is based on skill regression and a child's limited capacity for recoupment. An extended school year may be provided only when it is determined that a child might regress in a critical skill area to such an extent that recoupment of the skill loss would require an unusually long period of time to recoup or make it unlikely or impossible to recoup the present level of educational performance. Within the categories marked by a severe disability, it is not appropriate to assume that a significant regression/recoupment factor exists. Some children with severe disabilities may consistently demonstrate a limited array of skills, but not demonstrate a significant regression/recoupment factor in any of the skills. Therefore, these children would not be appropriate candidates for ESY services. All children with disabilities who have a current IEP must be considered for ESY services at least annually. A child's involvement in ESY services one year does not automatically guarantee services in following years. Similarly, the fact that no ESY services were provided in a prior year does not mean ESY services are not needed in the current year. These requirements apply to all children with a disability between the ages of three (3) through the age in which the child remains eligible for special education services. The team consists of the parent(s) of the child, the child if appropriate, the general education teacher(s), the special education teacher(s) and related service providers, an administrator or school district representative and others as appropriate. Children with disabilities, like their peers without disabilities, benefit from breaks in a school schedule. Transportation is a related service that will be offered if it is necessary for the child to benefit from special education. If necessary, transportation will be added as a related service for the duration of ESY services in the event the child would need to be transported to the site where his or her ESY services are being provided.

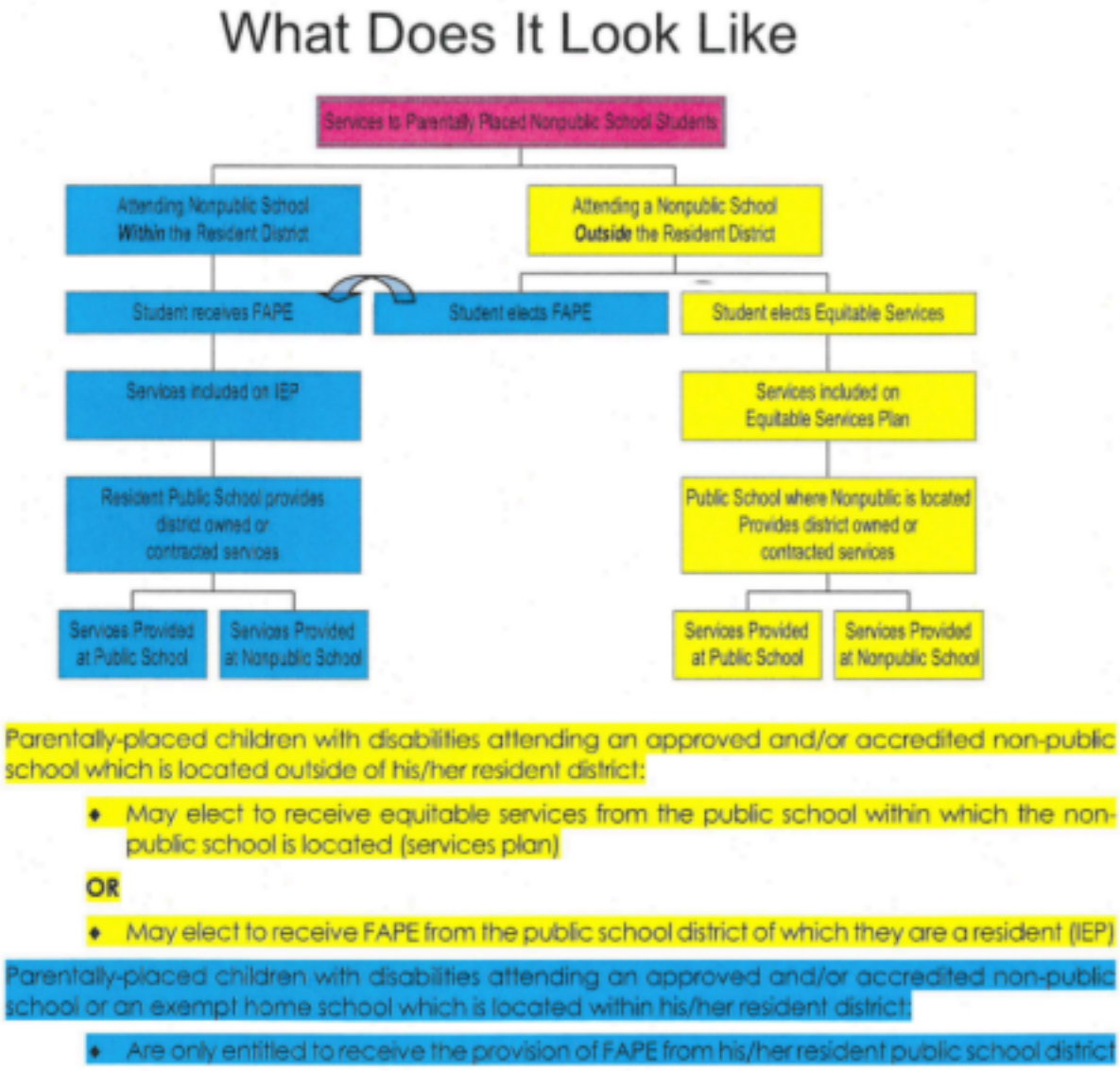
DCPS evaluates and documents in a student's IEP, the team's decision relating to ESY. DCPS ensures that extended school year services are available as necessary to provide a child with a free appropriate public education. The need for ESY is determined by the child's IEP team on an individual basis. DCPS will not limit extended school year services to particular categories of disabilities or unilaterally limit the type, amount, or duration of those services. ESY services must be provided only if a child's IEP team determines, on an individual basis, that the services are necessary as documented through regression/recoupment data or if the child is determined to be at a critical point in development where the loss of continuous services would prove to be detrimental. The special education director will be informed if the team may be considering ESY services for a student. **See Extended School Year Services Checklist

(https://cdn.education.ne.gov/wp-content/uploads/2017/09/Extended-School-Year-ESY-Guidance-Document-Aug-2018.pdf)

Children in Non-Public Schools

DCPS ensures that: 1. A child with a disability who is placed in or referred to a nonpublic school or facility is provided special education and related services in compliance with an IEP that meets all state and federal requirements and is provided at no cost to the parent(s); 2. Is provided an education that meets the standards provided by DCPS; 3. Has all of the rights of a child with a disability who is served by DCPS. (DCPS is responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising an IEP for a child with a verified disability.)

Placement and Least Restrictive Environment: The IEP team must consider an IFSP that contains the IFSP content (including the natural environments statement and including an educational component that promotes school readiness and incorporates pre-literacy, language and numeracy skills for children with IFSPs under this section who are at least three years of age), and that is developed in accordance with the IEP procedures described in this document. ESU 7 or DCPS special education staff will provide parents with Parental Rights in Special Education documents and will follow all other IFSP/IEP/MDT procedures outlined in this document.



Transfer Students

DCPS accepts all school age students who are eligible to receive services through the David City Public School District. The following are procedures utilized by the district if a student with a disability transfers into our district.

1. Transfer within the same state – In consultation with the parents/guardians, DCPS will provide FAPE to the child (including services comparable to those described in the child's IEP from the previous school district or approved cooperative), until DCPS either: A. adopts the child's IEP from the previous school district or approved cooperative and re-writes it to reflect our district; or B. develops, adopts, and implements a new IEP that meets the applicable requirements of 92 NAC 51-007. 007.08B

2. Transfer from outside the state – If a child with a disability (who had an IEP that was in effect in another state) transfers into the David City Public School district and enrolls in school within the same school year, DCPS, in consultation with the parents/guardians, will provide the child with FAPE (including services comparable to those described in the child's IEP from the previous school district or approved cooperative), until DCPS: conducts an evaluation pursuant to NDE Rule 51 and determines that the student is eligible to receive special education services under NDE Rule 51. DCPS will then be responsible for developing and implementing a new IEP,

** If DCPS intends to accept or develop an IEP on a transfer student, the meeting to do so will occur within 30 days of the student's first day of attendance. If it is determined that an evaluation needs to be completed, permission to evaluate will be obtained within 20 days of the students first date of attendance. All timelines will be followed once permission to evaluate has been received.

Transition

Transition services are a coordinated set of services and activities to facilitate the movement from school to postsecondary activities. In Nebraska, transition activities begin no later than age 14. The coordinated set of activities is based on the student's strengths, preferences, interests and needs (SPIN) and include:

* instruction
* related services
* community experience
* development of employment and other post-school adult living objectives
* acquisition of daily living skills (if appropriate)
* functional vocational evaluation (if appropriate)

There are three areas that must be discussed when participating in transition planning and development of **measurable** post-secondary goals (PSG) meeting:
1. What is the student's long term goal in the area of post-secondary education or training?

2. What is the student's long term goal in the area of employment? 45

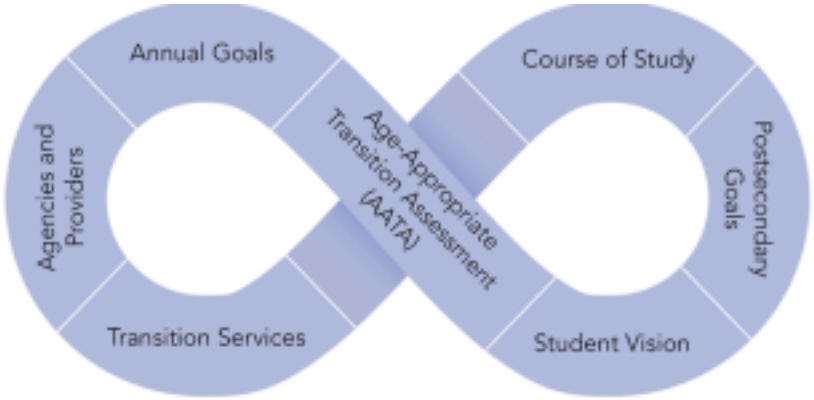
3. What is the student's long term goal in the area of independent living/community participation (when appropriate)?

(It is important to keep in mind that a student's goals may change as they get older,

they may experience more opportunities, and they will begin to personally define specific career directions.)

Post secondary goals must be based upon current and age-appropriate transition assessments. A minimum of 2 transition assessments must be conducted each school year from the age of 14 until the student turns age 21 or is no longer eligible to receive special education services. A summary of all transition assessments must be included in the student's IEP. Also included in every IEP will be a multi-year description of educational coursework and experiences as well as a description of interagency linkages and responsibilities.

Transition Planning



https://www.ocali.org/project/transition-planning-and-the-iep/page/elements-in-iep-transition-planning

Participation in and Reporting of State and District Assessments

DCPS includes public school children, including those with disabilities as outlined in their IEP, in general state and district-wide assessments. Students with disabilities may have accommodations and alternate assessments specified in their IEP. In such cases, it will be the responsibility of the case manager to ensure that those

accommodations and assessments are provided. Accommodations are determined at the student's IEP meeting and agreed upon by all team members at that yearly meeting.

DCPS utilizes the Alternate Assessment Criteria documents provided by the Nebraska Department of Education (NDE) along with the IEP Team Decision Making Flowchart to determine if a student qualifies to take an alternate assessment. DCPS staff who administer alternate assessments are provided access to all Alternate Administration Training documents provided through NDE. All state and district-wide assessments are aligned with the Nebraska Department of Education's academic content standards and academic achievement standards.

It is the intention of DCPS to not administer alternate assessments to more than 1% of students who receive special education services. In the event that this should occur, the special education director, in coordination with the district assessment coordinator, shall be responsible for completing and filing the appropriate 1% Justification Worksheets provided through NDE. Case managers are responsible for providing the special education director with a list of potential alternate assessment students, as available, at the start of every school year.

Assessment Reporting

DCPS shall make available to the public and report to the public with the same frequency and in the same detail as they report on the assessment of non-disabled children, the following:

1. The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations in order to participate in these assessments.
2. The performance results of children with disabilities on regular and alternate assessments (if the number of children with disabilities participating is sufficient to yield statistically reliable information and reporting that information will not reveal personally identifiable information about an individual child), compared with the achievement of all children, including children with disabilities, on those assessments.

In the case of a district-wide assessment, DCPS shall, to the extent feasible, use universal design principles in developing and administering any assessments.
PERSON(S) RESPONSIBLE: Superintendent, special education director, district assessment coordinator, principal and IEP Team.
TIMELINE: Administration of student assessments will follow the timeline used for the assessment of all students in the district.
MATERIALS: Student's IEP, district-wide assessment forms.
METHODS: All students will have the opportunity to attempt any or all portions of

the district-wide assessments. Students with disabilities will participate in one of the following ways: 1. District-wide and state assessment with no accommodations; or 2. District-wide and state assessment with accommodations; or 3. Use of an alternate assessment or the need for alternate assessment will be determined by the IEP team. Alternate assessments will be conducted to correspond with the timeline of state and district-wide assessment for each grade level. The individual student's IEP team will determine how the student will participate in district-wide assessment.

Reporting Procedures

PERSON(S) RESPONSIBLE: superintendent, principal, special education director, and district assessment coordinator.
TIMELINE: Reports will be completed and submitted to NDE on a timeline determined by NDE. Reports to the public will be made available on the same timeline as for reporting general education results.
MATERIALS: Reporting format developed annually by the NDE. Reports to newspapers and school publications sent to parents.
METHODS: Assessment information for all students will be reported in two ways. First, data on the student with disabilities will be aggregated with all other student data. Second, data for students with disabilities and students without disabilities will be reported separately (if the number of children with disabilities participating is sufficient to yield statistically reliable information and reporting that information will not reveal personally identifiable information about an individual child).

Reporting of Information Regarding Children with Disabilities

Student information shall be reported electronically via the NDE Portal. DCPS shall maintain and report the following information for children with verified disabilities receiving services according to an individualized education program:

*Name (or identifier approved by NDE) and birth date;
*County, district of legal residence and building of attendance;
*Program and instructional setting attended;
*Type(s) of disability(s);
*Race/ethnicity, gender, and limited English proficiency;
*Type(s) of service received;
*Indication of percent of time spent receiving special education service (for inclusive and segregated settings) and in regular education;
*Date and reason for exiting special education;
*State Ward Status and indication of appointment of surrogate if required;

*Initial verification date and disability for children verified pursuant to 92 NAC 51-006.04;
* Whether the child received a regular diploma based on the same standards as general education peers or based on the goals met in the child's IEP. *This data shall be updated at least annually to reflect change(s) in the above information.
*DCPS shall prepare an accurate and unduplicated Child Count as of October 1 of each year. The October 1 child count shall be approved and submitted electronically by the portal administrator or designee via the NDE portal on or before October 31 of each year.
*DCPS shall prepare an accurate and unduplicated year-end child count as of June 30 of each year. The June 30 year-end Child Count shall be approved and submitted electronically by the portal administrator or designee via the NDE portal on or before June 30 of each year.
*DCPS shall report their incidences, duration, and count of removals, suspensions, and expulsions of children receiving special education services by June 30 of each year. The report must be disaggregated by race/ethnicity, gender, LEP status and disability category.

Over Identification and Disproportionality Procedures

Over-identification and disproportionality procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for a child. All district special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care. DCPS will follow all rules and regulations developed and distributed by the Nebraska Department of Education - Office of Special Education. DCPS will only utilize trained special education personnel to administer any type of standardized test whose aim is to determine eligibility for special education. The special education director is responsible for evaluating on a regular basis that there is no over identification or disproportional representation in the special education population in this district.

Disciplinary Removal of Children with Disabilities

Manifestation Determination

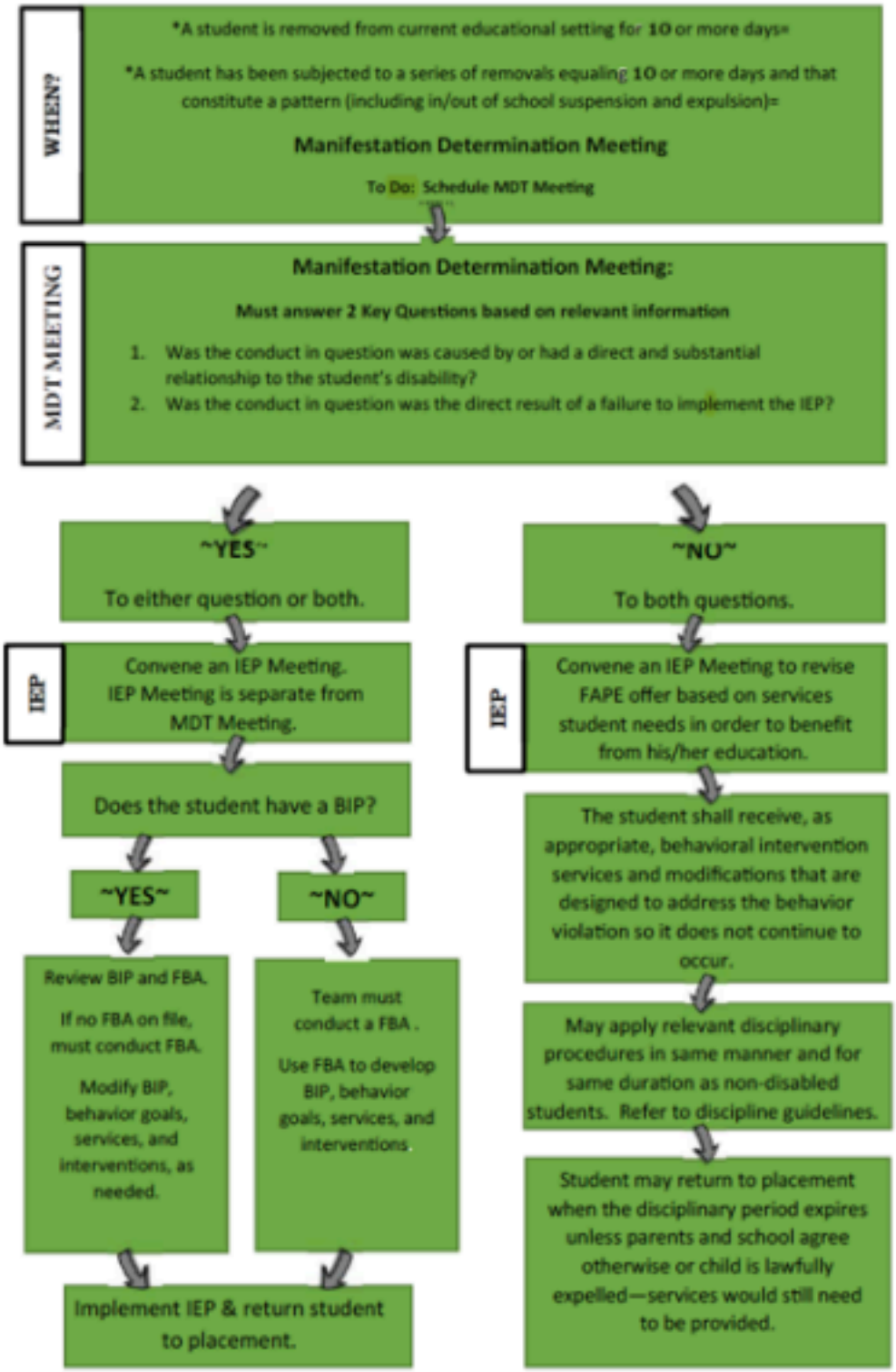
If the student is identified as a student with a disability, a manifestation determination meeting may be held to determine if the student's behavior was a manifestation of his/her behavior or if the behavior was the result of the district's failure to implement the student's IEP. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, DCPS, the parent, and relevant members of the child's IEP team (as determined by the parent and the school) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine: a) if the conduct in question was caused by or had a direct and substantial relationship to, the child's disability; or b) if the conduct in question was the direct result of the school district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the school district or approved cooperative, the parent, and relevant members of the child's IEP team determine that a condition in either (a) or (b) was met. If the school district, the parent and relevant members of the child's IEP team determine that the conditions described in (b) were met, DCPS will take immediate steps to remedy those deficiencies. If the school district, the parent and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team must: 1. either conduct a functional behavioral assessment (FBA), unless the school conducted a functional behavioral assessment before the behavior occurred that resulted in a change of placement; or (1a) if a behavioral intervention plan has already been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and 2. return the child to the placement from which the child was removed, unless the parent and DCPS agree to a change of placement as part of the modification of the behavioral intervention plan. School personnel may remove a child to an interim alternative educational setting for **not more than 45** school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child: 1. Carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the Nebraska Department of Education or a school

district or approved cooperative; 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises or at a school function under the jurisdiction of the Nebraska Department of Education or a school district or approved cooperative; or 3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the Nebraska Department of Education or a school district or approved cooperative. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, DCPS shall notify the parents of that decision and provide the parents the Procedural Safeguards.

** More guidance from the Nebraska Office of Special Education regarding manifestation determinations can be found at: /www.education.ne.gov/wp-content/uploads/2022/10/Manifestation-Determination-Guidance-Doc-QA.pdf ** Special education director must be notified of any students involved in manifestation meetings.

MANIFESTATION DETERMINATION FLOW CHART



Adapted from: http://charterselpa.org/wp-content/uploads/2018/01/23.5-MANIFESTATION-DETERMINATION-FLOW-CHART.pdf

Prohibition of Mandatory Medication of Children

No student shall not be required to obtain a prescription, of any kind, as a condition for attending any school served by DCPS district. No student shall be required to obtain a prescription, of any kind, in order to receive an evaluation and/or special education or related services. Parents may request that staff members collaborate with a student's medical team on some issues. In that instance, the student's case manager is responsible for ensuring that the district has a current exchange of information, signed by the parent, on file. This exchange of information will only remain in effect for 1 year from the date of the parent signature. Parents may share with the IEP team information relating to medication that the student is prescribed. This information will only be included in the IEP if the team determines that this information is significant and may impact the student's educational progress/performance.

Personnel Standards and Development

DCPS ensures that all personnel providing special education services in this district are appropriately and adequately prepared and trained to provide services to students with disabilities. DCPS takes measurable steps to recruit, hire, train and retain special education teachers and related service providers who are fully certified in their area of expertise. Certificated staff are evaluated utilizing the Marzano Framework on iObservation. All newly hired staff take part in training on the Marzano Framework offered by ESU 7 before the start of their first year. Continual and ongoing training is provided to all certified staff regarding the Marzano Framework by DCPS administration.

Participation in professional development activities requires pre-approval from the special education director and/or the building principal. Professional development relating to advancing skills in areas of need for the district will be given priority. The special education director or building principal will be responsible for informing the business manager and superintendent of the costs associated with such training. All out of state professional development requires approval from both the special education director and superintendent prior to registration.

Hiring Process

PERSON(S) RESPONSIBLE: The superintendent, principal, and/or director of

special education, or designee will advertise, interview, hire and retain appropriate professional staff. The school board is responsible for approving all hiring.
TIMELINE: As soon as a position requiring special education and/or related services endorsement is approved by the board of education, advertisements in local and regional papers, the school website and on a variety of social media platforms will be completed and documented.

MATERIALS: Ads listing the positions and requirements, applicant files requiring completed application forms, transcripts, credentials and required state background checks.

METHODS: After a position is posted and advertised, candidates for interviews are selected by the superintendent, principal and/or director of special education or designee. Candidates are selected on the basis of having a completed applicant file, appropriate qualifications, positive references and credentials for the position.

Transportation

The need for transportation is reviewed at every student's IFSP/IEP. Team members discuss whether the student is eligible to receive transportation based on district, state and federal guidelines. All students with an IFSP/IEP that attend DCPS preschool are eligible to receive transportation. Transportation is viewed as a related service which the student requires to benefit from his/her education. In specific cases, DCPS may reimburse parents for the mileage they incur when providing transportation to and from school for their eligible student. In such cases, the district will pay parents the current state mileage reimbursement rate. This rate is updated every January and is therefore subject to change during the school year. The special education director is responsible for providing parents with a mileage reimbursement form. This form must be turned in on the last Friday of every month for payment at the next school board meeting. Transportation is determined at the student's IEP. It is the case manager's responsibility to notify the special education director of the need for transportation. The special education director will meet with the transportation director to work on establishing a transportation route. DCPS will provide transportation for all children with disabilities in need of that service from birth to age five including children who are wards of the court. Transportation may be provided during the summer if the IEP team has determined that the student qualifies for ESY and will require transportation to participate in those services. Special education students will not have their school day shortened in order to take part in transportation.

PERSON(S) RESPONSIBLE: Director of special education, IEP case manager, transportation director.

TIMELINE: Ongoing.

MATERIALS: IEP/IFSP form, route schedules, parent procedures-reimbursement claim forms, rules for safe transportation of students

METHODS: Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP/IFSP. The student will be transported by district vehicle, or if district vehicle service is not available, the school district will contract with a licensed common carrier for transportation services. If the parent provides transportation as included on the student's IEP/IFSP, the district will reimburse parents at the rate approved by the Nebraska Department of Education for actual miles traveled from their place of residence to the school of attendance and return.Transportation eligibility will be determined by the student's IEP Team. The plan for transportation for the student shall be part of the IEP/IFSP.

Educational Surrogates

DCPS shall ensure that the rights of a child with a disability are protected if: 1. No parent can be identified; 2. DCPS has made reasonable efforts and cannot locate a parent; 3. The child is an unaccompanied homeless youth; or 4. The child is a ward of the state or court. (4a) In the case of a child who is a ward of the State, an educational surrogate may alternatively be appointed by the judge overseeing the child's care. The duty of DCPS includes the assignment of an individual to act as a surrogate for the parents. This must include a method: 1. For determining whether a child needs a surrogate parent and 2. For assigning a surrogate parent to the child. DCPS may select a surrogate parent in any way permitted under state law. DCPS will make reasonable efforts to ensure the assignment of a surrogate is not more than 30 calendar days after there is a determination that the child needs an educational surrogate. In order to qualify, a surrogate must be a person who: 1. Has no personal or professional interest that conflicts with the interest of the child he or she represents; 2. Has knowledge and skills that ensure adequate representation of the child; and 3. Is not an employee of any public agency which is involved in the education or care of the child (Including DCPS, Aquinas Elementary/High School, and ESU 7 employees). The surrogate may represent the child in all matters relating to: 1. The identification, evaluation, and educational placement of a child; and 2. The provision of a free appropriate public education to the child. The services of the surrogate parent shall be terminated when: 1. The child is no longer

eligible for a surrogate parent under 92 NAC 51-009.10A; 2. A conflict of interest develops between the interest of the child and the interest of the surrogate parent; or 3. The surrogate parent fails to fulfill his or her duties as a surrogate parent. Issues arising from the selection, appointment, or removal of a surrogate parent shall be resolved through hearings established under 92 NAC 55. 009.10H The surrogate parent and DCPS, which appointed the educational surrogate, shall not be liable in civil actions for damages for acts of the surrogate parent unless such acts constitute willful and wanton misconduct.

PERSON(S) RESPONSIBLE: Director of special education, principal, IEP case manager, surrogate parent(s) (NOTE: Personnel from the Department of Health and Human Services **may not** serve as a surrogate parent(s) under the Special Education Act.) In the case of a state ward, the judge overseeing the child's case may appoint the surrogate parent.

TIMELINE: Within 30 days of identification of need to appoint a surrogate/surrogate parent. Appointments shall last one (1) year. The appointment may be renewed.

MATERIALS: Request to director of special education for the appointment of an educational surrogate, surrogate training, agreements and training materials, Rule 51 and 55, Policies and Procedures, other materials as required

METHODS: If the district identifies students who may be in need of an educational surrogate, the district will: 1. Attempt to identify and locate the parent; 2. Investigate the legal status of those student(s); and 3. If after a reasonable effort, the parents cannot be located, the school district shall ensure that the rights of students with disabilities are protected by appointing an educational surrogate. 4. Surrogates will be provided sufficient training to assure they are knowledgeable as to the legal rights and educational needs of the student they are to represent. Training will be conducted as needed. 5. Surrogates will be appointed by the director of special education following documentation that no conflict of interest exists and completion

of appropriate training or assurance that the surrogate is knowledgeable in order to represent the student. 6. Surrogates will be monitored on a regular basis to ensure effective performance. Should a surrogate be unable or unwilling to discharge his or her duties, a new educational surrogate will be appointed by the director. 7. The surrogate parent shall continue to represent the student until one of the following occurs: a. The student is determined to no longer be eligible for or in need of special education or related services except when termination from such programs is being contested; b. The parent, who was previously unknown or whose whereabouts were previously unknown or a guardian or person acting as the student's parents becomes

known; and/or, c. It is determined that the appointed surrogate parent no longer adequately represents the student. d. The surrogate parent's term has expired.

Destruction of Information

(1) DCPS will inform parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child (2) The information will be destroyed at the request of the parents or *student who has reached the age of majority*. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

The people responsible for ensuring confidentiality of student information include: 1. case manager; 2. director of special education; 3. building principal; and 4. district assessment coordinator.

Eligibility Determination

Once the MTSS/SAT team has recommended an evaluation, the school psychologist or designated personnel will contact the parent/guardian **within 5 working days** of the referral. They will explain the process and send the Notice and Consent for Initial Evaluation and Parent Rights packet to the parent/guardian. A case manager will be assigned by the special education director who will become the primary contact person for the family.

If a parent request for an initial evaluation is received by the district, this information will be provided to the student's presumed case manager and the psychologist. The school psychologist or designated personnel will then contact the parent/guardian **within 5 working days** of the request and send out the Notice and Consent for Initial Evaluation and Parent Rights packet. If the district determines that an evaluation is inappropriate, a Prior Written Notice will be sent to the parent/guardian with the district's reasons explained.

The Individuals with Disabilities Education Act (IDEA), Public Law 101-476, lists 13 separate categories of disabilities under which children may be eligible for special education and related services. In all cases we follow Rule 51 Eligibility Guidelines. See the new Eligibility Guidelines for more specific information related to each eligibility category. DCPS shall provide special education services only to children with verified disabilities. The categories are:

AUTISM: This category of eligibility has been defined by both federal and state regulations. A three-part eligibility requirement for a child to be identified as a child with autism is as follows:

* Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
* A determination that a need for special education is evident.

Autism spectrum disorder (ASD) refers to a behaviorally defined neurodevelopmental disability characterized by qualitative impairments of social reciprocity, nonverbal and verbal communication, and flexibility in thoughts and actions. There is no medical test for ASD, and the only available way to determine if a child has an ASD is to look for a certain pattern of gaps or unevenness in the development of social interaction, communication, and restricted patterns of activities and interests relative to the child's overall developmental level. During the comprehensive evaluation no one assessment method alone is sufficient to determine eligibility for autism spectrum disorder. The multidisciplinary team will gather information through a variety of assessments, observation and data collection. Which assessments and the amount of information collected will be determined on a case-by-case basis.

* Behavioral observations take place in natural settings by a person or persons with child development experience and knowledge of ASD.
* Family/caregiver report of child's developmental history (e.g., first words/phrases, first steps), medical history and current strengths and difficulties, establishing that concerns were present before the third birthday, with the exception of a very high functioning child (no language delay) (See example Developmental History Questionnaire).
* A screening tool specific to ASD may be completed by family, teacher or both. Teacher input with a focus on a child's social, communication and/or play skills in natural activities and routines, and need for structure and modification to encourage child participation in learning.
* Review of existing educational records and reports regarding the child's achievement, behavior, participation in educational opportunities, with a look at whether or not social-communication difficulties accompanied by behavioral inflexibility are impacting the child's educational performance.
* Direct interaction with the child in either a play-based or semi-structured interaction with opportunities to probe the child's social-emotional understanding and observe the child's coordination of verbal and nonverbal communicative behaviors (e.g., does he easily coordinate his eyes, facial expressions, and/or gestures with his verbal communication?).
* Reports by outside sources including the diagnostic report, if available, will be

considered.
* Standardized assessment of cognitive functioning, adaptive skills, executive function, speech/language/communication, academic achievement, sensory profiles and motor foundation/motor planning may add valuable information but must be determined on a case-by-case situation.
* If needed, to gather additional information, administration of an assessment tool specific to autism will be completed.

DEAF-BLINDNESS: To qualify for special education services in the category of deaf-blindness, the child must have concomitant hearing and visual impairments, the combination of which causes: severe communication needs; and other developmental and educational needs. The severity of these needs is such that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
* Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
* A determination that a need for special education is evident.
In order for a child to be verified Deaf/Hard of Hearing the evaluation should include:

Hearing: A written report, with diagnostic documentation, signed by a licensed or certified audiologist verifying a unilateral or bilateral, fluctuating or permanent hearing loss based on a current audiological evaluation.
* The analysis and documentation of the adverse effects the impairment has or can be expected to have on the development or educational performance of the child in at least one of the following areas:
* Effective communication;
*Expressive or receptive language development;
*Speech reception or production;
*Cognitive ability;
* Academic or vocational performance;
*Social or emotional competence:
* Adaptive behavior skills, or result in a social/behavioral disability

Vision: When determining eligibility for a visual impairment, including blindness, the evaluation should be thorough and rigorous. Such evaluations should include a data-based media assessment, be based on a range of learning modalities (including auditory, tactile, and visual) and include a functional vision assessment. An

assessment of a child's vision status generally would include:
*the nature and extent of the visual impairment;
*its effect on the ability for the child to learn to read, write, do mathematical calculations, and use computers and other assistive technology;
*the child's ability to be involved in and make progress in the general curriculum offered to nondisabled students;
*The evaluation should be closely linked to the assessment of the child's present and future reading and writing objectives, educational needs, and appropriate reading and writing media.
*In addition, because the evaluation must assess a child's future needs, a child's current vision status should not necessarily determine whether it would be inappropriate for that child to receive special education.
In all cases, when making a determination of a dual sensory impairment, the MDT should consider the educational performance of the child to determine if it is below that of peers regardless of modifications and/or accommodations of instruction, curriculum, and environment.
In addition, the MDT should consider medical information to determine if there is evidence of a combined hearing and visual impairment. Lastly, the MDT should review functional hearing and vision information to determine if there is evidence of a dual sensory impairment. The MDT must determine whether the deaf/blindness or dual sensory impairment is the primary disability of the child.

<u>DEVELOPMENTAL DELAY:</u> Significant measurable delay in infants and toddlers (0-4) in cognitive, physical, communication, social/emotional, adaptive behavior/skills, or physical or medical delay that has a high probability in resulting in problems in one or more of those areas. Developmental delay may be considered as one possible eligibility category for children age 3 through the school year in which the child reaches age 8.
* Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
* A determination that a need for special education is evident.
To be eligible for special education services in the category of developmental delay, the child shall have significant delay as measured by appropriate diagnostic instruments and procedures in one or more of the following areas and, by reason thereof needs special education and related services:
Cognitive development
Physical development
Communication development

Social or Emotional development
Adaptive behavior or skills development
Diagnosed physical or mental condition that has a high probability of resulting in a substantial delay in function in one or more of such areas
Developmental delay must be considered as one possible eligibility category for children ages 3 through age 4 and is a discretionary option for school districts to use for children ages 5 through the school year in which the child reaches age 8. A child remains eligible for services under the category of developmental delay through the school year in which the child reaches age 5; or through the school year in which the child reaches age 8, if the district uses the discretionary option in 92 NAC 51-006.04E2. David City Public Schools utilizes the discretionary option listed above.

EMOTIONAL DISTURBANCE:
* Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
* A determination that a need for special education is evident.

A child who is identified as having an emotional disturbance has a disability characterized by behavioral or emotional responses in school so different from appropriate age, cultural, or ethnic norms that they adversely and significantly affect academic, social, vocational, or personal skills or developmental performance, including readiness to learn.
A child with an emotional disturbance exhibits responses which are not age appropriate expected responses to stressful events in the environment and are consistently exhibited in two or more different settings, at least one of which is school related. A child who is identified with an emotional disturbance shall demonstrate patterns of situational inappropriate behavior which deviates substantially from the behavior of his or her same age or peer group. These behaviors may vary from peers in their frequency, intensity, and/or duration and are unresponsive to direct intervention applied in general education, or the child's condition is such that general education interventions would be insufficient or unsustainable using regular education resources. Delinquency, discipline problems, substance abuse, social maladjustment, and/ or conditions resulting from a culturally incompatible learning environment are not sufficient evidence of an emotional disturbance.
Evaluation methods must yield evidence that supports one or more of the five conditions that constitute an emotional disturbance.
• An inability to learn that cannot be explained by intellectual, sensory, or health factors;

• An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
• Inappropriate types of behavior or feelings under normal circumstances;
• A general pervasive mood of unhappiness or depression;
• A tendency to develop physical symptoms or fears associated with personal or school problems.
There will be quantifiable measures of actual behavior which include the specific recording, thorough systematic formal observations of the child's behavior including the frequency, duration, and intensity of the behaviors of concern. Careful documented observation of the varied activities and situations should be completed by at least one member of the multidisciplinary team other than the classroom teacher or the early childhood teacher. Documented observations should include:
* Identification of behaviors and operational definition of concern, including identification of age or situational inappropriate behaviors
*Frequency of behaviors, (i.e., the rate at which the behaviors occur within a specific length of time)
* Intensity of behaviors, (e.g., length of time the behavior occurs, level or severity of the behaviors);
*Duration of the behaviors, (e.g., occurrence of behaviors through time);
* Comparable data for randomly selected, non-identified peers in comparable situations.
*An emotional disturbance is an educational decision and is a term used to facilitate early identification by public school personnel. Educational evaluation includes a combination of, but not limited to
*Functional behavioral assessments
*History of developmental milestones
* Parent interviews/rating scales
*Individual achievement testing
* Classroom assessment data
* Norm-referenced testing data
*Criterion-referenced assessments
*District-wide assessments
*Curriculum-based assessments
*Observation and analysis of behavior
*Teacher anecdotal records

<u>DEAF OR HARD OF HEARING:</u>
* Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;

* A determination that a need for special education is evident.

Deaf or Hard of Hearing (D/HH) -To qualify for special education services in the category of Deaf or Hard of Hearing (D/HH), a child must have impairment in hearing which: is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, or is permanent or fluctuating, and adversely affects the child's development or educational performance.

Under the state definition, any child with a hearing loss, regardless of type, degree, configuration, etiology, or permanency of the loss may be eligible for special education services. The initial task of the Multidisciplinary Evaluation Team (MDT) and the continuing task of the Individual Family Service Plan (IFSP) and Individualized Educational Program (IEP) teams are to determine if the hearing loss has adverse effects on the child's development or educational performance. In order for a child to be determined eligible as a child who is Deaf or Hard of Hearing (D/HH), the evaluation should include:

* A written report, with diagnostic documentation, signed by a licensed or certified audiologist verifying a unilateral or bilateral hearing loss based on a current audiological evaluation.

*The analysis and documentation of the adverse effect the impairment has or can be expected to have on the development or educational performance of the child in at least one of the following areas:

* Effective communication;

*Expressive or receptive language development;

*Speech reception or production;

*Academic and vocational performance;

*Cognitive ability;

* Social or emotional competence;

* Adaptive behavior skills;

*Result in a social/behavioral disability.

<u>INTELLECTUAL DISABILITY</u>:

* Meet educational identification criteria (92 NAC 51.006);

* Documentation of adverse effect on educational performance;

* A determination that a need for special education is evident.

To be eligible for special education services in the category of intellectual disability, the child must demonstrate: significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational, or in the case of a child below age five, a child's developmental performance.

Significantly below average functioning, at least 2.0 standard deviations below the mean (30 standard score points) in adaptive behavior across settings (school, home, and community), based on assessment and analysis of adaptive skills in the three component areas of adaptive behavior, academic achievement, and intellectual functioning.

In order for a child to be identified as a child with an intellectual disability, the evaluation should include the analysis and documentation of functioning in:

1 . Adaptive behavior • Communication • Self-care • Independent living skills• Safety • Participation and use of community resources • Work-related performance skills ◦ Travel skills • Recreation/leisure • Social-interpersonal skills • Self-direction • Motor skills
2 . Academic achievement • Individual achievement testing • Classroom assessment data • Oral expression ▪ Listening comprehension ▪ Written expression ▪ Basic reading skills ▪ Reading comprehension • Mathematics calculation ▪ Mathematics reasoning ◦ Norm-referenced testing • State and district-wide assessment • Curriculum-based assessment • Teacher anecdotal records
3. Intellectual functioning • Attention • Perception • Memory • Problem solving • Logical thought • Speed of processing and/or capacity for abstract thinking • Other relevant factors which impact learning • Documentation of adverse effect on development and/or educational performance • Determination that a need for special education is evident.These characteristics are generally evident during the child's early years and must adversely affect developmental and/or educational performance. An intellectual disability is an educational determination and is a term used to facilitate early identification by public school personnel. For a child below age 5, the evaluation shall include the analysis and documentation of significantly below average functioning in basic concepts and pre-academic skills. The following formal/ informal evaluations and assessments to identify strengths and limitations may include a combination of:

- Information provided by parents
- Individual achievement test
- Classroom assessment data
- Norm referenced testing including
- Adaptive behavior measures
- Academic achievement
- Intellectual assessment
- Criterion-referenced assessment

• Curriculum-based assessment
• State and District-wide Assessment
• Observation and analysis of behavior
• Teacher anecdotal records
• History of interventions and responses
• Medical history and medications
• Developmental inventories
• Speech and language assessments
• Social emotional behavior

Sensory impairments, medical or health conditions, cultural differences, or a lack of instruction may not be the basis for identification of an intellectual disability. A medical diagnosis is not required in order for a child to be eligible as having an intellectual disability

MULTIPLE DISABILITIES:

* Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
*A determination that a need for special education is evident.

To qualify for special education services in the category of multiple disabilities, the child must have concomitant impairments (such as intellectual disability-visual impairment, intellectual disability-orthopedic impairment), the combination of which causes such severe developmental or educational, or in the case of a child below age five, a child's developmental needs that they cannot be accommodated in special education programs solely for one of the disabilities. This classification does not include children with deaf/blindness.

The eligibility process for a child with multiple disabilities is a two-pronged process. In order for a child to be verified as a child with multiple disabilities, the evaluation should include the analysis and documentation of: Eligibility of an intellectual disability, defined as a standard score of at least 3.0 standard deviations below the mean (45 standard score points) in each of the three areas of functioning according to the guidelines. In order for a child to be identified as a child with multiple disabilities, the evaluation should include the analysis and documentation of the following three areas:

1. Significantly below average functioning in adaptive behavior across settings, to include school, home and community, based on assessment and analysis of adaptive skills in the areas which include, but are not limited to: • Communication • Self-care • Home living • Safety • Use of community resources • Work performance • Travel skills • Recreation/leisure • Social-interpersonal skills • Self-direction 2.

Significantly below average functioning in academic achievement, based on the assessment and analysis of functional academic skills through a combination of: • Individual achievement testing • Classroom assessment data • Norm-referenced testing 3. Significantly below average functioning on an individually administered standardized intelligence test. Documented evidence of deficits in: • Attention • Perception • Memory • Problem solving • Logical thought • Speed of processing and/or capacity for abstract thinking • Other relevant factors, all of which impacts one's learning Significantly below average functioning is defined as standard scores of at least 3.0 standard deviations below the mean (45 standard score points). ‣ Identification of one or more additional disabilities ‣ The multiplicity of disabilities is such that a primary disability cannot be determined

ORTHOPEDIC IMPAIRMENT: physical disabilities, including congenital impairments, impairments caused by disease, and impairments from other causes which are so severe that they adversely affect the child's educational performance.
*Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
*A determination that a need for special education is evident.
To qualify for services in the category of orthopedic impairment, the child must have a severe orthopedic impairment that adversely affects a child's education, or in the case of a child below age five, a child's developmental performance. The category includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). A child may not be eligible to qualify as a student with an orthopedic impairment based solely on a physical disability. In order for a child to be eligible as a child with an orthopedic impairment, the evaluation should include the analysis and documentation of:
• A signed, written report from a physician which describes the severity of the motor impairment and any medical implications; i.e., stamina, pain level, fatigue, etc. • The child's level of development or educational performance that is adversely affected; and
• A muscular or neuromotor impairment, or skeletal deformity that limits the ability to: • Move about, • Maintain postures, • Manipulate materials required for learning, or • Perform activities of daily living An orthopedic impairment is a term used to facilitate early identification by public school personnel and determine eligibility. Educational evaluation and assessments include a combination of: • Medical assessments, including medication history
• History of developmental milestones
• Orthopedic or neuromuscular assessment

• Individual achievement testing
• Classroom assessment data
• Norm-referenced testing
• Criterion-referenced assessment
• District-wide assessment
• Curriculum-based assessments
• Observation and analysis of behavior
• Teacher anecdotal records

OTHER HEALTH IMPAIRMENT:
• Meet eligibility criteria (92 NAC 51.006);
• Documentation of adverse effect on educational performance; and
• Determination that a need for special education is evident.

A three- part eligibility requirement for a child to be identified as a child with other health impairment is as follows:
To qualify for special education services in the category of other health impairment, the child must have: limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems which adversely affects the child's educational, or in the case of a child below age five, a child's developmental performance such as: asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome.

In order for a child to be determined eligible as a child with other health impairment, the evaluation should include the analysis and documentation of: *Whether or not the student has a chronic or acute health problem (this may be through medical documentation but cannot be required unless made possible with public expense);
*Limited strength, vitality, or alertness due to a chronic or acute health impairment or heightened alertness to environmental stimuli; and
*The child's adversely affected development or educational performance. There are students with medical issues in every eligibility category - not all health conditions fall within OHI. A child may not be verified with another health impairment based solely on a medical disability. Educational evaluation and assessments should include a combination of:
• Medical assessments, including medications
• History of developmental milestones

• Parent interviews/rating scales
• Individual achievement testing
• Classroom assessment data
• Norm-referenced testing data
• Criterion-referenced assessments
• District-wide assessments
• Curriculum-based assessments
• Observation and analysis of behavior
• Teacher anecdotal records
• Analysis of academic performance of social/emotional performance

SPECIFIC LEARNING DISABILITY: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The MDT must include the child's parents, a regular education teacher (or a regular classroom teacher qualified to teach a child of that age, for a child below age 5, a teacher qualified to teach a child below age 5, a special educator with knowledge in the area of specific learning disabilities, at least one person qualified to conduct initial individual diagnostic examination of children, such as a school psychologist, or remedial reading teacher, and a school district administrator or designated representative. The MDT may determine that a child has a specific learning disability if the child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas: Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, and Mathematics Problem Solving. Or the child does not make sufficient progress to meet age or state approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based intervention. The child may also exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessment consistent with this rule. The verification is not primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. Data must also demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal

assessment of student progress during instruction, which was provided to the child's parents.

DCPS must promptly request parental consent to evaluate the child to determine if the child needs special education and related services and must adhere to the time frames described in 009.04A1, unless extended by mutual written agreement of the child's parents and a team of qualified professionals. If a child has not made adequate progress after an appropriate period of time when provided instruction as described above, and when a child is referred for an evaluation, DCPS must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in areas of difficulty. MDT must decide to use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation or have at least one member of the team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with 009.08 is obtained. In the case of a child of less than school age or out of school, an MDT member must observe the child in an environment appropriate for a child of that age.

Dyslexia Guide

****Dyslexia Guide may be found at:**
https://cdn.education.ne.gov/wp-content/uploads/2021/06/DyslexiaGuide2021-revised8.27.21.pdf

To qualify for special education services in the category of specific learning disability, the child must have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The category includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The MDT may determine that a child has a specific learning disability after documentation of careful consideration of the following six criteria (these criterion may look different within each local educational agency based on their written policies and procedures as well as the methodology selected by the evaluation team):
CRITERION 1: Failure to meet age- or grade-level state standards in one of eight

areas when provided appropriate instruction:

CRITERION 2: Lack of progress in response to scientific, research-based intervention.

CRITERION 3: The MDT determines that its findings under 92 NAC 51 are not primarily the result of – (i) A visual, hearing, or motor disability; (ii) Intellectual Disability; (iii) Emotional disturbance; (iv) Cultural factors; (v) Environmental or economic disadvantage; or (vi) Limited English proficiency.

CRITERION 4: Ensure that underachievement is not due to lack of appropriate instruction in reading, writing, or math.

Guiding Questions for Criterion 4: • To what degree was the student included in and benefited from core instruction? • To what degree was core instruction delivered in accordance with the district-determined curriculum expectations? • Is the core instruction that this student is participating in benefiting at least 80% of students? • To what degree was core instruction differentiated to meet the individual needs of the student? • Were interventions delivered with fidelity in accordance with the expectations of the intervention program and/or student's individualized intervention plan? • Was the intervention empirically based? Delivered by qualified, trained personnel? • Was core instruction and intervention instruction delivered with adequate frequency and sufficiency? • On what date were parents notified of their child's screening data? • On what date were parents provided information about their child's progress monitoring data? • On what date were parents notified of the right to request evaluation?

CRITERION 5: Observation

Per 92 NAC 51, the MDT, in determining whether a child has a specific learning disability, must decide to: 1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation, or 2. Have at least one member of the MDT conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with 92 NAC 51, is obtained. 3. In the case of a child less than school age or out of school, an MDT member must observe the child in an environment appropriate for a child of that age. This requirement makes clear that information from an observation from either prior to or after a student's referral for suspected SLD must be gathered as part of the data used for eligibility decision making. Such observations could have been done during general education instruction/interventions conducted through the MTSS process.

CRITERION 6: Documentation

(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement of: 1. Whether the child

has a specific learning disability; 2. The basis for making the determination, including an assurance that the determination has been made in accordance with 92 NAC 51; and Nebraska eligibility determination guidelines. 3. The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning; 4. The educationally relevant medical findings, if any; 5. Whether – (i) The child does not achieve progress commensurate with the child's age; (ii) The child does not achieve progress to meet age or State-approved grade-level standards consistent with 92 NAC 51; 6. The determination of the MDT concerning the effects of visual, hearing, or motor disability; intellectual disability; behavior disorder; cultural factors, environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and; 7. If the child has participated in a process that assesses the child's response to scientific, research-based intervention: (i) the instructional strategies used and the child-centered data collected; and (ii) the documentation that the child's parents were notified about: (A) The school district's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (B) Strategies for increasing the child's rate of learning; and (C) The parent's right to request an evaluation. (D) Each MDT member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the team member must submit a separate statement presenting his/her conclusions.

MTSS and SLD

A Pattern of Strengths and Weaknesses The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessments consistent with 92 NAC 51-006.02. The process based on a child's pattern of strengths and weaknesses tends to rely more heavily on the results of norm-referenced tests and other assessments. Evaluation teams must decide which tests are appropriate to use given the referral question and what type of assessment is needed to answer questions about an individual student's need for intervention and support. As described before, evaluations must be individually planned based on the presenting concern and review of existing data. The automatic administration of any assessments, including intelligence or achievement tests, for an evaluation is not an appropriate practice. If the evaluation team determines that intelligence or achievement tests are needed, then these measures are analyzed to identify patterns within academic skills or cognitive functions. The administration of intelligence and achievement tests solely to examine the discrepancy is not necessary since

discrepancy is not an eligibility requirement. If achievement or intelligence tests are administered, they should be interpreted in combination with other relevant data to identify the child's strengths and weaknesses, including the child's approach to tasks, characteristic patterns of learning, and difficulties in processing information.The richest source of this information comes from the data collection conducted during the problem solving process, as well as data regarding interventions conducted during the evaluation process. The DCPS teams analyze and interpret this information to determine whether the pattern of strengths and weaknesses is characteristic of a child with a disability and to determine and describe the child's educational needs.

Severe Discrepancy Model As part of the comprehensive eligibility evaluation and in accordance with federal and state statute, the Multidisciplinary Evaluation Team (MDT) may employ the severe discrepancy model to determine special education eligibility. The severe discrepancy model may be used until such time that the school district has made the transition to full implementation of a MTSS process for the identification of a specific learning disability. In order for a determination of eligibility using the severe discrepancy model to be made, the child must demonstrate a severe discrepancy between academic achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards. All test scores used in determining eligibility shall assume a mean of 100 and a standard deviation of 15 points and adequate reliability for the overall or composite test score. Professionals qualified to administer and interpret the standardized assessment tool may utilize guidance included in the corresponding examiner's manual to determine whether composite or other scores can be used in educational decision making. Assessed achievement level(s) that result in a standard score in one or more area(s) as defined by 92 NAC 51-006.04K3 that is significantly different or discrepant from the child's assessed intellectual ability may be considered by the MDT when determining eligibility. The academic achievement test must have adequate reliability for the total test score (e.g., reliability at or above .90 in accordance with Salvia & Ysseldyke, 2007), and if composite scores are used, they must also have adequate reliability and be valid for the decision being made.

*In accordance with Nebraska Statute 79-101, DCPS collects and provides information to the Nebraska Department of Education relating to learning disabilities, including dyslexia.

SPEECH OR LANGUAGE IMPAIRMENT:
*Meet educational identification criteria (92 NAC 51.006);
* Documentation of adverse effect on educational performance;
*A determination that a need for special education is evident.

To qualify for special education services in the category of speech-language impairment, the child must have: a communication disorder, such as: stuttering; impaired articulation; language impairment; or voice impairment. This disorder must adversely affect the child's educational, or in the case of a child below age five, a child's developmental performance.

When determining continued eligibility, it is recommended that the MDT/IEP Team consider the following: • Does the communication disorder continue to exist? (#1 above) • Do the child's communication skills continue to constitute a disabling condition? (#1 OR #2 above) • Do the child's communication skills interfere with his/her development or educational functioning? (#2 above) • Does the child continue to need speech-language intervention in order to benefit from his-her educational program? (#3 above) • Are the child's present communication skills within the expected range commensurate with his/her cognitive abilities/developmental levels (#1, #2, or #3 above)

TRAUMATIC BRAIN INJURY:
*Meet educational identification criteria (92 NAC 51.006);
*Documentation of adverse effect on educational performance;
*A determination that a need for special education is evident.
To qualify for special education services in the category of traumatic brain injury, the child must have: an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both that adversely affects a child's educational, or in the case of a child below age five, a child's developmental performance. The category includes open or closed head injuries resulting in impairments in one or more areas, such as: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving;

VISUAL IMPAIRMENT including BLINDNESS:
*Meet educational identification criteria (92 NAC 51-006.04N);
*Documentation of adverse effect on educational performance;
To qualify for special education services in the category a student must document:
1.Presence of a Visual Impairment:

The child must have a visual impairment, including blindness, that adversely affects their educational performance. This encompasses a range of visual conditions, not limited to total blindness.

2.Adverse Effect on Educational Performance:

There must be documented evidence that the visual impairment negatively impacts the child's ability to perform in an educational setting. This could manifest in challenges with reading, writing, mobility, or other academic and functional areas.

Need for Special Education Services

3. The child requires specially designed instruction and related services due to the visual impairment. This determination is made by a multidisciplinary evaluation team (MDT) based on comprehensive assessments.

David City Public Schools

CLASSIFIED EMPLOYEES HANDBOOK 2025-2026

David City Public Schools
Updated 6-2-25
750 D Street
David City, Nebraska 68632
(402) 367-4590
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www.davidcitypublicschools.org

Table of Contents

Section 1 Intent of Handbook	3
Section 2 Information about DCPS	3
Section 3 School Mission Statement	4
Section 4 Board of Education	5
Section 5 Administrative Staff	5
Article 1 School Calendar and Schedule	**6**
Section 1 School Calendar	6
Section 2 Severe Weather and School Cancellation	6
Article 2 Employment Compensation and Benefits	**7**
Section 1 Employment	7
Section 2 Assignments	7
Section 3 Personnel File	8
Section 4 Grievance and Complaints	8
Section 5 Compensation	8
Section 6 Benefits	8
Section 7 Payroll and Payroll Deductions	9
Section 8 Expense Reimbursement	9
Section 9 Salary Reduction Agreement	9
Section 10 Overtime	9
Article 3 - Absences from Work	**11**
Section 1 Absence Procedures	11
Section 2 Paid Leave - Sick and Personal Leaves	12
Section 3 Payroll Deductions for Absences in Excess of Paid Leave	12
Section 4 Leaves of Absence	12
Section 5 Unpaid Leaves	12
Section 6 Jury Duty	13
Section 7 Family and Medical Leave	13
Section 8 Military and Family Military Leave	15
Section 9 Adoption Leave	16
Section 10 Subpoena to Testify Leave	16
Section 11 Voting Leave	16
Article 4 Duties and Responsibilities	**17**
Section 1 Hours of Work and Meetings	17
Section 2 Arrival to Duty Assignments	17
Section 3 Leaving School	17
Section 4 School Procedures	17
Section 5 Supervision of Students	18
Section 6 Dispensing Medication	20
Section 7 Reporting Child Abuse	20

Article 5 Personal and Professional Conduct **21**
Section 1 Ethics Standards 21
Section 2 Role Model 24
Section 3 Professional Boundaries 24
Section 4 Relationships 25
Section 5 Civility 25
Section 6 Notification of Arrest, etc. 26
Section 7 Evaluations 27
Section 8 Employee Complaints or Concerns 27
Section 9 Attire 27
Section 10 Outside Employment 27

Article 6 Use of School Facilities and Equipment **28**
Section 1 Drug-Free Workplace 28
Section 2 Smoke and Tobacco-Free Workplace 28
Section 3 Weapon-Free Workplace 29
Section 4 Use of District Computer Network and Internet 30
Section 5 USe of School Facilities 32
Section 6 Care of School Property 33
Section 7 Use of Telephone 33
Section 8 Visitors 33
Section 9 Salespersons 33
Section 10 Security of Desks and Lockers 33
Section 11 Video Surveillance 34
Section 12 Bulletins and Web Page 34
Section 13 Copyright and Fair Use Policy 34
Section 14 Lost and Found 35
Section 15 Safety 35

Article 7 State and Federal Programs **36**
Section 1 Notice of Nondiscrimination 37
Section 2 Designation of Coordinators 37
Section 3 Anti-discrimination and Harassment Policy 38
Section 4 Grievance Procedure for Persons with a Disability 40
Section 5 Confidentiality of Student Records (FERPA) 41
Section 6 Disclosure of Student Information to Military Recruiters and Colleges 41
Section 7 Breakfast and Lunch Program 41
Section 8 Confidentiality of Protected Health Information 41
COBRA 42
District Calendar 54

Forward

Section 1 Intent of Handbook

Welcome to David City Public Schools. This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

Section 2 Information About David City Public Schools

David City Public Schools is a Class III school system accredited by the State of Nebraska. A wide range of information is provided on the district's website at http://www.davidcitypublicschools.org.

The high school is classified as C-1 by the Nebraska School Activities Association and is a member of the Southern Nebraska Conference. Elementary students attend school at either David City Elementary in David City or Bellwood Elementary in Bellwood. Students in grades 7-12 attend David City High School in David City. In addition, all-day Kindergarten, full-day, and half-day preschool programs are held in both David City and Bellwood.

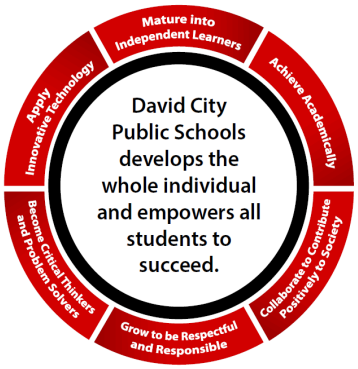
David City Public Schools is associated with Educational Service Unit #7 in Columbus.

Section 3 School Mission Statement

David City Public Schools develops the whole individual and empowers all students to succeed.

The District seeks to satisfy this mission by developing and maintaining:

- Qualified and competent administrative, teaching, paraprofessional, and operational staff;
- Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above;
- Comprehensive support programs and services that meet the diverse needs of students;
- Safe, clean and supportive facilities and learning environments;
- Implementation of a curriculum that meets the following:
    - Is based on state standards and such additional standards; as are established by the Board of Education;
    - Is appropriate for the developmental level of the students;
    - Addresses diverse learning needs;
    - Instills a passion for learning and the importance of life-long learning;
    - Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information;
    - Develops expected work ethics, as well as group participation and leadership skills;
    - Incorporates character education and multicultural education, including respect for diversity;
    - Provides for application of technology in all learning areas;
    - Provides access to advanced courses; and
    - Is organized in a schedule that is functional and meets student needs in all curriculum areas.
- Providing a supportive learning environment which includes:
    - a welcoming and inviting environment that is emotionally safe, nurturing, supportive, and disciplined; that promotes respect, trust, integrity, and regard for self and others; and that honors diversity;
    - learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences; and
    - Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behavior.



All Scouts Have Power

Section 4 Members of the Board of Education

Name	Contact Information
Stephanie Summers, President	summerss@dcscouts.org
Marcus Thoendel, Vice President	thoendelm@dcscouts.org
Aaron Rerucha	reruchaa@dcscouts.org
Don Moravec	moravecd@dcscouts.org
Justin Krafka	krafkaj@dcscouts.org
Kasey Kuhlman, Secretary	kuhlmank@dcscouts.org

Section 5 Administrative Staff

Name	Position
Dr. Chad Denker	Superintendent
Brian Hermelbracht	Activities Director
Peggy Romshek	Principal – Bellwood Elementary
Lindsey Greenfield	Principal – David City Elementary
Stacy Athow	Principal – David City Middle/High
Chad Lindsley	Assistant Principal – David City Middle/High
Kari Daniels	Special Services Director

For other staff contacts, please visit the school's webpage.

Article 1 – School Calendar and Schedules

Section 1 School Calendar

The school calendar is found at Appendix "E."

Section 2 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. For information on closings check local broadcasts, Facebook, Twitter, District-wide Messaging System (text and email), and the school website.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. The David City Public School District will be using an automated phone system to inform families in the district of any school early dismissal, late start or closure. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, kindergarten, student activities).

Activities/Practices

If school is closed due to dangerous weather there will be no meetings or extra curricular activities unless approved by the superintendent or designee.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be sent via the school messaging system. Parents should have a plan in place to accommodate these circumstances.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. You should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions

David City Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, you should implement the school's established safety procedures.

Article 2 – Employment, Compensation and Benefits

Section 1 Employment

Employment occurs when the employee signs the Employee's Contract and is signed by the Superintendent.

Classified employees may be asked in the spring whether they wish to continue in employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Superintendent. The request to resign will be acted upon by the Superintendent.

Classified employees are "at-will" employees, and may be terminated at any time by the school district. Notice of termination may be delivered by the administration. The termination of employment will be acted upon by the Superintendent.

Section 2 Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, provide additional information about the position duties.

Employees are expected to devote full time during days of school to their work and to diligently and faithfully perform the assigned duties to the best of the employee's ability.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file.

Section 4 Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy or this handbook.

Section 5 Compensation

Compensation

Compensation is paid only as authorized by the Board of Education.

Salary Payments

Salary is payable over twelve equal installments. Employees are paid on the 20th of the month, or the last preceding school day, if the 20th falls on a holiday or weekend. In emergency cases exceptions may be made, subject to the approval of the Board. Upon separation of employment, or upon fulfillment of the contract, employees may, at the option of the Board, be paid all salary due in one lump sum.

Section 6 Benefits

Classified employees are provided benefits in accordance with their employment contract and Board policy. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such an election, the employee election from the immediately preceding school and contract year shall be continued. Employees are responsible for informing the Superintendent's Office in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA, subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is incorporated into this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 7 Payroll and Payroll Deductions

Payroll deductions are made in accordance with law and elections made by employees.

Section 8 Expense Reimbursement

Reimbursement for authorized mileage will be paid to employees required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted to the employee's immediate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the employee's immediate supervisor or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose.

Reimbursable mileage or other reimbursement expenses will be considered separate from compensation and be paid at the time of the next monthly payroll after sufficient support documentation is provided.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the employee's immediate supervisor. Employees who purchase materials or supplies without advance approval may not be reimbursed.

Reimbursement for meals or other expenses related to District-required travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose.

Section 9 403(b) Salary Reduction Agreements

The District will cooperate with any employee who chooses to participate in an investment program under Internal Revenue Code Section 403(b) that has been approved by the Board of Education.

Section 10 Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "D" to this handbook.

Classified employees may be classified as either "exempt" or "non-exempt" for overtime purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are "non-exempt" are eligible for overtime.

The regular workweek for overtime purposes is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked. Falsification of time cards is a serious offense.

Non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations.

A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 – Absences from Work

Section 1 Absence Procedures

Requesting Leave

Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request to the employee's supervisor. The request is to be submitted 3 duty days prior to the leave. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences

An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or PTO leave, employees are to contact the principal or immediate supervisor before 7:00 a.m. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to the principal or immediate supervisor whether the employee will be able to return to work on the next duty day. For sick or bereavement leave occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

Returning from Absences

1. *Justification for Absences Taken Without Prior Approval*. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.
2. *Establishing Fitness for Duty*. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 10 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Americans with Disabilities Act (ADA) Coordinator to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

Section 2 Paid Leave - Sick and Personal Leaves

Employees are provided with paid sick/bereavement, vacation, and PTO leaves in accordance with their employment contract and Board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Employees are to use sick leave when unable to work. Activities other than caring for their own health or that of an immediate family member reflect an abuse of sick leave.

Sick/Bereavement leave may also be used for purposes of addressing issues related to a death and to attend funeral services. The taking of sick/bereavement leave without attending funeral services would be an abuse of sick/bereavement leave, except in the case of a death where grief would be expected to impair the employee's ability to function at work.

Section 3 Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves called for in Board policy, the employee's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

Section 4 Leaves of Absence

An employee may apply to the Board of Education for a leave of absence from the employee's duties. The Board of Education considers such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except as may be required under applicable state or federal laws.

Section 5 Unpaid Leaves

The District complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed. For employees requesting unpaid leave, they need to request approval from the superintendent and submit a leave request online.

Section 6 Jury Duty Leave

An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. The employee will be allowed time off for jury duty.

There will be no loss of salary or deduction in leave time for time spent in jury service. The District may at its discretion reduce salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Section 7 Family and Medical Leave

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement

FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, your health coverage under a "group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Your use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements

You are eligible if you have been employed with David City Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of the District within 75 miles of your work location.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

You may choose or David City Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities

You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA poster (Appendix "B") or contact the U.S. Wage and Hour Division at:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Dr. Chad Denker, Superintendent, at (402) 367-4590.

Section 8 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, and consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable.

Family military leave under the FMLA will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Section 9 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

Section 10 Subpoena to Testify Leave

An employee must promptly notify the employee's immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. A subpoena will be considered to involve a personal matter whenever the employee or a family member or friend of the employee is a party to the legal proceeding, unless the employee's involvement in the legal matter is solely due to actions taken in connection with the employee's work duties, the actions of the employee were not inappropriate, and the District is not an opposing party in the legal matter.

Section 11 Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours during which the employee is not required to be present at work in the period between the time of the opening and closing of the polls; and (c) applies for voting leave prior to or on election day.

Voting leave will not be available to most employees because elections are typically scheduled for 8 a.m. to 8 p.m. Most employees are off duty on or before 6 p.m. If not off work by 6 p.m., the employee is usually not on duty before 10 a.m.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The employee's supervisor may specify the hours during which the employee may be absent for voting leave.

Article 4 – Duties and Responsibilities

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Schools have differing starting and ending times for the student day. Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

Section 3 Leaving School

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Principal or their supervisor.

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal's office, their supervisor, or on a designated on-line form when leaving, and check back in upon return. Employees who need to leave during the school day for reasons of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided.

Section 4 School Procedures

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones
    a. Employees are not to use personal cell phones for any non-school purpose during duty time.
    b. Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using student vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.
2. Checking Out of Equipment
    a. All equipment must be checked out through the Principal's office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.
3. Requisition of Equipment and Supplies.

a. Books and supplies which are needed for instruction should be requested through the Principal's office. Employees shall not make purchases on behalf of the District without prior approval of the Principal.

4. E-mail
    a. Employees may be assigned a school email address for purposes of intra-school and inter-school e-mail correspondence. Employees should check for e-mail throughout the duty day, and should timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.
5. Employee Mailbox
    a. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the school day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly. Employee mail boxes are to be limited to communications regarding school business.

Section 5 Supervision of Students

Proper supervision of students is an important responsibility. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave your students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and

take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When you go over safety rules with students, note it in your written records.

Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches

Only certified staff/administration will be allowed to conduct student searches. No classified staff should conduct student searches. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities. Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to "bullying." Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

Section 6 Dispensing Medication

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 7 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- Placed in a situation that endangers his or her life or physical or mental health;
- Cruelly confined or cruelly punished;
- Deprived of necessary food, clothing, shelter, or care;
- Left unattended in a motor vehicle if such minor child is six years of age or younger;
- Sexually abused; or
- Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform their Principal or supervisor that they intend to make a report. Administrative staff may choose to make the report with or for an employee. However, informing a Principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will help you.

Article 5 – Personal and Professional Conduct

Section 1 Ethics Standards

The David City Public School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee

Employees shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
- Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- Shall report to the Superintendent any known violation of paragraphs 2 or 5 above.
- Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with

genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated, and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee’s position.

Principle IV - Commitment to Classified Position Employment Practices

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

Competent Performance

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships: Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;

5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Contractual Obligations: Employees shall adhere fully to the terms of a contract or appointment.

Section 2 Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3 Professional Boundaries

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, emailing a message about a student's grades).
- Engaging in social-networking friendships with a student. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
    - Showing sexually inappropriate materials or objects to a student.
    - Discussing with a student sexual topics that are not related to a specific curriculum.
    - Telling sexual jokes to a student.
    - Invading a student's physical privacy (e.g., walking in on the student in a restroom).

- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Employees who observe or become aware of a violation of the foregoing expectations by other employees are to report the matter to the Principal or the Superintendent.

Section 4 Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 Civility

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

Section 6 Notification of Arrest, etc.

Employees must notify the Superintendent by the next business day after:

Arrest or Criminal Charges

The employee is arrested, ticketed, or issued a criminal charge where:

- The maximum penalty for the crime equals or exceeds six months incarceration;
- The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
- Conviction would impact performance of employee's job responsibilities, including offenses that:
    - Would impact the responsibility to be a role model for students or relations with other employees of the District;
    - Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; or
    - Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
- The arrest or the alleged criminal activity occurred while the employee was on duty, on District property, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

Certificate or License

The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position.

Child Abuse

The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following receipt of this handbook.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, up to and including termination.

Section 7 Evaluations

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 8 Employee Complaints or Concerns

Employees are to inform their supervisor or the Superintendent of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 9 Attire

It is important for employees to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain conservative and professional attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. The

school issued identification badge should be worn and visible while on duty. The administration may establish more detailed guidelines for individual employees should that be necessary.

Section 10 Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties. Employees are not required to notify the District of outside employment except: (1) employees who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) employees who have a work-related injury in order to comply with workers' compensation requirements.

Article 6 – Use of School Facilities and Equipment

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 unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while employees are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be a violation of the drug-free workplace. 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.

As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sandclub, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun;
8. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action;
9. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed; and
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession, as well as in an employee's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Employees have access to the District's computer network and the Internet for the enhancement and support of student instruction and performance of their duties. Such access is subject to the following computer acceptable use policy:

Technology Subject to this Policy

This Computer Acceptable Use Policy applies to all technology resources as made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.

Access and User Agreements

Use of the District's technology resources is a privilege and not a right. The Superintendent or designee may develop appropriate user agreements and require that employees sign such user agreements as a condition of access to the technology resources.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

Acceptable Uses

The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

Unacceptable Uses

The following are unacceptable uses of the technology resources:

- Personal Gain
    - Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- Personal Matters
    - Technology resources shall not be used, and no person shall authorize its use, for personal matters.
    - Incidental or de minimis personal use is not prohibited by this provision. This exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time.
    - The exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for personal use; or sending an e-mail related to one's own private consulting business.
- Campaigning

    - Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
    - Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
        - Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
        - Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
        - Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
        - Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
        - Users shall not copy, change, or transfer any software without permission from the network administrators.
        - Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
        - Users shall not engage in any form of vandalism of the technology resources.
        - Users shall follow the generally accepted rules of network etiquette. The Administrator or designees may further define such rules.
- Other Policies and Laws
    - Technology resources shall not be used for any purpose contrary to any District policy or any applicable law. Without limitation, this means that technology resources may not be used:
        - To access any material contrary to the District's Internet Safety Policy; or to create or generate any such material.
        - To engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
        - To engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
        - To promote or tolerate violations of student conduct rules.
        - To engage in illegal activity, such as gambling.
        - In a manner contrary to copyright laws.
        - In a manner contrary to software licenses.

Disclaimer

The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the

system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

Filter

A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

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

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

Monitoring

Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.

Sanctions

Violation of the policies and procedures concerning the use of the District's technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Section 5 Use of School Facilities

An employee who is issued school keys is expected to not lose their keys and to not allow others to have access to or to use their keys. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

Section 6 Care of School Property

Employees are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of Telephone

Personal telephone calls shall not be made during student contact time except in the event of an emergency. Long distance calls on school telephones must be made from the office. You will need to promptly log long distance calls and be responsible for any charges which are for personal use.

Section 8 Visitors

Employees are not to have visitors while on duty other than as appropriate for the performance of their duties except on a short-term basis and only with permission of the principal or supervisor. Included in the definition of visitors are family members of the employee. Employees are responsible for ensuring that their visitors follow procedures for being on District property, including checking in. Employees are not to bring their children to work with them in lieu of taking them to childcare.

Section 9 Salespersons

Employees need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the employee while engaged in the employee's duties except for such times as may be designated by the Superintendent or designee.

Employees must not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Employees must not use time for which the employee is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of these restrictions will be considered to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, employee desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The District exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items an employee wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse or backpack.

The District is not responsible for any personal property employees may bring to school. Employees are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video Surveillance

The Board of Education has authorized the use of video cameras on District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the building user and may also be provided to law enforcement agencies.

Section 12 Bulletins and Web Page

Bulletin boards and electronic media (web page) and other communication devices are maintained for the purposes of conveying information about the District's activities and programs and for educational purposes related to such activities and programs. The District's communication devices are designated as non-public forums, meaning that the devices are not open for public use.

Information posted or displayed on the District's communication devices may not include political advertising, communications promoting particular religious beliefs, controversial topics or positions not consistent with the mission of the District, or communications that promote activities not suitable for school-age children.

Any website links on the District's web page that are permitted to be posted shall not be considered to be endorsed or sponsored by the District. The District makes no representations or warranties of any kind with regard to any such links.

Section 13 Copyright and Fair Use Policy

It is the District's policy to follow the federal copyright law. Employees are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Employees should seek assistance from administration if there are any questions regarding what may be copied.

Section 14 Lost and Found

Employees who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 15 Safety

Safety Program and Safety Committee

The District has established an Emergency Operations Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be accessed at the following link. Emergency Operations Plan

The District also has a safety committee to address employee accidents, injuries and workplace conditions. Representatives are appointed by the administration to serve on the committee. If you have a desire to serve on the committee, contact the Superintendent.

Safety Practices

Guidelines for safe work practices for employees include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.

5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and employee while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Safe Driving

Employees who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Employees will be provided a driver's certification form to verify this information and to be given instruction on emergency evacuation and first aid.

Employees who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices and are responsible for any injury or accident. Employees are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. When transporting students or using a school vehicle, employees are not to use cell phones or otherwise engage in distracted driving. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Accidents

Every accident which results in a personal injury must be reported to the Principal or supervisor immediately. In the event the injury involves a student, the employee who is responsible for the supervision of the student is responsible for making the report. If the injury occurs in the presence of the employee, the employee is also responsible for making a report.

Workers Compensation

Employees are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 7 – State and Federal Programs

Section 1 Notice of Nondiscrimination

David City Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age marital status, pregnancy, childbirth, or related medical condition, sexual orientation, gender identity or other protected status in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

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

The U.S. Equal Employment
Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905
Kansas City, MO 66101
(800) 669-4000; TDD: (800) 669-6820

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix "C" to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: David City Public Schools, 750 'D' Street, David City, Nebraska 68632; Phone: (402) 367-4590:

Law, Policy or Program	Issue or Concern	Coordinator

Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Mr. Hermelbracht
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent Special Services Director for student matters
McKinney Vento	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Section 3 Anti-discrimination & Harassment Policy

Policy of Non-Discrimination

The policy of David City Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in admission, access, or treatment with regard to its programs and activities or with regard to employment. The District and its staff shall comply with all applicable state and federal laws prohibiting discrimination.

Decisions with regard to employment, discharge, compensation, and terms and conditions of employment 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, or other protected status. There shall be no discrimination against an applicant or employee because of membership or activity in an employee organization or because of protected free speech activities.

Preventing Harassment and Discrimination

David City Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment:

1. In general, verbal or physical conduct relating to a person's protected status constitutes harassment when the conduct unreasonably interferes with the person's work performance or creates an intimidating work, instructional or educational environment.

2. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
3. Sexual harassment has been defined by federal and state regulations as 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 workplace, 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.

Grievance Procedures

1. Employees should initially report all instances of discrimination or harassment to their immediate supervisor. However, if the employee is uncomfortable in presenting the problem to the supervisor, or if the supervisor is the problem, the employee is encouraged to go to the next level of supervision.
2. If the employee's complaint is not resolved to his or her satisfaction within five to ten working days, or if the discrimination or harassment continues, please report your complaint to the Superintendent. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
3. The supervisor or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees or removal of offending students may be taken.
4. The person who makes the complaint shall not be threatened or retaliated against for alleging a violation of this anti-discrimination policy or for use of this grievance procedure.
5. The David City Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

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

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

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints by employees of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within 30 days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have 10 days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Employees may have access to only those education records in which they have a legitimate educational interest, unless the parent has given written and dated consent for the access. An employee who violates this restriction shall be subject to disciplinary action up to and including termination. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The No Child Left Behind Act of 2001 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 8 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Model General Notice of COBRA Continuation Coverage Rights
(For use by single-employer group health plans)

**** Continuation Coverage Rights Under COBRA****

Introduction
You are receiving this notice because you have recently become covered under a group health plan (the Plan). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.**

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you when you would otherwise lose your group health coverage. It can also become available to other members of your family who are covered under the Plan when they would otherwise lose their group health coverage. For additional information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description or contact the Plan Administrator.

What is COBRA Continuation Coverage?

COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because either one of the following qualifying events happens:

- Your hours of employment are reduced, or
- Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because any of the following qualifying events happens:

- Your spouse dies;
- Your spouse's hours of employment are reduced;
- Your spouse's employment ends for any reason other than his or her gross misconduct;
- Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because any of the following qualifying events happens:

- The parent-employee dies;
- The parent-employee's hours of employment are reduced;
- The parent-employee's employment ends for any reason other than his or her gross misconduct;
- The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- The parents become divorced or legally separated; or
- The child stops being eligible for coverage under the plan as a "dependent child."

When is COBRA Coverage Available?

The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, commencement of a proceeding in bankruptcy with respect to the employer, or the employee's becoming entitled to Medicare

benefits (under Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event.

You Must Give Notice of Some Qualifying Events

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days [*or longer period if permitted under the terms of the Plan*] after the qualifying event occurs. You must provide this notice to the agency designated by the EHA and submit such other information as required by Plan procedures for this notice. Contact the EHA or the Superintendent's Office for further information.

How is COBRA Coverage Provided?

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), your divorce or legal separation, or a dependent child's losing eligibility as a dependent child, COBRA continuation coverage lasts for up to a total of 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. For example, if a covered employee becomes entitled to Medicare 8 months before the date on which his employment terminates, COBRA continuation coverage for his spouse and children can last up to 36 months after the date of Medicare entitlement, which is equal to 28 months after the date of the qualifying event (36 months minus 8 months). Otherwise, when the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage generally lasts for only up to a total of 18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage
If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. The disability would have to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of continuation coverage. Review the Plan procedures for any additional Plan procedures for this notice. Contact the EHA or the Superintendent's Office for further information.

Second qualifying event extension of 18-month period of continuation coverage
If your family experiences another qualifying event while receiving 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of

COBRA continuation coverage, for a maximum of 36 months, if notice of the second qualifying event is properly given to the Plan. This extension may be available to the spouse and any dependent children receiving continuation coverage if the employee or former employee dies, becomes entitled to Medicare benefits (under Part A, Part B, or both), or gets divorced or legally separated, or if the dependent child stops being eligible under the Plan as a dependent child, but only if the event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

If You Have Questions

Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the contact or contacts identified below. For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa. (Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's website.)

Keep Your Plan Informed of Address Changes

In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

Plan Contact Information

Information about the plan and COBRA continuation coverage can be obtained on request from the EHA. Contact the Superintendent's Office for further details.

EMPLOYEE RIGHTS

UNDER THE FAIR LABOR STANDARDS ACT

FEDERAL MINIMUM WAGE

$7.25 PER HOUR

BEGINNING JULY 24, 2009

The law requires employers to display this poster where employees can readily see it.

OVERTIME PAY At least 1½ times the regular rate of pay for all hours worked over 40 in a workweek.

CHILD LABOR An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs with certain work hours restrictions. Different rules apply in agricultural employment.

TIP CREDIT Employers of "tipped employees" who meet certain conditions may claim a partial wage credit based on tips received by their employees. Employers must pay tipped employees a cash wage of at least $2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least $2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference.

PUMP AT WORK The FLSA requires employers to provide reasonable break time for a nursing employee to express breast milk for her nursing child for one year after the child's birth each time the employee needs to express breast milk. Employers must provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by the employee to express breast milk.

ENFORCEMENT The Department has authority to recover back wages and an equal amount in liquidated damages in instances of minimum wage, overtime, and other violations. The Department may litigate and/or recommend criminal prosecution. Employers may be assessed civil money penalties for each willful or repeated violation of the minimum wage or overtime pay provisions of the law. Civil money penalties may also be assessed for violations of the FLSA's child labor provisions. Heightened civil money penalties may be assessed for each child labor violation that results in the death or serious injury of any minor employee, and such assessments may be doubled when the violations are determined to be willful or repeated. The law also prohibits retaliating against or discharging workers who file a complaint or participate in any proceeding under the FLSA.

ADDITIONAL INFORMATION

- Certain occupations and establishments are exempt from the minimum wage, and/or overtime pay provisions. Certain narrow exemptions also apply to the pump at work requirements.
- Special provisions apply to workers in American Samoa, the Commonwealth of the Northern Mariana Islands, and the Commonwealth of Puerto Rico.
- Some state laws provide greater employee protections; employers must comply with both.
- Some employers incorrectly classify workers as "independent contractors" when they are actually employees under the FLSA. It is important to know the difference between the two because employees (unless exempt) are entitled to the FLSA's minimum wage and overtime pay protections and correctly classified independent contractors are not.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

1-866-487-9243
www.dol.gov/agencies/whd

WH1088 REV 04/23

DERECHOS DE LOS TRABAJADORES

BAJO LA LEY DE NORMAS JUSTAS DE TRABAJO (FLSA–siglas en inglés)

SALARIO MÍNIMO FEDERAL

$7.25 POR HORA

A PARTIR DEL 24 DE JULIO DE 2009

La ley exige que los empleadores exhiban este cartel donde sea visible por los empleados.

PAGO POR SOBRETIEMPO

Por lo menos tiempo y medio (1½) de la tasa regular de pago por todas las horas trabajadas en exceso de 40 en una semana laboral.

TRABAJO DE MENORES DE EDAD

El empleado tiene que tener por lo menos 16 años para trabajar en la mayoría de los trabajos no agrícolas y por lo menos 18 años para trabajar en los trabajos no agrícolas declarados peligrosos por la Secretaría de Trabajo. Los menores de 14 y 15 años pueden trabajar fuera del horario escolar en varias ocupaciones que no sean de manufactura, de minería, y que no sean peligrosas con ciertas restricciones al horario de trabajo. Se aplican distintos reglamentos al empleo agrícola.

CRÉDITO POR PROPINAS

Los empleadores de "empleados que reciben propinas" que cumplan con ciertas condiciones, pueden reclamar un crédito de salario parcial basado en las propinas recibidas por sus empleados. Los empleadores les tienen que pagar a los empleados que reciben propinas un salario en efectivo de por lo menos $2.13 por hora si ellos reclaman un crédito de propinas contra su obligación de pagar el salario mínimo. Si las propinas recibidas por el empleado combinadas con el salario en efectivo de por lo menos $2.13 por hora del empleador no equivalen al salario mínimo por hora, el empleador tiene que compensar la diferencia.

EXTRACCIÓN EN EL TRABAJO

La FLSA requiere que los empleadores proporcionen un tiempo de descanso razonable para que un empleado pueda extraerse leche de los pechos para el/la bebé que esté amamantando durante un año después del nacimiento del/de la niño(a) cada vez que la empleada necesite extraerse leche. Empleadores deben proveer un lugar, que no sea un cuarto de baño, que esté ocultado de la vista y libre de intrusión de parte de compañeros de trabajo y del público, el cual la empleada podría usar para extraerse leche.

CUMPLIMIENTO

El Departamento tiene la autoridad de recuperar salarios retroactivos y una cantidad igual en daños y perjuicios en casos de incumplimientos con el salario mínimo, sobretiempo y otros incumplimientos. El Departamento puede litigar y/o recomendar un enjuiciamiento criminal. A los empleadores se les pueden imponer sanciones pecuniarias civiles por cada incumplimiento deliberado o repetido de las disposiciones de la ley del pago del salario mínimo o de sobretiempo. También se pueden imponer sanciones pecuniarias civiles por incumplimiento con las disposiciones de la FLSA sobre el trabajo de menores de edad. Además, se pueden imponer sanciones pecuniarias civiles incrementadas por cada incumplimiento con el trabajo de menores que resulte en la muerte o una lesión seria de un empleado menor de edad, y tales avaluaciones pueden duplicarse cuando se determina que los incumplimientos fueron deliberados o repetidos. La ley también prohíbe tomar represalias o despedir a los trabajadores que presenten una queja o que participen en cualquier proceso bajo la FLSA.

INFORMACIÓN ADICIONAL

- Ciertas ocupaciones y ciertos establecimientos están exentos de las disposiciones del salario mínimo, y/o de las disposiciones del pago de sobretiempo.
- Se aplican disposiciones especiales a trabajadores de Samoa Americana, del Estado Libre Asociado de las Islas Marianas del Norte y del Estado Libre Asociado de Puerto Rico.
- Algunas leyes estatales proporcionan protecciones más amplias a los trabajadores; los empleadores tienen que cumplir con ambas.
- Algunos empleadores clasifican incorrectamente a sus trabajadores como "contratistas independientes" cuando en realidad son empleados según la FLSA. Es importante conocer la diferencia entre los dos porque los empleados (a menos que estén exentos) tienen derecho a las protecciones del salario mínimo y del pago de sobretiempo bajo la FLSA y los contratistas correctamente clasificados como independientes no lo tienen.
- A ciertos estudiantes de tiempo completo, estudiantes alumnos, aprendices, y trabajadores con discapacidades se les puede pagar menos que el salario mínimo bajo certificados especiales expedidos por el Departamento de Trabajo.

WHD
DIVISIÓN DE HORAS Y SALARIOS
DEPARTAMENTO DE TRABAJO DE LOS EE.UU.
1-866-487-9243
www.dol.gov/agencies/whd

WH1088 SPA REV 04/23

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Sus derechos como empleado según la Ley de Licencia Médica y Familiar

¿Qué es una licencia de FMLA?

La Ley de Licencia Familiar y Médica (FMLA, por sus siglas en inglés) es una ley federal que proporciona al personal elegible **licencias con protección del empleo** por razones familiares y médicas que califiquen. La División de Horas y Salarios (WHD, por sus siglas en inglés) del Departamento de Trabajo de EE. UU. hace cumplir la FMLA para la mayoría del personal.

El personal elegible puede tomarse licencias de FMLA **de hasta 12 semanas** de trabajo en un periodo de 12 meses por:

- El nacimiento, la adopción o la ubicación de hogar adoptivo de un niño o niña,
- Un problema grave de salud mental o físico que le impide trabajar,
- El cuidado de su cónyuge, hijos, hijas o padres con enfermedades mentales o físicas graves, y
- Ciertas razones que califican, relacionadas con la asignación de su cónyuge, hijo, hija, padre o madre en el servicio militar.

El personal que sea cónyuge, hijo, hija, padre, madre o familiar cercano de una persona cubierta en el servicio militar con una lesión o enfermedad grave **puede tomarse una licencia de FMLA de hasta 26 semanas** de trabajo en un solo periodo de 12 meses para cuidar a la persona en servicio.

Puede que usted tenga derecho a usar la licencia de FMLA **en un bloque de tiempo**. Cuando haya una necesidad médica o se permita por otro motivo, puede tomar una licencia de FMLA **de forma intermitente en bloques separados, o con un horario reducido trabajando** menos horas al día o a la semana. Lea la hoja informativa #28M(c) para obtener más información.

La licencia de FMLA **no es una licencia paga**, pero usted puede elegir, o puede que su empresa le exija, utilizar cualquier licencia paga proporcionada por la empresa si la política de licencias de su empresa cubre el motivo por el cuál necesita una licencia de FMLA.

¿Soy elegible para tomar una licencia de FMLA?

Usted es **elegible** si aplican **todas** las siguientes condiciones:

- Trabaja para una empresa cubierta, **y**
- Ha trabajado para su empresa durante al menos 12 meses, **y**
- Tiene al menos 1250 horas de servicio para su empresa durante los 12 meses previos a su licencia, **y**
- Su empresa tiene al menos 50 integrantes del personal dentro de las 75 millas desde su lugar de trabajo.

El personal de tripulación de vuelo tiene requisitos de "horas de servicio" diferentes.

Trabaja para una **empresa cubierta** si aplica **una** de las siguientes condiciones:

- Trabaja para una empresa privada que tiene al menos 50 integrantes del personal durante al menos 20 semanas laborales en el año actual o anterior, **o**
- Trabaja para una escuela primaria o secundaria pública o privada, **o**
- Trabaja para una agencia pública, como una agencia gubernamental local, estatal o federal. La mayoría del personal está cubierta por el Título II de la FMLA, administrada por la Oficina de Administración de Personal.

¿Cómo solicito una licencia de FMLA?

En general, **para solicitar una licencia de FMLA usted debe**:

- Seguir las políticas regulares de su empresa para solicitar licencias
- Avisar con al menos 30 días de anticipación que necesita una licencia de FMLA
- Si no es posible avisar con anticipación, avisar tan pronto sea posible

Usted **no tiene obligación de compartir un diagnóstico médico**, pero debe proporcionar información suficiente para que su empresa pueda determinar si la licencia califica para la protección de la FMLA. Usted también **debe informar a su empresa si se tomó una licencia de FMLA anteriormente** o se aprobó por el mismo motivo al solicitar una licencia adicional.

Su **empresa puede solicitar certificación** de un prestador de atención médica para verificar la licencia médica y puede solicitar certificación de una exigencia que califique.

La FMLA no afecta ninguna ley federal o estatal que prohíba la discriminación, ni invalida ninguna ley estatal o local o acuerdo colectivo que proporcione mayores derechos de licencia familiar o médica.

El personal estatal puede estar sujeto a ciertas limitaciones al buscar demandas directas con respecto a licencias por sus propias condiciones graves de salud. La mayor parte del personal federal y cierta parte del congresional también está cubierta por la ley, pero está sujeta a la jurisdicción de la Oficina de Administración de Personal de EE. UU. o al Congreso.

¿Qué debe hacer mi empresa?

Si usted es elegible para una licencia de FMLA, su empresa debe:

- Permitirle que se ausente del trabajo con su empleo protegido, por un motivo que califique, **y**
- Continuar su plan de cobertura grupal de salud mientras se encuentra de licencia, de la misma forma que si no estuviera de licencia, **y**
- Permitirle regresar al mismo empleo, o a un empleo virtualmente igual con el mismo salario, los mismos beneficios y otras condiciones de trabajo, incluidos los turnos y la ubicación, al finalizar su licencia

Su empresa **no puede interferir con sus derechos de la FMLA** ni amenazar ni castigarle por ejercer sus derechos en virtud de la ley. Por ejemplo, su empleador no puede tomar represalias contra usted por solicitar una licencia de FMLA o cooperar con una investigación de WHD.

Tras tomar conocimiento de que su necesidad de tomar una licencia es por un motivo que califica según la FMLA, su empresa debe confirmar si usted es elegible o no para la licencia de la FMLA. Si su empresa determina que usted es elegible, su empresa debe notificarle por escrito:

- Sobre sus derechos y responsabilidades en virtud de la FMLA, **y**
- Qué parte de su licencia solicitada, si la hubiera, será protegida por la FMLA

¿Dónde puedo encontrar más información?

Llame al **1-866-487-9243** o visite **dol.gov/agencies/whd/fmla** para conocer más.

Si cree que sus derechos según la FMLA han sido violados, puede presentar una denuncia ante la WHD o presentar una demanda privada contra su empresa en la corte. **Escanee el código QR para conocer más sobre el proceso de denuncias de la WHD.**

ESCANEAR

DIVISIÓN DE HORAS Y SALARIOS
DEPARTAMENTO DE TRABAJO DE LOS EE.UU.

1-866-487-9243
dol.gov/agencies/whd/espanol

Know Your Rights:
Workplace Discrimination is Illegal

The U.S. Equal Employment Opportunity Commission (EEOC) enforces Federal laws that protect you from discrimination in employment. If you believe you've been discriminated against at work or in applying for a job, the EEOC may be able to help.

Who is Protected?

- Employees (current and former), including managers and temporary employees
- Job applicants
- Union members and applicants for membership in a union

What Organizations are Covered?

- Most private employers
- State and local governments (as employers)
- Educational institutions (as employers)
- Unions
- Staffing agencies

What Types of Employment Discrimination are Illegal?

Under the EEOC's laws, an employer may not discriminate against you, regardless of your immigration status, on the bases of:

- Race
- Color
- Religion
- National origin
- Sex (including pregnancy, childbirth, and related medical conditions, sexual orientation, or gender identity)
- Age (40 and older)
- Disability
- Genetic information (including employer requests for, or purchase, use, or disclosure of genetic tests, genetic services, or family medical history)
- Retaliation for filing a charge, reasonably opposing discrimination, or participating in a discrimination lawsuit, investigation, or proceeding
- Interference, coercion, or threats related to exercising rights regarding disability discrimination or pregnancy accommodation

What Employment Practices can be Challenged as Discriminatory?

All aspects of employment, including:

- Discharge, firing, or lay-off
- Harassment (including unwelcome verbal or physical conduct)
- Hiring or promotion
- Assignment
- Pay (unequal wages or compensation)
- Failure to provide reasonable accommodation for a disability; pregnancy, childbirth, or related medical condition; or a sincerely-held religious belief, observance or practice
- Benefits
- Job training
- Classification
- Referral
- Obtaining or disclosing genetic information of employees
- Requesting or disclosing medical information of employees
- Conduct that might reasonably discourage someone from opposing discrimination, filing a charge, or participating in an investigation or proceeding
- Conduct that coerces, intimidates, threatens, or interferes with someone exercising their rights, or someone assisting or encouraging someone else to exercise rights, regarding disability discrimination (including accommodation) or pregnancy accommodation

What can You Do if You Believe Discrimination has Occurred?

Contact the EEOC promptly if you suspect discrimination. Do not delay, because there are strict time limits for filing a charge of discrimination (180 or 300 days, depending on where you live/work). You can reach the EEOC in any of the following ways:

Submit an inquiry through the EEOC's public portal: *https://publicportal.eeoc.gov/Portal/Login.aspx*

Call 1–800–669–4000 (toll free)
1–800–669–6820 (TTY)
1–844–234–5122 (ASL video phone)

Visit an EEOC field office (information at *www.eeoc.gov/field-office*)

E-Mail *info@eeoc.gov*

Additional information about the EEOC, including information about filing a charge of discrimination, is available at *www.eeoc.gov*.

EMPLOYERS HOLDING FEDERAL CONTRACTS OR SUBCONTRACTS

The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) enforces the nondiscrimination and affirmative action commitments of companies doing business with the Federal Government. If you are applying for a job with, or are an employee of, a company with a Federal contract or subcontract, you are protected under Federal law from discrimination on the following bases:

Race, Color, Religion, Sex, Sexual Orientation, Gender Identity, National Origin

Executive Order 11246, as amended, prohibits employment discrimination by Federal contractors based on race, color, religion, sex, sexual orientation, gender identity, or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

Asking About, Disclosing, or Discussing Pay

Executive Order 11246, as amended, protects applicants and employees of Federal contractors from discrimination based on inquiring about, disclosing, or discussing their compensation or the compensation of other applicants or employees.

Disability

Section 503 of the Rehabilitation Act of 1973, as amended, protects qualified individuals with disabilities from discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment by Federal contractors. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship to the employer. Section 503 also requires that Federal contractors take affirmative action to employ and advance in employment qualified individuals with disabilities at all levels of employment, including the executive level.

Protected Veteran Status

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, prohibits employment discrimination against, and requires affirmative action to recruit, employ, and advance in employment, disabled veterans, recently separated veterans (i.e., within three years of discharge or release from active duty), active duty wartime or campaign badge veterans, or Armed Forces service medal veterans.

Retaliation

Retaliation is prohibited against a person who files a complaint of discrimination, participates in an OFCCP proceeding, or otherwise opposes discrimination by Federal contractors under these Federal laws.

Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under OFCCP's authorities should contact immediately:

The Office of Federal Contract Compliance Programs (OFCCP)
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, D.C. 20210
1–800–397–6251 (toll-free)

If you are deaf, hard of hearing, or have a speech disability, please dial 7–1–1 to access telecommunications relay services. OFCCP may also be contacted by submitting a question online to OFCCP's Help Desk at *https://ofccphelpdesk.dol.gov/s/*, or by calling an OFCCP regional or district office, listed in most telephone directories under U.S. Government, Department of Labor and on OFCCP's "Contact Us" webpage at *https://www.dol.gov/agencies/ofccp/contact*.

PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

Race, Color, National Origin, Sex

In addition to the protections of Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs. Title IX of the Education Amendments of 1972 prohibits employment discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance.

Individuals with Disabilities

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits employment discrimination on the basis of disability in any program or activity which receives Federal financial assistance. Discrimination is prohibited in all aspects of employment against persons with disabilities who, with or without reasonable accommodation, can perform the essential functions of the job.

If you believe you have been discriminated against in a program of any institution which receives Federal financial assistance, you should immediately contact the Federal agency providing such assistance.

(Revised 6/27/2023)

Conozca sus Derechos:
La Discriminación en el Lugar de Trabajo es Ilegal

La Comisión Para la Igualdad de Oportunidades en el Empleo (EEOC, por sus siglas en inglés) de los EE. UU. hace cumplir las leyes federales que lo protegen contra la discriminación en el empleo. Si cree que ha sido discriminado(a) en el trabajo o al solicitar un trabajo, la EEOC puede ayudarle.

¿Quién está Protegido?

- Empleados (actuales y anteriores), incluyendo gerentes y empleados temporales
- Aplicantes de trabajo
- Miembros de sindicatos y Solicitantes de membresía en un sindicato

¿Qué Organizaciones están Cubiertas?

- La mayoría de los empleadores privados
- Gobiernos estatales y locales (como empleadores)
- Instituciones educativas (como empleadores)
- Sindicatos
- Agencias de empleo

¿Qué Tipos de Discriminación Laboral son Ilegales?

Según las leyes de la EEOC, un empleador no puede discriminarlo, independientemente de su estatus migratorio, por motivos de:

- Raza
- Color
- Religión
- Origen nacional
- Sexo (incluyendo embarazo, parto, y condiciones médicas relacionadas, orientación sexual o identidad de gnero)
- Edad (40 años o más)
- Discapacidad
- Información genética (incluyendo solicitudes del empleador para la compra, el uso o la divulgación de pruebas genéticas, servicios genéticos o historial médico familiar)
- Tomar represalias por presentar un cargo, oponerse razonablemente a la discriminación o participar en una demanda, investigación o procedimiento por discriminación
- Interferencia, coerción o amenazas relacionadas con el ejercicio de los derechos relacionados con la discriminación por discapacidad o la acomodación por embarazo

¿Qué Prácticas Laborales Pueden ser Discriminatorias?

Todos los aspectos del empleo, incluyendo:

- Despidos
- Acoso (incluyendo conducta física o verbal no deseada)
- Contratación o promoción
- Asignaciones
- Remuneración (salarios desiguales o compensación)
- Falta de proporcionar adaptaciones razonables para una discapacidad; embarazo, parto o condición médica relacionada al embarazo o parto; o para la observancia o práctica de una creencia religiosa sincera
- Beneficios
- Formación profesional
- Clasificación
- Referencias
- Obtención o divulgación de información genética de los empleados
- Solicitud o divulgación de información médica de los empleados
- Conducta que podría desalentar razonablemente a alguien de oponerse a la discriminación, presentar un cargo o participar en una investigación o procedimiento
- Conducta que coaccione, intimide, amenace o interfiera con el ejercicio de sus derechos por parte de alguien, o alguien que ayude o aliente a otra persona a ejercer sus derechos, en relación con la discriminación por discapacidad (incluyendo las adaptaciones) o adaptaciones por embarazo

¿Qué Puede Hacer si Cree que ha Ocurrido Discriminación?

Comuníquese con la EEOC de inmediato si sospecha discriminación. No demore, porque existen límites de tiempo estrictos para presentar una denuncia por discriminación (180 o 300 días, según el lugar donde viva o trabaje). Puede comunicarse con la EEOC de cualquiera de las siguientes maneras:

Presentar una consulta a través del Portal Público de la EEOC: *https://publicportal.eeoc.gov/Portal/Login.aspx*

Llame 1–800–669–4000 (número gratuito)
1–800–669–6820 (TTY)
1–844–234–5122 (Video Teléfono de ASL)

Visite una Oficina de Campo de la EEOC (información en *www.eeoc.gov/field-office*)

Corre Electrónico: *info@eeoc.gov*

Información adicional sobre la EEOC, incluyendo información sobre cómo presentar un cargo de discriminación, está disponible en *www.eeoc.gov/es*.

EMPLEADORES QUE TIENEN CONTRATOS O SUBCONTRATOS FEDERALES

La Oficina de Programas de Cumplimiento de Contratos Federales (OFCCP, por sus siglas en inglés) del Departamento de Trabajo hace cumplir los compromisos de no discriminación y acción afirmativa de las empresas que hacen negocios con el gobierno federal. Si está solicitando un trabajo con, o es un empleado de una empresa con un contrato o subcontrato federal, usted está protegido(a) por la ley federal contra la discriminación en las siguientes bases:

Raza, Color, Religión, Sexo, Orientación Sexual, Identidad de Género, Origen Nacional

La Orden Ejecutiva 11246, enmendada, prohíbe la discriminación laboral por parte de los contratistas federales por motivos de raza, color, religión, sexo, orientación sexual, identidad de género u origen nacional, y requiere acción afirmativa para garantizar la igualdad de oportunidades en todos los aspectos del empleo.

Preguntar, Divulgar o Discutir Salarios

La Orden Ejecutiva 11246, enmendada, protege a los solicitantes y empleados de contratistas federales de la discriminación basada en preguntar, divulgar o discutir su compensación o la compensación de otros solicitantes o empleados.

Discapacidad

La Sección 503 del Acta de Rehabilitación de 1973, según enmendada, protege a las personas calificadas con discapacidades contra la discriminación en la contratación, promoción, despido, pago, beneficios complementarios, capacitación laboral, clasificación, referencias y otros aspectos del empleo por parte de contratistas federales. La discriminación por discapacidad incluye no hacer adaptaciones razonables a las limitaciones físicas o mentales conocidas de una persona con una discapacidad que de otro modo calificaría y que es un solicitante o empleado, a menos que haga una dificultad excesiva para el empleador. La Sección 503 también requiere que los contratistas federales tomen medidas afirmativas para emplear y promover a personas calificadas con discapacidades en todos los niveles de empleo, incluyendo a nivel ejecutivo.

Estatus Protegido Como Veterano

El Acta de Asistencia para el Reajuste de los Veteranos de la Era de Vietnam de 1974, modificada, 38 U.S.C. 4212, prohíbe la discriminación laboral y requiere acción afirmativa para reclutar, emplear y avanzar en el empleo a veteranos discapacitados, veteranos recientemente separados (es decir, dentro de los tres años posteriores al su separación o liberación del servicio activo), veteranos en servicio activo en tiempo de guerra o insignia de campaña, o veteranos con medallas de servicio de las fuerzas armadas.

Represalias

Se prohíben las represalias contra una persona que presente una queja por discriminación, participe en un procedimiento de la OFCCP o se oponga a la discriminación por parte de contratistas federales en virtud de estas leyes federales.

Cualquier persona que crea que un contratista ha violado sus obligaciones de no discriminar o acción afirmativa bajo las autoridades de la OFCCP debe comunicarse de inmediato con:

La Oficina de Programas de Cumplimiento de Contratos Federales (OFCCP),
Departamento de Trabajo de los EE. UU.,
200 Constitution Avenue, N.W.
Washington, D.C. 20210
1-800-397-6251 (llamada gratuita).

Si es sordo, tiene problemas de audición o tiene una discapacidad del habla, marque 7-1-1 para acceder a los servicios de retransmisión de telecomunicaciones. También se puede contactar a la OFCCP enviando una pregunta en línea a la mesa de ayuda de la OFCCP en https://ofccphelpdesk.dol.gov/s/, o llamando a una oficina regional o distrital de la OFCCP, que figura en la mayoría de los directorios telefónicos bajo el Departamento de Trabajo de los EE.UU y en la página web "Contáctenos" de la OFCCP en https://www.dol.gov/agencies/ofccp/contact.

PROGRAMAS O ACTIVIDADES QUE RECIBEN ASISTENCIA FINANCIERA FEDERAL

Raza, Color, Origen Nacional, Sexo

Además de las protecciones del Título VII del Acta de Derechos Civiles de 1964, según enmendada, el Título VI del Acta de Derechos Civiles de 1964, según enmendada, prohíbe la discriminación por motivos de raza, color, u origen nacional en programas o actividades que reciben asistencia financiera. La discriminación laboral está cubierta por el Título VI si el objetivo principal de la asistencia financiera es la provisión de empleo, o cuando la discriminación laboral cause o pueda causar discriminación en la prestación de servicios bajo dichos programas. El Título IX de las Enmiendas de Educación de 1972 prohíbe la discriminación laboral por razón de sexo en programas o actividades educativas que reciben asistencia financiera federal.

Personas con Discapacidades

La Sección 504 del Acta de Rehabilitación de 1973, enmendada, prohíbe la discriminación laboral por motivos de discapacidad en cualquier programa o actividad que reciba asistencia financiera federal. Está prohibida la discriminación en todos los aspectos de empleo contra las personas con discapacidades que, con o sin ajustes razonables, pueden desempeñar las funciones esenciales del trabajo.

Si cree que ha sido discriminado(a) en un programa de cualquier institución que recibe asistencia financiera federal, debe comunicarse de inmediato con la agencia federal que brinda dicha asistencia.

(Actualizado 6/27/2023)

District Calendar

David City Public Schools | Updated 2025-2026 School Calendar | Board Approved Wed Feb 12, 2025

July

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March

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Feb 13 - School NOT in Session
Mar 6 - School NOT in Session
Mar 12 - End of 3rd Qtr (45 Days)
Mar 13 - School NOT in Session
Mar 16 - School NOT in Session; Possible Dist Speech Host
Mar 17 - 4th Quarter Begins
Apr 2 - pK-12 P/T Conf 10am-6pm; No School For Students
Apr 3 - School NOT in Session
Apr 6 - Staff Prof Dev Day; No School For Students
Apr 20 - School NOT in Session
May 13 - Seniors Last Day
May 16 - Graduation at 1pm
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TEACHER DISTRICT HANDBOOK 2025-2026

Updated 6-2-2025

David City Public Schools
750 D Street
David City, Nebraska 68632

Table of Contents

Table of Contents

Forward **1**

Section 1 Intent of Handbook 1

Section 2 School Mission Statement 2

Mission and Vision 2

District Mission/Vision Statement: 2

Section 3 Mutual Respect: 2

Section 4 Members of the Board of Education 3

Section 5 Administrative Staff 3

Article 1 - School Calendar and Schedules **4**

Section 1 School Calendar 4

The Official School District Calendar 5

Section 2 Severe Weather and School Cancellations 5

Decision to Close Schools 5

Activities/Practices. 5

After School Starts 5

Parental Decisions 5

Emergency Conditions 6

Section 3 Contract Days 6

Section 4 Make-Up Days 6

Article 2 – Employment, Compensation, and Benefits **6**

Section 1 Employment 6

Section 2 Assignments 7

Section 3 Personnel File 7

Section 4 Grievances and Complaints 7

Section 5 Compensation 8

Regular Salary and Extra-Duty Compensation 8

Changes in Salary Schedule Placement 8

Salary Payments 8

Section 6 Extended Duty Pay 8

Section 7 Benefits 8

Section 8 Payroll and Payroll Deductions 9

Section 9 Expense Reimbursement 9

Section 10 403(b) Salary Reduction Agreements 9
Section 11 Overtime 10

Article 3 Absences From Work 11
Section 1 Paid Leave - Sick and Personal Leaves 11
Requests for Leave 11
Return from Leave 12
Section 2 Payroll Deductions for Absences in Excess of Paid Leave 12
Section 3 Leaves of Absence 12
Section 4 Jury Duty/Summons 12
Section 5 Military Leave 13
Family and Medical Leave Act 13

Article 4 – Duties and Responsibilities 14
Section 1 Hours of Work & Meetings 14
Section 2 Arrival to Duty Assignments 14
Section 3 Leaving School 14
Section 4 Lesson Plans 15
Section 5 Daily Class Record 15
Class Daily Record Books 15
Section 6 Classroom and School Procedures 15
Bulletin Boards 15
Text Book and Room Inventory 15
Use of Cell Phones 16
Use of Paraprofessionals 16
Use of Student Aides 16
Checking Out of Equipment 16
Requisition of Equipment and Supplies 16
E-mail 16
Teacher Mailbox 17
Teachers Meetings 17
Section 7 Supervision of Students 17
1. Proper Supervision 17
2. Proper Instructions 18
3. Proper Maintenance of Buildings, Grounds, and Equipment 18
4. Proper Warnings 18
Contact the Office for Assistance 18
Student Searches 18
Student Rights 19
Section 8 Managing Student Conduct 19

Section 9 Dispensing Medication 20
Section 10 Reporting Child Abuse 20

Article 5 – Personal and Professional Conduct 21
Section 1 Professional Ethics Standards 21
Section 2 Evaluations 21
Section 3 Relationships 21
Section 4 Professional Attire 21
Section 5 Private Tutoring 22
Section 6 Outside Employment 22

Article 6 – Academic Matters 22
Section 1 Purpose and Goals of Academic Achievement 22
Section 2 Teaching to Student Understanding to Assure Learning 22
Section 3 Instruction in the Curriculum 23
Section 4 Measuring and Reporting Academic Achievement 23
Grades and Grading 23
Recording Grades 23
Grade Scales 24
Secondary Grading Scale 24
Elementary Grading Scale 24
Reconsideration of Grades/Marks 24
Transfer Grades 25
Reports to Parents 25
Section 5 Parent-Teacher Conferences 25
Section 6 Publication of Student Work and Photos/Videos of Students 26

Article 7 – Use of School Facilities and Equipment 27
Section 1 Drug-Free Workplace 27
Section 2 Smoke and Tobacco- Essential Oils-Free Workplace 27
Section 3 Weapon-Free Workplace 27
Section 4 Use of District Computer Network and Internet 28
Section 5 Use of School Facilities 30
Section 6 Care of School Property 30
Section 7 Visitors 31
Section 8 Salespersons 31
Section 9 Security of Desks and Lockers 32
Section 10 Video Surveillance 32
Section 11 Bulletins and Announcements 32
Section 12 Copyright and Fair Use Policy 33
Section 13 Lost and Found 33

Section 14 Safety 34
Safety Program and Safety Committee 34
Safety Practices 34
Transportation 35
Accidents 35
Workers Compensation 35

Article 8 – State and Federal Programs 35
Section 1 Notice of Nondiscrimination 35
Section 2 Designation of Coordinators 37
Section 3 Anti-discrimination & Harassment Policy 37
Elimination of Discrimination 37
Preventing Harassment and Discrimination 37
Complaint and Grievance Procedures 38
Section 4 Grievance Procedure for Persons with a Disability 39
Section 5 Confidentiality of Student Records (FERPA) 39
Section 6 Disclosure of Student Information to Military Recruiters and Colleges 40
Section 7 Disclosure of Staff Qualifications 40
Section 8 Student Privacy Protection 40
Section 9 Parental Involvement 40
General - Parental/Community Involvement in Schools 40
Title I Parental Involvement 41
Section 10 Homeless Students 41
Section 11 Breakfast and Lunch Programs 41
Section 12 Confidentiality of Protected Health Information 42

Activity and Coaching Assignments 43

Admission to Extracurricular Events 43

American History Education Policy/Americanism 43

Announcements and Advertisements 44

Assessments 44

Care of the Room 44

Ceremonies and Observances 44

Certified Staff 45
Certified Staff Extra Curricular Pay 45
Certified Staff Absences 45
Certified Staff Leave Request Forms 45

Certified Staff Payroll 46
Certified Staff Nebraska Public Employees Retirement Systems 46
Eligibility Requirements for School Retirement System: 46
Employees Who Cannot Be Members 46
Employees Who Have the Option to Be a Member or Not 46
Enrollment Procedures 47
Certified Staff Social Security/Medicare/Tax Sheltered Annuities/ Nebraska Income Tax 47
Compensation Pay 47
Courtesy Fund 48

Crisis Response Team 48
Objectives 48
Guidelines for a Crisis 48
General Recommendations 49
Responsibilities 50
Administrative Responsibilities 50
Superintendent: 50
Building Principal: 50
Staff: 50
OPEN-ENDED QUESTIONS FOR CLASSROOM DISCUSSION 51
YOUNG PEOPLE AND GRIEF 51

Dismissing of Children 54

Effective Communications 54

Equipment Loans 54

Field Trip Guidelines 54

Grievance Procedure 55

Library Media Center 55

Lunch 55

Multicultural Education Policy 55

Social Functions 55

Personnel Complaint Procedures 56

Professional Growth 56

Professional Growth Points 56

Professional Organizations 58

Photocopies/Coping **58**

Relationship to School and Community **58**

Requisition Forms, Purchase Orders, Purchases, and Checks (Procedures) **59**
Purchases on School Account (Charge Accounts 59
Purchase Orders 59
Club and Organization sales 60

Room Repair Form **60**

School Volunteers **60**

Student Assistance Team **60**

Mileage and Expenses **61**

Teacher Supervision Responsibilities **61**
Classroom Supervision 61
Hallway Supervision 61
Teacher Supervision After School 61
Pending Inclement Weather Supervision 61

Teaching Certificate **62**

Textbooks **62**
Textbook Selection 62
Guiding Principles 62
Procedures 62
General Guidelines 64
Labeling and Inventory of Textbooks 64
Textbook fines 64

Special Education - Instruction **64**

Secondary School Staff Assignments **65**

David City Elementary School Staff Assignments **66**

Bellwood Elementary School Staff Assignments **67**

Teacher Evaluation **68**

Employee Rights **69**

Receipt of Teacher Handbook **77**

Forward

Section 1 Intent of Handbook

Welcome to David City Public Schools. This handbook is intended to be used by teachers and other certificated staff to provide general information about David City Public Schools and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the David City Public Schools and the David City Public Schools Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

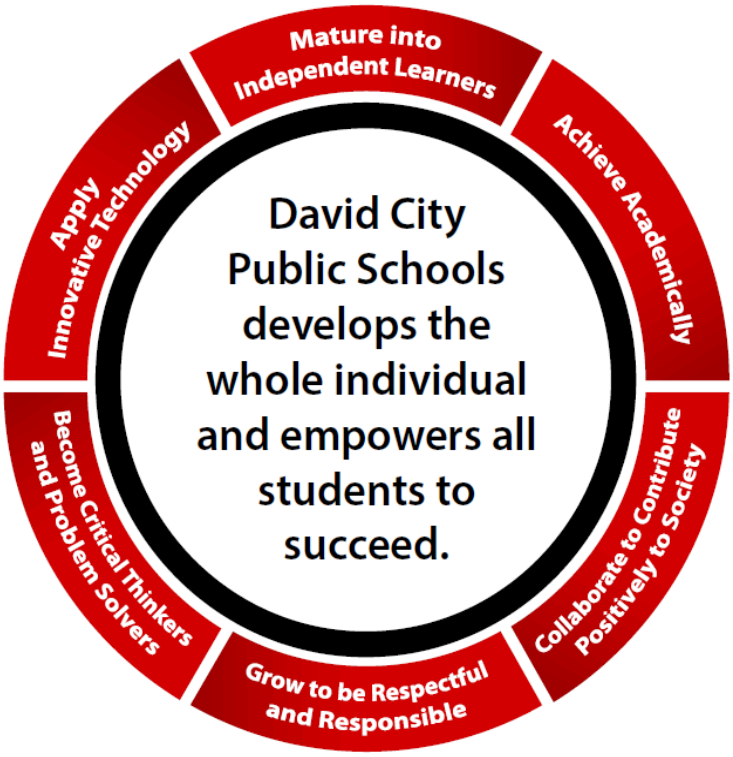
The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the current school year and subsequent school years unless replaced by a later edition.

Section 2 School Mission Statement

Mission and Vision

District Mission/Vision Statement:



All Scouts Have Power

Section 3 Mutual Respect:

The David City Public School District expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 4 Members of the Board of Education

Name	Contact Information
Stephanie Summers, President	summerss@dcscouts.org
Marcus Thoendel, Vice President	thoendelm@dcscouts.org
Kasey Kuhlman, Secretary	kuhlmank@dcscouts.org
Don Moravec	moravecd@dcscouts.org
Justin Krafka	krafkaj@dcscouts.org
Aaron Rerucha	reruchaa@dcscouts.org

Section 5 Administrative Staff

Dr. Chad Denker – Superintendent

Mr. Brian Hermelbracht – Activities Director

Mrs. Stacy Athow – Secondary Principal

Mr. Chad Lindsley – Assistant Secondary Principal

Mrs. Lindsey Greenfield - David City Elementary Principal

Ms. Peggy Romshek - Bellwood Elementary Principal

Ms. Kari Daniels – Special Services Director

Article 1 - School Calendar and Schedules

Section 1 School Calendar

David City Public Schools — Updated 2025-2026 School Calendar — Board Approved Wed Feb 12, 2025

July

S	M	T	W	T	F	S
		~~1~~	~~2~~	~~3~~	~~4~~	~~5~~
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August

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September

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December

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The Official School District Calendar

The official district calendar is a google calendar. Teachers, coaches and sponsors can access it and are responsible for communicating all changes to administration. Administrators or specific designees are responsible to keep it updated.

Section 2 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. For information on closings check local broadcasts, Facebook, Twitter, District-wide Messaging System (text and email), and the school website.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. The David City Public School District will be using an automated phone system to inform families in the district of any school early dismissal, late start or closure. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, kindergarten, student activities).

Activities/Practices

If school is closed due to dangerous weather there will be no meetings or extra curricular activities unless approved by the superintendent or designee.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be sent via the school messaging system. Parents should have a plan in place to accommodate these circumstances.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly

notify the school of their decision. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions

David City Public School District has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 3 Contract Days

Teachers are contracted for 186 days (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

Section 4 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – Employment, Compensation, and Benefits

Section 1 Employment

A teacher is employed by David City Public Schools when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 1 of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before March 15 or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the March 15 or other designated date shall constitute cause for amendment or termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after a date determined by the Board Education or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-820.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.. Policy 4013

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation

Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement

Changes in a teacher's placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of those specific credits for that specific year.

Salary Payments

Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a vacation or weekend day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6 Extended Duty Pay

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid at $1/186^{th}$ of schedule placement on a per diem basis for such teacher's extended time.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make an election, the

teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9 Expense Reimbursement

Reimbursement for authorized mileage may be paid to teachers required to drive their own vehicles during their regular scheduled working hours between two or more work sites if a school vehicle is not available. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under a Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor (Union Bank) of the 403(b) Plan.

Section 11 Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime or compensatory time. A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "A" to this handbook.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 Absences From Work

Section 1 Paid Leave - Sick and Personal Leaves

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Requests for Leave

Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important.

A substitute folder should be kept on your top desk and should contain the following information:

1. Class schedule
2. Class list
3. Reading groups
4. Fire and disaster drill procedures
5. Location of supplies that might be used
6. Tests being used
7. List of reliable students to answer his/her questions as to procedures
8. Copy of discipline model
9. Special education, speech, physical education, music, and Title I students and their schedules
10. Copy of duty schedule
11. Seating Chart
12. Supplemental activities

A teacher who becomes ill and is unable to work is to contact the Building Principal or their designee before 6:30 a.m. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the Building Principal as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the teacher is to make an advanced report of the need for leave as soon as possible.

For personal and other leaves (including professional), a request for leave is to be submitted to the Building Principal at least three school days prior to the leave, except in case of emergency.

Return from Leave

Upon return from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement to the Principal from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days or work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator; e.g. one day missed = 1/186th of total salary and fringe benefits. All requests must be approved by the Superintendent.

Section 3 Leaves of Absence

A teacher may apply to the Board of Education for a leave of absence from the teacher's duties. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except for the payment of health insurance benefits as may be required under applicable state or federal laws.

Section 4 Jury Duty/Summons

A teacher who is summoned for jury service shall promptly notify the Principal of such summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur, except that the District may reduce the pay by an amount equal to any compensation, other than expenses, paid by the court for jury duty. Teachers are to notify the District Office of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal and Superintendent of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 5 Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Teachers who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Teachers who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the teacher's regular annual leave.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) provides for 12 weeks of job-protected unpaid leave in a 12-month period to eligible employees in specified circumstances. A publication provided by the federal government which provides more information about FMLA leaves is attached as Appendix "C" to this handbook. Some specifics regarding FMLA leave at David City Public Schools:

- The plan year for FMLA is a rolling year. A rolling year is a 12-month period measured backward from the date an employee last used any FMLA leave.
- Employees will be required to substitute remaining applicable paid leave prior to using unpaid leave. In other words, the total of job-protected paid and unpaid leave is 12 weeks.

If you need to take an FMLA leave, or have any questions regarding an FMLA leave, you should contact the Superintendent.

Article 4 – Duties and Responsibilities

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment position.

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Certificated employees assigned to a building are to spend eight hours on site, except the 30-minute duty-free lunch time which may be spent off-site. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on playground, lunchroom and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site work day as 7:45 a.m. to 3:45 p.m. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building, being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins. Teachers are to assure that students are supervised within their classrooms.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office or on a designated on-line form.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in

with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare weekly electronic lesson plans which cover at least five days of instruction. Administration must have access to the lesson plans. Please keep the lesson plans, class rosters, etc. in a substitute folder in an accessible file. The minimum requirements for teacher lesson plans are the following:

- Learning Goal(s)
- Educational Standard (Standard number is sufficient)
- Activity / Materials needed

In a situation where a substitute teacher or other staff member not familiar with previous classroom content will be covering your classroom, the teacher may need to provide more detailed plans.

Section 5 Daily Class Record

Class Daily Record Books

Every teacher is required to keep a complete and up to date record of attendance and achievement. A record of grades and attendance will be kept on the school software program (Infinite Campus).

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

Bulletin Boards

Each teacher shall be responsible for completing appropriate bulletin boards regarding curriculum related matters in their primary classroom.

Textbook and Room Inventory

All school purchased materials must be inventoried with the building bookkeeper or secretary. Teachers should keep good records of who has which book. At the start of the year, note the condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in again, note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair.

Use of Cell Phones

Teachers shall not use personal cell phones for any non-school purpose during student contact time.

Use of Paraprofessionals

Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraprofessionals' first priority is to assist the teacher in serving the needs of the students. Paraprofessionals will assist with instructional activities under the direction of the teacher and help to supervise students. Other tasks may be assigned to paraprofessionals once student needs have been met. Paraprofessionals are to work only on their assigned work days and within their assigned work day. **If the teacher desires the aide to work hours other than the assigned work hours or assigned work day, contact the administration for approval.**

Use of Student Aides

Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are **NEVER** to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

Checking Out of Equipment

All school equipment being used for personal use must be checked out through the superintendent's office.

Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office via electronic requisition. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee. No purchases shall be made without prior approval of the building administrator.

E-mail

Each teacher will be assigned a school email address for purposes of intra-school and inter-school email correspondence. Teachers should check email throughout the day, and should respond promptly to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

Teacher Mailbox

Each teacher will be assigned a mailbox located in the designated building area. Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer teachers are responsible for responding promptly. Teacher mail boxes are to be limited to communication regarding school business.

Teachers Meetings

Teachers meetings will be held as scheduled by the Building Principals. **ALL** teachers are expected to be present for the meetings, unless they are absent from school and/or have made prior arrangements.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. .

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited at the David City Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When you go over safety rules with students, note it in your written records (e.g., your lesson plan).
- Review playground and classroom safety rules with students at least once each semester. Also, if any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- Check your communication device periodically to make sure you can communicate with the office immediately in the event of an emergency.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, vapes, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

Office administration must also be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students will be treated fairly and given the same treatment without consideration of race (including skin color, hair texture, and protective hairstyles), color, religion, gender, or disability. Students who need special accommodations will be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff members are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, and during lunch.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. **On the first day of class make students aware of classroom expectations**. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing and communicated to parents.
2. It is important to **document student behavior** in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after establishing norms, re-teaching norms, and giving a reminder, the problems continue, talk to the student's **counselor** or the **Principal** about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting forms (Infinite Campus). Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. If a teacher sends a student to the office, be sure that the student arrives there in a timely manner. Refer students with continued and significant behavioral problems to the Student Assistance Teachers should be sure that they notify the office that a student is on his/her way to the office.
6. The SAT Team will determine whether the student is in need of interventions or special services. Contact the principal if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.

9. Use good judgment and maintain confidentiality when dealing with difficult situations involving students. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable. **Refer to District School Board Policy 5101.**
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- Placed in a situation that endangers his or her life or physical or mental health;
- Cruelly confined or cruelly punished;
- Deprived of necessary food, clothing, shelter, or care;
- Left unattended in a motor vehicle if such minor child is six years of age or younger;
- Sexually abused; or
- Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor

does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. The school counselor or an administrator can help you.

Article 5 – Personal and Professional Conduct

Section 1 Professional Ethics Standards

Policy 4190

Section 2 Evaluations

Policy 4150 Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students Policy 4025. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 4 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should

not wear clothing which students would not be permitted to wear at school. The school issued identification badge should be worn and visible while on duty. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 5 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 6 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties per Policy 4036.

Article 6 – Academic Matters

Section 1 Purpose and Goals of Academic Achievement

The David City Public Schools Board of Education is committed to providing a quality education for all David City Public School students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient or English Learner students ("LEP or EL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/EL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

In general, full-length movies or television programs should not be utilized during instructional lessons.

A. It is preferable that the portions of the movie or program pertinent to the objectives of the lesson should be identified and utilized.

B. Full-length movies or programs may be utilized only if the video media is approved by the administration AND are specifically listed in the curriculum for that course.

C. On occasion, movies are allowed as an incentive per administrative approval.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. Grades must be recorded for all curricular areas.

Recording Grades

Each teacher shall record grades. A sufficient number of grades must be recorded to justify all quarter and semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales

Teachers are to use only the grading scales set forth below. Student grades should reflect student mastery of content as evidenced by performance on Summative Evaluations. Formative Assessment should be worth no more than 20% of a student's grade. Any deviation from the approved grade scales must be approved by the building principal.

Secondary Grading Scale

Grading System		Conversion Chart		
A – Superior	93-100	A+	97-100	4.0
B – Above Average	87-92	A	95-96	4.0
C – Average	78-86	A-	93-94	4.0
D – Below Average	70-77	B+	90-92	3.5
F – Failing	0-69	B	88-89	3.0
I – Incomplete		B-	86-87	3.0
		C+	83-85	2.5
		C	80-82	2.0
		C-	78-79	2.0
		D+	74-77	1.5
		D	73-72	1.0
		D-	71-70	1.0
		F	0-69	0.0

A failing grade should not be given to a student unless the teacher has made direct contact with the parent of the student in question prior to the end of the marking period.

Elementary Grading Scale

Elementary grading will be based upon performance on standards. These marks will be:

4 = Advanced (student exceeds grade-level expectations)
3 = Proficient (student meets grade level expectations)
2 = Progressing (student has partial, but not complete, mastery of the standard)
1 = Beginning (student has little or no mastery of the standard)

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Transfer Grades

A student transferring into David City Public Schools at the fifteen-to eighteen-week time period will have all grades on transcript from an accredited school accepted for semester credit. Grades must be approved for credit by the Principal.

Reports to Parents

Grades and credit are assigned on a quarter (9 weeks) or semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as first quarter, first semester, third quarter, and second semester. Students will also be given behavior grades based on Preparation, Respect, Integrity, Dedication, and Effort. These reports will be sent out at mid-term of each quarter.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter reports. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Section 5 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled twice during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences by approval of administration.

Teachers are expected to be prepared for such conferences. Being prepared includes

- Summary of student academic and behavioral performance to this point
- What you've recently covered in class
- What you will be covering next
- Grading policies / procedures
- District and State Assessment results (where appropriate)
- Any specific anecdotes about the student (if you have something to share)

Section 6 Publication of Student Work and Photos/Videos of Students

Unless parents have requested (in writing) more restrictions, the following rules govern the publication of student work and images of students (video and photographs).

<table>
<tr><th colspan="2">Publication</th><th>Student Work (photos, text, audio, video)</th><th>Photo/videos of students</th></tr>
<tr><td colspan="2">Community Newspaper</td><td colspan="2">● Individual
● Group
● Full Name
● Family Affiliation</td></tr>
<tr><td colspan="2">School Newspaper/ Yearbook</td><td colspan="2">● Individual
● Group
● Full Name</td></tr>
<tr><td colspan="2">Submission of student work for participation in contests or for consideration for publication (other than local contests/local paper)</td><td colspan="2">● Parent permission
● Student permission</td></tr>
<tr><td colspan="2">Local Use (classroom, school) not generally accessible to the public</td><td>● Full use during year created (see next entry for subsequent use)</td><td>● Full use during year created (without names, if possible, in subsequent years)</td></tr>
<tr><td colspan="2">Local Use (classroom, school) not generally accessible to the public: Student Work samples saved as models</td><td>● Student written permission
● Parent written permission
● Full use without student identification (unless student requests their name to be used with their work product or name is embedded in the project)
● Student and parent retain copyright rights and can withdraw permission for use at any time</td><td></td></tr>
<tr><td colspan="2">Local Use (accessible/intended for public recognition* or public relations)</td><td colspan="2">● Full use during year created
● Full name for recognition</td></tr>
<tr><td rowspan="2">Posting online</td><td>School Website</td><td colspan="2">● Identify by class or grade
● Full name for recognition</td></tr>
<tr><td>Other educational websites</td><td colspan="2">● Tell parent how to access
● Identify by class or grade
● Full name for recognition</td></tr>
</table>

* “recognition” means the public acknowledgement of the work or contributions of an individual student or group of students; this public recognition of success is essential to encourage and recognize student participation and success in the life and work of the school

Article 7 – Use of School Facilities and Equipment

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 unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed upon teachers who violate the aforementioned standards of conduct. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products in the District's buildings and on school grounds, all owned or leased facilities and vehicles are prohibited.

As outlined in Policy 6111 Essential Oils are prohibited from being used in classrooms.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

- Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- The frame or receiver of any object described in the preceding example;
- Any firearm muffler or silencer;
- Any explosive, incendiary or gas bomb, grenade, rocket, missile, mine, or similar device;
- Any bludgeon, sand club, metal knuckles, or throwing star;
- Any knife other than as used for strictly instructional or personal care or eating purposes. *A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switchblade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;*
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.
- Any other object that is designed for or intended for use as a destructive or injurious device.

A teacher in possession of mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.

A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

In using the computers and the Internet, teachers are agreeing to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District's mission. Teachers are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, gender, national origin or religion. Further, teachers are prohibited from placing such information on the Internet
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
7. Teachers will not attempt to login to the system as a system administrator.
8. Teachers understand that the intended use of all computer equipment is to meet instructional objectives.
9. Teachers will not waste or take supplies that are provided by the District.
10. Teachers will not use the network for financial gain or for any commercial or illegal activity.
11. Attempts to bypass security systems on computer workstations or servers, or vandalism will result in cancellation of privileges and may result in further consequences. Malicious attempts to harm or destroy data of another teacher, or data that resides anywhere on the network or on the Internet, or the uploading or creation of computer viruses are forbidden.
12. The District will not be responsible for any liabilities, costs, expenses, or purchases incurred by the use of the District's telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The teacher is solely responsible for any such charges. The teacher's acceptance of an email account is an acceptance of the teacher's agreement to indemnify the District for any expenses, including legal fees, arising out of the teacher's use of the system in violation of the agreement.
13. The Internet will be supplied for your use on an "as is, as available" basis. The District does not imply or expressly warrant that any information you access will be valuable or fit for a particular purpose or that the system will operate error free.
14. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
15. The District reserves the right to refuse posting of files, and to remove files.
16. The District further reserves the right to inspect a teacher's computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.

17. The computer system is not a public forum. It is provided for the limited purpose of advancing the District's mission.
18. A technology protection measure is in place that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training by the proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of a building administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.
19. Teachers are expected to complete and comply with the Acceptable Use of Computers and Networks Policy. Policy 6800

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to, the immediate suspension or termination of the teacher's Internet account and computer privileges, reprimand, suspension, or termination.

Section 5 Use of School Facilities

Teachers will be issued keys to the school. **Teachers are expected to not lose their keys and to not allow others to have access to or to use their keys.** Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Teachers are expected to use the online Facility Use Form to request use of school facilities for school sponsored activities. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration. Policy 4016

Section 6 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school

property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Visitors

A visitor is defined as a person who enters the buildings and proceeds to go beyond an office area. Alumni and spouses are considered visitors.

All visitors who enter the school building must report to the main office of the respective buildings, state the purpose of their visit, and obtain a visitors pass. These passes should be worn at all times while in the buildings.

All employees of the district are expected to enforce the visitor pass policy. If a staff member invites a visitor to school for a specific purpose, they are responsible for informing them to obtain a pass in the office.

If an unknown person is seen in the building without a visitor's pass, employees are expected to approach the individual(s) by asking the individual if they need assistance and informing them of the pass policy. If the person is known by the employee, they still are required to have a visitor's pass. Appropriate steps should be taken to direct the individual to the office or determine if other actions are necessary, and the office should be made aware of the presence of the visitor(s).

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare.
Policy 1010

Section 8 Salespersons

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 7:45 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 7:45 a.m., the hours are extended to that earlier time as well. Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 9 Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets and other such storage devices are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 10 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 11 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters attached to painted surfaces should use tape provided by office staff. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 12 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing coursework, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

David City Public Schools has gained approval to show the following movies in class.
Movie License Search

If a movie is shown in class, it should be linked to the curriculum or approved by the administration if used as an incentive.

Section 13 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 14 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The plan may be accessed at the following link. Emergency Operations Plan

The District also has a safety committee to address employee accidents, injuries and workplace conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers association representative of the safety committee, (2) contact the President of the teachers association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Avoid performing repetitive tasks for long periods of time (i.e., keyboarding, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas may be asked to check out a pair of safety glasses when entering any of these areas.

Transportation

Vehicles may be available for use by the faculty for school purposes. Please fill out a transportation request with the building administrator when you want to use these vehicles. Keys need to be signed in and out of the office.

Teachers who drive school vehicles must have a valid driver's license on file with the Transportation Coordinator. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. In the event that all district vehicles are in use the Transportation Coordinator may direct teachers to use their personal vehicle. It is not recommended that teachers transport students in their personal vehicles. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents

In the event of a serious personal injury staff must report to the Principal or designee immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach, supervisor or sponsor is responsible for making the report. An injury report should be filled out and submitted to the building principal or designee.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 8 – State and Federal Programs

Section 1 Notice of Nondiscrimination

The David City Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture, and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth, or related medication condition, or other protected status in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

The David City Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

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

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

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights
8930 Ward Parkway
Suite 2037
Kansas City, MO 64114
816-268-0550
FAX: 816-823-1404; TDD: 800-437-0833

The U.S. Equal Employment Opportunity Commission (EEOC)
1801 L Street, N.W.
Washington, D.C. 20507
(800) 669-4000; TDD: (800) 669-6820

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “D” to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: David City Public Schools, 750 D Street, David City, NE 68632 (402) 367-4590.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Dr. Denker
Title IX	Discrimination or harassment based on sex; gender equity	Mr. Hermelbracht
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent Special Services Director for student matters
McKinney Vento	Children who are homeless	Dr. Denker
Safe and Drug Free Schools and Communities	Safe and drug free schools	Dr. Denker

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination

The David City Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: David City Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, the David City Public Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace 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, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation, or other protected status is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race (including skin color hair texture, and protective hairstyles), color, religion, disability or national origin constitute

harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as 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 workplace, classroom or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time;
- 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 or sexual orientation, 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.

Complaint and Grievance Procedures

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom 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. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of David City Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no

circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's division is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District’s policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

Federal legislation requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The District gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.

Section 8 Student Privacy Protection

Policy 5419

The District will protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook..

Section 9 Parental Involvement

General - Parental/Community Involvement in Schools

The District's policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

1. Provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
2. Make textbooks, completed tests and other curriculum materials available for review by parents upon request;
3. Permit parents access to their child's records according to law and school policy;

4. Allow parents to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
5. Assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
6. Permit parents to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
7. Notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
8. Encourage parents to express their concerns, share their ideas and advocate for their child's education.

Title I Parental Involvement Policy 6410

The District has a separate policy relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children been given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 Homeless Students

Homeless students are not stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Activity and Coaching Assignments

Job descriptions for athletic coaches and activity sponsors, including responsibilities, philosophies, and procedures can be found in board policy.

Admission to Extracurricular Events

All teachers will be required to work at three extra-curricular activities during the school year. In return, all teachers and their immediate families will be admitted to extracurricular events free. The teacher does not have to work the activities before gaining free admission, but he or she will need to sign up for three activities.

American History Education Policy/Americanism

All American History courses approved for grade levels as provided by this section, shall include and adequately stress:

1. contributions of all ethnic groups to the development and growth of America into a great nation;
2. contribution to art, music, education, medicine, literature, science, politics and government;
3. the war services in all wars of this nation.

All grades of public, private, denominational and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purposes:

1. recital of stories having to do with American history, or the deeds and exploits of American heroes;
2. the singing of patriotic songs and the insistence that every student shall memorize the "Star-Spangled Banner" and "America the Beautiful";
3. the development of reverence for the flag and instruction as to proper conduct in its presentation.

In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American History from approved resources, taught in such a way as to make the course interesting and attractive, and to develop love of country.

In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

1. the Constitution of the United States and the State of Nebraska;
2. the benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism and similar ideologies;
3. the duties of citizenship. Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the school superintendent in every public, private, denominational and

parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veteran's Day, or on the day preceding or following such holiday, if the school is in session.

Announcements and Advertisements

Any circular or advertising displays within the school building shall be approved by administration before being posted.

Assessments

Policy 6211

Teachers will conduct classroom assessments and district assessments as outlined in the *District Assessment Plan*. Procedures will be followed that will ensure the confidentiality of an individual's assessment record. Since effective instruction depends on high-quality assessment, this district expects all assessments to provide accurate information about student achievement. The following is the District's policy regarding the purpose and use of assessment.

Care of the Room

1. A teacher's personality is expressed in the way he/she keeps house in his/her own room.
2. The following suggestions may be of value:
    a. Keep your desk clean inside and out.
    b. See that the books in the cupboards and in the bookcases are neatly arranged.
    c. See that pupils are neat and orderly.
    d. Your marker boards should show evidence of cleanliness.
    e. Bulletin boards should be used for that purpose, and not for writing.
    f. Writing on desks should be checked, and removed if it does occur.
    g. When leaving the building at the end of the day, leave your room in perfect order.
    h. Do not let students sit on the desk tops.
    i. Be sure to lock the windows in your room and adjust the shades before you leave at night. If you leave the building after 5:00 p.m., please make certain that the outside door is locked.
3. Floors should be kept clean and tidy for each succeeding teacher and class.

Ceremonies and Observances

Commemoration of special days and events shall be arranged.

Appropriate exercises may be held for the following: Veteran’s Day, Martin Luther King Day,

President's Day, Flag Day, Memorial Day. An educational lesson on the United States Constitution shall be held on September 17 every year, or in the preceding or following week if September 17 falls on a weekend or a holiday.

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

Certified Staff

Certified Staff Extra Curricular Pay

The Board of Education will pay each person for duties that are appointed and require a particular skill or control of people other than David City Public Schools students according to the negotiated agreement.

Workers for activity events will be compensated accordingly.

All remuneration under this section of the salary schedule will be made at the end of Fall, Winter and Spring sports sessions.

Certified Staff Absences

1. Teachers will not be absent from regular days, except in case of personal illness or illness in the immediate family, or by permission of the principal or superintendent. When a teacher is absent, the principal or the principal's designee is to be notified before 6:30 a.m. so that a substitute teacher may be obtained.
2. Personal Leave--See Salary Schedule Policies.
3. Professional Leave--See Salary Schedule Policies.
4. Teachers who know they're going to be absent will always notify their principal (face-to-face, text, or email) at the earliest convenient time.
5. All substitutes will be provided and approved by the principal or the superintendent.

Certified Staff Leave Request Forms

Staff members must fill out a leave request form for days missed. The form must be completed when requesting time off or immediately upon returning to work if it was not possible to complete before (i.e. called in sick). Other staff members who covered the class or the substitute teacher cannot be paid until the form is completed. For sick days, personal days, and professional days, the form is to be completed online.

Certified Staff Payroll

Policy 4032

Certified Staff Nebraska Public Employees Retirement Systems

Eligibility Requirements for School Retirement System:

1. All employees (certificated and uncertificated) of a Nebraska public school who are 21 years of age by August 15th preceding the school year and are employed 60 hours per month except as noted below. Eligibility for those employees whose hours vary each week should be calculated by averaging their monthly hours.
2. Employees who are employed in more than one public school district, if their total employment is 60 hours per month.
3. Summer school employees who are employed 60 hours per month during the regular school year in a Nebraska public school.
4. Retired employees who become re-employed 60 hours per month.
5. Non-certificated employees whose non-membership is no longer valid.

Employees Who Cannot Be Members

1. All employees (certificated and uncertificated) whose total employment in Nebraska public schools is less than 60 hours per month.
2. Substitute employees, which are defined as those who are employed intermittently at undetermined intervals.
3. Temporary residents of the United States who do NOT possess an Alien Registration Receipt Card I-151 or I-551.
4. Employees who are employed 60 hours per month but begin their employment too late in the fiscal year to acquire 516 hours worked within the fiscal year.
5. Non-certificated employees who hold a VALID non- membership. A valid non-membership is one held by a non-certificated employee who filed an Election of Non-membership with this office prior to July 1,1978 and has been continuously employed in a Nebraska public school one-half time or more through June 30, 1986 and 15 hours or more per week from June 30, 1986 to the present time.

Employees Who Have the Option to Be a Member or Not

1. Employees who are not 21 years of age on or before August 15th preceding the school year unless the membership is elected by signing a Membership Registration form. Junior employees should be given the opportunity to elect membership. when they file the Membership Registration form, they cannot again claim exemption.

2. Certificated senior school employees who have on file a non-membership affidavit, which was signed before October 1, 1945.These employees may elect membership by filing a Membership Registration form, but after doing s cannot again claim exemption.

Enrollment Procedures

Payroll Withholding

As of January 1, 1986, employee contributions to retirement are tax sheltered. These contributions are not subject to federal or state income tax until the retirement account is withdrawn or the member retires. This does not affect Social Security withholding.

The tax sheltering of employee's contributions could affect the amount contributed to other tax shelter annuities your employees may have. They should consult their agent regarding this to avoid any tax penalties.

Contribution Rates

The percentage rate for employee contributions is set by the Public Employees Retirement Board on an annual basis. Normally the Retirement Office will notify you four to six months in advance of a rate change.

Certified Staff Social Security/Medicare/Tax Sheltered Annuities/ Nebraska Income Tax

The social security deduction for a teacher coming to David City this year from another school system will be figured from $0 to $132,900. Each school district is considered a separate employer and social security paid at a former school can not be carried forward on our books.

On tax sheltered annuities, the social security and retirement deductions are figured on the gross salary. Federal and Nebraska withholding are figured after annuity and retirement deductions.
The Nebraska Income Tax is now figured on a tax table similar to the Federal Withholding.

Compensation Pay

Except as it may be the subject of a separate agreement between the Board of Education and the individual school employee, the district will not pay extra compensation to any school employee beyond the terms of his/her contract. One of the essential conditions of employment by the district is a willingness on the part of each employee to perform the duties and tasks usually expected of a person occupying such a position. The particular duties and responsibilities will be assigned by the principal and superintendent unless they are unfair and unreasonable. The employee is expected to perform them as a part of his/her employment. If the employee feels that unreasonable demands are made, he/she may appeal to the superintendent and the Board of Education in the manner specified in these regulations.

Courtesy Fund

Each staff member will be encouraged to contribute $5 per year to the District Courtesy Fund. The funds will be used to provide messages of cheer and thoughtfulness to staff and/or family members. The building secretary should be notified of any pertinent event. The secretary will then inform the district office, which will handle the matter accordingly.

Crisis Response Team

Policy 1400 1400R Emergency Operations Plan

The crisis response team will be empowered and authorized by the School Board and Administration to act in the best interests of students, staff, and district when an event including the death of a student or staff person occurs which might produce psychological, physical, or emotional problems. The crisis response team may also be activated when the administration determines the need.

Objectives

1. Provide an organized procedure to use should a crisis occur involving a student or member of the staff.
2. Maintain a safe environment for students and staff.
3. Prevent escalations of rumors.
4. Communicate with staff, students, parents and the public.
5. Continue effective instruction and carry out established routines, rules, and regulations within the school building.
6. Meet special needs of individual students by working with parents, school staff, and specialists.
7. Provide support for those directly or indirectly involved.
8. Identify students at risk following a crisis.
9. Attempt prevention of imitative behavior in case of suicide.

Guidelines for a Crisis

1. Upon notification of the death of a student or staff member, the superintendent, principal or secretary will notify the chairperson of the CRISIS RESPONSE TEAM.
2. The chairperson will initiate a “calling tree” to crisis team members to notify them to meet.
3. At the meeting, the crisis team will evaluate the crisis and determine the extent of response.
4. A meeting with the Principal will follow the crisis meeting, prior to the special faculty meeting to establish a crisis center in the designated room of the affected school building for students.
    a. High School – Commons
    b. David City Elementary – Library
    c. Bellwood – Guidance Room

5. The building chairperson will conduct the meeting in order to:
    a. Review facts and dispel rumors.
    b. Discuss plan for the day and direct faculty on how to proceed with the day.
    c. Direct faculty as to possible student reactions, how to deal with them, and inform faculty of crisis center location and times.
    d. Allow faculty/staff to express feelings and/or concerns
    e. Hand out announcements to be delivered to all classrooms during the same period
6. A designated crisis team member will contact officials (clergy, law enforcement, county attorney, or hospital) in order to get accurate information concerning the death.
7. The Superintendent will be in control of all media communications. When the Superintendent is not available, the Principal will take over media details.
8. A letter from the Principal will be sent home with each student. The letter will notify parents of the death, inform parents regarding stages of grief, list reading materials concerning death that are available within the school system, inform parents that no money will be collected from students at school for flowers, and inform parents what the school policy is.
9. The crisis team representative will conduct an after school staff meeting to:
    a. Identify possible at risk students.
    b. Review events of the day.
    c. Allow expressions of feelings and support.
    d. Announce funeral arrangements (if available).
    e. Inform staff on school policy to attend the funeral.
10. The Principal will arrange for substitutes needed for crisis team members in order to fulfill their responsibilities.
11. Crisis team members will remain available to deal with student needs, parent and staff concerns.

General Recommendations

1. In the event of a crisis, the school system will continue to function as normally as possible and will not close due to that death.
2. There will be no school sponsored activities concerning the death with the exception of the crisis center. (i.e. visiting the funeral home, attending the funeral, visiting the family)
3. All scheduled school activities should proceed as planned
4. Students should not be dismissed from school unless a parent is notified.
5. Students may attend the funeral if their parents have notified the school office. (This information should be included in the letter to the parents.)
6. All memorials will be directed to the family and the family can then direct it to the Superintendent.
7. Class collections will not be taken for memorials. (This information should be included in the letter to the parents.)
8. Funeral or memorial services will not be held in the school during school hours.
9. This policy should be publicized as soon as possible and be put into the student handbook.
10. The David City Schools' Crisis Response Team members can be contacted regarding a crisis through either the Superintendent, building principals, or building counselors.

Responsibilities

The responsibility of the crisis response team is to respond to and handle the crisis.
The responsibility of the administration and staff is to maintain the school in as normal a manner as possible.

Administrative Responsibilities

Superintendent:

1. Upon notification of a crisis, contact the crisis team leader immediately.
2. Assist Crisis Member in verifying information concerning the crisis.
3. Initiate a calling tree for a before school staff meeting (if principal is unavailable)
4. Contact the school board president.
5. Meet with crisis team after the initial team meeting but prior to staff meeting
6. Prepare any necessary media communications.
7. Support the crisis team in their response to the crisis.
8. Continue to run the school as if it were a normal day.
9. Attend the after school staff meeting with the crisis team.
10. Handle any memorial requests according to school policy.
11. Keep crisis team leaders updated on events and circumstances (to inform staff).

Building Principal:

1. Upon notification of a crisis, notify the crisis team leader immediately,
2. Notify the superintendent that the crisis team is in action (if first notified).
3. Assist in verifying information of crisis (if superintendent is unavailable),
4. Initiate a calling tree for a before staff meeting (if possible).
5. Determine and hire substitute teachers for crisis team members.
6. Meet with the crisis team and superintendent for the pre-school staff meeting
7. Handle media if the superintendent is unavailable.
8. Assist the crisis member in preparing a letter to students' parents concerning the crisis. (including no flowers and memorials & parent notification of students attending funerals)
9. Assist the crisis member in getting students in regular classrooms for death announcement.
10. Be highly visible to show presence, support, and control of the situation.
11. Identify students and staff in need of crisis center.
12. Hire substitute teachers for teachers attending funeral(s).
13. Remove the name of deceased from possible school mailing lists.

Staff:

1. Attend before school staff meeting.
2. Strictly follow instructions on reading death notice.

3. Dispel any rumors.
4. Lead class discussions to allow students to dialogue about death. See *OPEN-ENDED QUESTIONS FOR CLASSROOM DISCUSSION.*
5. Ask counselors for additional materials.
6. Notify students as to the Crisis Counseling Center
7. Identify students in need of counseling. See **YOUNG PEOPLE AND GRIEF**
8. Escort or have another student escort distressed students to the counseling center.
9. Identify and admit your own need for grief counseling. See **TAKE CARE OF YOURSELF**
10. Generate activities to reduce the impact of the crisis.
11. Structure and shorten assignments.
12. Postpone testing.
13. Encourage students to write letters or cards which can be brought to the counseling center for delivery to the family.
14. State and reinforce the stability of a routine: ". . .school will go on." After allowing appropriate time for sharing of feelings and discussion, return to scheduled instructional activities each day.
15. Contact counselors and members of the Crisis Team for further information.
16. Suggest reading materials from the enclosed list on death.

OPEN-ENDED QUESTIONS FOR CLASSROOM DISCUSSION

1. What was it like for you when you heard the news?
2. Did/Will you discuss it at home? How did it go?/How do you think it will go?
3. If you were a member of _____'s family, what do you think you would want at a time like this?
4. How can you students help each other through this?
5. What other losses have you experienced?
6. What do we know about how (cultural group) respond to this type of loss? How can we respond in ways that are culturally respectful?
7. Who can share a memory of the last time they saw _____?
8. Who can share a past memory they had with _____?

YOUNG PEOPLE AND GRIEF

The grieving process is a normal, natural, and healing result of loss; and pain is to be expected. Young people of all ages exhibit grief and reactions. Guilt, anxiety, anger, fears and sadness may be universal and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of common reactions to loss may help you recognize behavior for what it is- - grieving.

POSSIBLE GRIEF REACTIONS:

- Anger.
- Aggression/acting out: starting fights, outbursts of temper, drop in grades, change of peer affiliation.
- Explosive emotions: gentle tears, wrenching sobs, extremes in behavior.

- Physiological changes: fatigue, trouble sleeping, lack of appetite, headaches, stomach pains.
- Idealization of the deceased.
- Sadness/emptiness/withdrawal: overwhelmed by feelings of loss when they realize the person is not coming back; feels extremely vulnerable.
- Guilt/self-blame: "If only...." "Why didn't I ..."; feels responsible for the loss; seeks self-punishment.
- Disorganization: restless, unable to concentrate, uncontrollable tears, difficulty focusing.
- Relief; Natural feeling after long illness; can be difficult to admit; may think they are the only one so feels guilty.
- Lack of feelings: protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt.

HOW TO HELP A YOUNG PERSON EXPERIENCING GRIEF:

- Use the terms 'died/dead/death" rather than phrases like "passed away" or "taken from us." Give an honest explanation for the person's death, avoiding clichés or easy answers. Straightforward, gentle use of the words help a person confront the reality of death.
- Explain and accept that everyone has different reactions to death at different times. The reaction might not hit until the funeral or weeks later.
- Reassure students that people grieve in different ways and that all responses are OK -- there is no "normal" way to react to a death. Give permission to cry. Let them know it'sOK not to cry also.
- Permit or encourage the young person to talk about the person who has died. Both at the moment of loss, but especially after the funeral this is a vital part of the healing process. Often we want to protect the first step of acceptance and of healing.
- Do not attempt to minimize the loss or take the pain away. Phrases like "Don’t worry, it will be OK, "He had a good life," or "He is out of pain" are helpful. Grief is pain. There must be pain before there can be acceptance and healing. It is very difficult to do, but it is most helpful to acknowledge the person's pain and permit them to live with it, without trying to take it away or make it "better."
- Encourage the young person to talk about their feelings. Encourage communication first in family, but also be aware of other support people such as clergy, school staff, trusted adult friends, trusted peers and crisis center staff
- Discuss with the student what they can do to help each other
    - reach out to each other, listen to each other
    - accompany an upset friend to talk to someone
    - let an adult know if a friend is very upset and might need to be sought out
- LISTEN with your heart. Listening to the feelings of the young person is most important. Listen through the silences. You just being there, showing you care by your listening is more important than knowing what to say or even saying anything at all.
- Help the young person decide about attending the funeral. The funeral can be a way to say goodbye, but abide by the young person's wish and express understanding if she/he chooses not to go. Recommend the student consult parents first.

A GRIEVING PERSON NEEDS:

- To cry.
- To be held.
- To talk.
- To be listened to.
- To feel caring around them, to be with people they care about.
- To understand how others may react.
- To have all questions answered truthfully.

DON'T:

- give advice, be judgmental, criticize, blame.
- do most of the talking.
- lie or tell half-truths to others.
- use euphemisms like gone away, resting, asleep.
- be afraid to admit to a student that you don't know all the answers.
- avoid the student.
- minimize the loss.
- change the subject.
- use clichés such as, "Oh well, we all have to die sometime."
- say, "I know how you feel."
- believe a young person thinks the same as an adult.
- attempt to become a substitute for the deceased person.
- think that a student's busy activity level means she/he is being disrespectful or disinterested; she/he may simply need to move.

BOOKS FOR INTERMEDIATE CHILDREN

Blume, Judy. *Tiger Eyes.*
Davey and her family move to New Mexico to try to recover from the death of her father.

Byars, Betsy. *Good-bye, Chicken Little*.

Clifford, Eth. *The Remembering Box.*
The death of a grandmother, family love and tradition.

Creehe, Sharon. *Walk Two Moons.*

Donnelly, Elfie. *So Long, Grandpa.*
The approaching death of a grandfather and the relationship he shares with his grandson.

Jukes, Mavis. *Blackberries in the Dark.*
A young man's visit to his grandmother's home brings back memories of his grandfather who died in spring.

Marino, Jan. *Eighty-eight Steps to September.*
Dealing with terminal illness and the death of a sibling.

Orgel, Doris. *Whiskers Once and Always.*
A young girl's pet dies.

Paterson, Katherine. *Bridge to Terabithia.*
A fourth grade boy deals with the death of his best friend.

Simon, Norma. *We Remember Philip.*

Smith, Doris Buchanan. *A Taste of Blackberries*.
The loss of a special friend.

Stevens, Margaret. *When Grandpa Died.*

Dismissing of Children

Children who leave school at a time other than the regular dismissal time are to be dismissed to parents through the office. Dismissal notes from the parents should be brought to the school in advance and sent to the office for approval.

Effective Communications

District Communication Plan

Efficiency within the system can only be mastered if all staff members follow direct lines of communication. Staff should consider which questions will be most effectively answered by directing them to building principals. Teachers should not expect office personnel and custodial staff to deal with issues which should be directed to administrators. Such requests take valuable time away from tasks required of such personnel and ultimately have to be taken to the administrative level. It is the policy of the administration at David City Public Schools to be accessible, open, and communicative. Appointments will allow immediate access. Staff requests will be considered although 100% positive response is unrealistic. Appointments are encouraged if time is a factor.

Equipment Loans

Equipment may only leave the building upon superintendent approval.

Field Trip Guidelines

The following guidelines should be used when planning a field trip:

1. Educational in nature and related to curriculum.
2. Reasonable in distance.
3. Well-planned and supervised.
4. Parents may be involved in field trips. Parents who will be asked to independently supervise groups of students must have a current background check on file with the district.

Grievance Procedure

Policy 4310
Policy 4310R Rules and Regulations
Policy 4310 Form A, Form B, Form C
Policy 4315 All Employees

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

Library Media Center

(see also "Media Center Regulations" in the High School Student Handbook)
The Library Media Center is an educational learning area of the school. The main purpose of the center is to provide intellectual and physical access to information and to ensure the effective use of the information. To help us reach this goal it takes the cooperation of the total staff. When you check out materials and equipment please return them as soon as you are finished.

Lunch

The cost of meals will be set by the school board annually.

Multicultural Education Policy

Policy 6370

It is the policy of the David City Public School system to utilize the resources of curriculum, instruction, in-service, counseling and guidance to reflect the racial, ethnic, language and cultural heritage of both the historical and modern-day United States of America.

Social Functions

Any organizations wishing to have any after-hours function or lock-ins need to notify building administrators of their plans for approval before the event is advertised.

The superintendent or principal or faculty member designated by them will be in charge of all classes, organizations and activities funds. This person will keep records of individual accounts under separate headings. Funds will be deposited into one general account at the bank. A complete record of all receipts and expenditures shall be maintained at all times and these records and the fund shall be audited once a year by a person selected by the Board of Education.

Personnel Complaint Procedures

Policy 4240
Policy 4240R Rules and Regulations
Policy 4240 Personnel Complaint Form

The David City Public Schools Board of Education recognizes that from time to time there will be complaints against faculty members. The David City Public Schools Board of Education believes solutions to problems and improvement of staff performance can only occur when all the facts are available to parents, board and teaching staff. This policy is designed to provide a process for handling such problems. All complaints regarding the performance of any faculty member shall be handled according to this policy.

Any faculty member, administrator or board member approached with a complaint shall inform the person(s) making the complaint of the proper method for registering the complaint. Complaints not filed following this policy will not be acted upon nor shall they be recorded or given any other official recognition.

All complaints shall be in writing and signed by the party making the complaint. The complaint shall specify the person(s) involved, details of the alleged misconduct or reason for the complaint and supply any supportive evidence.

Professional Growth Plan

Each teacher, after their first full year of employment with the DCPS school district will be responsible for developing and carrying out a Professional Growth Plan. The plan must be approved by building administration prior to checkout, and will be reviewed during the subsequent school year.

Link to Professional Growth Plan

Professional Growth Points

Every six years, permanent certificated employees shall give evidence of professional growth as approved by the David City Board of Education in order to remain eligible for continued employment and meet

state requirements for certification purposes. College credits, professional publication, workshops or other educational activity as approved by the Board of Education may be accepted as evidence of "Professional Growth".

Professional Growth Points Form

"Professional Growth Period" - Professional Growth Period shall be the six-year period during which permanent certificated employees are required by law to give evidence of professional growth. Certificated employees hired with previous experience shall have their professional growth points reviewed by the Professional Growth Committee.

"Professional Growth Points" - All permanently certificated employees must earn a total of 24 professional growth points during each professional growth period. Each activity of professional growth has its own criteria for acceptance and evaluation. Six hours of college credit meets this requirement. It is the permanently certificated employee's responsibility to show that the activity did actually contribute to their professional development and to their increased effectiveness in the capacity in which they are employed. The requirement of proof may be accomplished by giving a summary of the activity on the form used for applying for the Professional Growth Points.

"Procedure for Applying for Growth Credit" - Application for credit for professional growth shall be made on forms prescribed by the Professional Growth Committee. A separate application shall be submitted for each activity for which growth points are requested. A completed application which includes evidence of completion of work, shall be sent to the Principal's Office. The principal shall work with the Professional Growth Committee. After the committee has acted on the application, the applicant shall be notified of the decision of the committee. The application will then be filed in the applicant's personal file for future reference. Forms for application will be available in the offices of the building principals.

"Classification of Activities" - Listed below are the activities for which growth points may be required. The maximum number of points for each activity is also shown. The required 24 points may be earned in one year or over the entire six-year period. Points earned during one growth period may not be carried into the succeeding growth period.

An applicant for professional growth points may appeal the decision of the Professional Growth Committee to the Superintendent of Schools.

	Maximum Per Year	Maximum Per Period (6 yrs)
Professional Activity		
College or University Course	24 (1 semester hour = 4pts.)	24
Curriculum Development	4 (1pt. per day)	12
Conferences & Workshops	4 (1pt. per day)	12

Webinars	4 (1 pt. Per hour)	8
In-service	4 (1 point per day)	12
Professional Presenter	4	4
Instructional Rounds/Reflection	2	12
School Visitation other than DCPS	2 (1pt. per day)	4
Summer Workshops	4 (1pt. per ½ day)	12
Serving as a Cooperating Teacher	6	6
Serving as a Mentor	4	8
Other	as approved by Admin	As approved by Admin

Professional Organizations

Professional membership in organizations related to a teacher's specific areas of interest, expertise, and teaching assignment is encouraged. Holding offices in local, state, or national groups is acceptable and duties related to those offices will be allowed.

Photocopies/Copying

Teachers may use the copy machines. All personal copying being done on district copy machines will be charged 10 cents per copy.

Relationship to School and Community

1. Community - Exhibit a spirit of friendliness and sociability
2. School - Take an ACTIVE role in school activities. Your presence is appreciated at all school functions by participants and the community.
3. Things that can be done to help develop school morale:
    a. Cooperate and show a desire to see others points of view.
    b. Refrain from criticism of one another. Look for good points.
    c. Take a part in shouldering extra duties.
    d. Show loyalty, genuine friendliness and willingness to lend a helping hand to one another.
    e. Show a spirit of "one for all and all for one."
    f. Give support in carrying out worthwhile and new ideas.
    g. Approach one another with a sense of humor and recognition for all.
    h. Take a real interest in activities sponsored by others, and help them in every way you can.
    i. Recognize the successes of others.

j. Make yourself a vital member of the educational team.

Requisition Forms, Purchase Orders, Purchases, and Checks (Procedures)

At audit time, accounting procedures are checked very carefully by the auditor. When we are spending tax dollars we must demonstrate very tight accountability for the expenditure of funds. Use the following procedures where applicable.

Purchases on School Account (Charge Accounts)

All items purchased on school accounts must have been approved in advance by the administration. All charge tickets must show the department and signature of the faculty member making the request.

For activity accounts, a completed online AAWEB form must be completed and given to the district bookkeeper. The Sponsors of all clubs, classes or organizations MUST SIGN for the purchases. Failure to do so obligates individuals to pay for items they purchase.

Purchase Orders

Department heads (music, athletics, dramatics, etc.) must receive administrative permission to purchase merchandise. An electronic request must be submitted and approved prior to purchases.
To help everyone complete all requisition forms, you will need to:

Fill out the requisition form completely. Submit the electronic form and notify your building principal that a form has been submitted. The building principal will approve the requisition if adequate funds are available.

The requisition is forwarded to the superintendent for approval. If the superintendent approves the request, the bookkeeper will complete a purchase order. If an emergency exists, the bookkeeper will make a telephone call or fax the order, staff members will NOT make the telephone calls.

When orders arrive, the bookkeeper will check in the orders from the purchase orders. Staff members are NOT to open the orders.

If you are going to a workshop that requires a check, please fill out the electronic requisition before you go. If you are to be reimbursed for mileage and/or other expenses after attending a workshop, you must again complete an electronic requisition. NO CHECKS WILL BE ISSUED WITHOUT THE PROPER PAPERWORK. School districts are exempt from sales tax. Check with the Superintendent's Office for tax exempt forms.

Club and Organization Sales

Any solicitations by students/school organizations must be approved by the Superintendent.

Room Repair Form

If any modifications or additions are needed in or around individual rooms, please complete a building request form. Forms should be submitted to the building principals.

School Volunteers

The following rules shall be followed concerning school volunteers:

1. All school volunteers will work under the direct supervision of school personnel to provide supportive services.
2. Any school personnel wishing to use volunteer help must meet with their building principal before making final arrangements.
3. School volunteers are expected to understand the rules and regulations of the school as stated in the student and faculty handbooks.
4. Any volunteer observing behavior that requires disciplinary action will report the situation to their direct supervisor.
5. All volunteers for NSAA sponsored activities must follow the district guidelines and those established by the NSAA.
6. Volunteers are subject to a background check as required by District Policy.

Student Assistance Team

The specific guidelines for Student Assistance Teams (SAT), shall be as follows:

1. Teachers will complete a referral form and mark it to show the areas of concerns.
2. The SAT coordinator reviews the information.
3. As deemed appropriate a meeting time is established and the information gathered (see guidelines 1 and 2) is routed to all involved individuals so that they have a chance to preview the information before the meeting. Meetings will include: the team leader, SAT team members, the counselor, the previous year's teacher (if applicable), and anyone else interested in assisting the child. Parents are welcome to be included in the process.
4. At the meeting, the SAT form will be used by the team leader to guide the process. It will be the goal to pinpoint the specific problem and target behaviors which the Team wants to change. A quick review of the information about the student will occur, but the purpose will be to share pertinent information about the student rather than to allow for members present to disparage the student. A brainstorming session to suggest possible solutions will be held. The specifics of the plan will be outlined and it will be decided who will monitor the plan in order to best insure its

success. The Team will then decide how long to try the plan and when to schedule the follow-up meeting.

5. At the follow-up meeting, the Team will review the interventions used, decide if they are working, make any modifications, or rewrite the plan if necessary. It will also be decided if another meeting is needed or if the plan will be continued indefinitely.

Mileage and Expenses

The District will provide transportation and necessary expenses on all school related trips. Mileage will be paid for using personal vehicles if no district vehicles are available with the approval of the Superintendent.

Teacher Supervision Responsibilities

It is the teacher's responsibility to inform his or her students of rules pertinent to the classroom, locker room, hall, playground and lunchroom. It is imperative that teachers and the paras be consistent in their expectation of conformity to the rules.

Classroom Supervision

Always be in any area (e.g. classroom, locker room) when students are present! **DO NOT LEAVE CLASSES OR GROUPS UNSUPERVISED OR UNATTENDED.** If it is necessary to be away from your classroom, be sure that you arrange for someone to take your place.

Hallway Supervision

Each teacher is responsible for the hall area near his or her room. Step to the hallway when students are entering or leaving in numbers. All teachers should supervise the students passing to and from their classes.

Teacher Supervision After School

Teachers will supervise the departure of students as assigned by the administration.

Pending Inclement Weather Supervision

On inclement weather days students will remain in their classroom and the teachers and paras will supervise. All classroom teachers should have some activities planned for the days that children have to remain in the classroom during recess or noon time.

Teaching Certificate

Your teaching certificate must be signed by the Superintendent and a copy filed in the Superintendent's office. New teachers or new certificates are to be registered with the Superintendent of Schools within two (2) weeks from the initial employment date.

Textbooks

Policy 6210

Textbook Selection

It shall be the policy of David City Public School to follow the procedure outlined below when selecting textbooks for the district.

Guiding Principles

- The curriculum determines what is taught, NOT the textbooks.
- Textbooks should be selected to match the curriculum that is approved by the administration and the School Board.
- Selection of a textbook identifies that textbook as one that covers a high percentage of the curriculum of a given subject.
- Additional materials will likely be needed to supplement textbooks.
- Textbooks will be purchased on a rotating basis, with selection aligned with the approved curriculum revision cycle.

Procedures

- The building principals/curriculum director will direct specific subject area teachers toward a review of their specific textbooks during the year their subject's curriculum is revised.
- All teachers who will utilize the textbooks will make an analysis of textbook samples.
- The following generic format can be utilized to assist teachers in their analysis of textbook samples.

Instructional Text or Supplemental Materials being evaluated: _____

Criteria for Selection of Instructional Textbooks and Supplemental Materials					
Content of text matches the curriculum (although there will never be a 100% match, and high-quality supplemental materials will have to be used)	REQUIRED				
Information is accurate, objective, comprehensive and up-to-date	REQUIRED				
Information is inclusive (includes the experiences and perspectives of diverse groups including various races, cultures, ethnic groups, both genders, levels of ability/disability, ages, etc.) and leads to a balanced view of the human experience	REQUIRED				
If the material being examined meets ALL the above criteria, continue to examine it for the following:	High				Low
Level of difficulty of the material matches the developmental level of the students (content AND readability)	5	4	3	2	1
Structure of the text (glossary, index, maps, table of contents, page/chapter/unit design) is appropriate for the designated level of students and allows for students to independently use the text.	5	4	3	2	1
If the instructional questions in the text and teaching materials are to be used, do they focus the students' attention on the main ideas and supporting details and do they lead students to reach the course's stated objectives; do the text and associated questions also allow for students to engage in higher-order thinking: application, analysis, synthesis, evaluation?	5	4	3	2	1
Do associated teaching aids help in clearly and accurately presenting information, helping students to reach mastery of the course objectives?	5	4	3	2	1
Do suggested projects in the teaching materials support and extend the teaching of the course objectives?	5	4	3	2	1
Is it easily identifiable how an instructor could differentiate instruction, if necessary, to meet the diverse needs of students?	5	4	3	2	1

Additional Criteria to be considered based upon the specific content area:					
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Evaluator:_____

Recommendation:

_____

_____

_____

- Sufficient time should be allowed for obtaining samples, analyzing the books, and developing a recommendation for purchase.

General Guidelines

- Unless approved for continued use by administration and school board, textbooks ten (10) years old or older should be replaced.
- Textbooks between 4 years and 10 years old that have been determined to cover the majority of the curriculum and are in usable condition should be retained.
- All students should have their own textbooks if used regularly in class.
- If the textbook is for a subject in history, civics, or social science, it must have the approval of a special committee of the Board on Americanism as provided by law.

Labeling and Inventory of Textbooks

Teachers can help in the matter of proper care of books by making the following suggestions to the pupils:
a. Books are public property and you will be held responsible for their care and protection.
b. For all unnecessary marks, tears, blots, etc., fines may be assessed.
c. All books must be stamped, numbered and dated before they are distributed. Be sure that all new books are checked for this.
d. A textbook inventory, including the condition of each book, will be maintained as part of the classroom inventory.

Textbook fines

Do not assess a fine of less than $0.25 on paperback books and $0.50 on hardback books.
Lost Books: First year of use 100% of cost
Second year of use 80% of cost
Third year of use 60% of cost
Fourth year of use 40% of cost
Fifth year and beyond 20% of cost

Special Education - Instruction

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

Secondary School Staff Assignments

Dr. Chad Denker - Superintendent
Stacy Athow - Secondary Principal
Chad Lindsley - Asst. Secondary Principal
Kari Daniels - Special Services Director
Brian Hermelbracht - Activities Director

Heather Allen - Media Center Assistant
Amy Backstrom - Math
Lisa Bales - MS Social Studies
Tracy Behrns - Math
Joe Brumm - Choir and Band
Todd Carmichael - Science
Annie Chrisman - School Psychologist
Jessica Creal - Speech Pathologist
Michelle Day - Sped Para
Kathleen Deavers - Custodian
Payton DeMers-Sahling - Language Arts
Jenna Didier - Business Education, CTE
Morgan Dredge - MS Science
Adam Ebbeka - Computer Technician
Bob Fish - Counselor
Matt Fleming - Asst. Maintenance Director
Ella Kissinger-Coble - Language Arts
Greg Hansen - Alt Ed, Physical Education
Lynn Hanson - Industrial Technology
Travis Hays - Maintenance Director
Tiffany Heins - Special Education Seniors - 21
Jennifer Johnson - School Psychologist
Anna Kouba - Speech Pathologist
Pat Kozisek - Head Custodian
Cole Martinez - Family & Consumer Science
Aliesha Meusch - Agriculture Education
Teri Mohrmann - Spanish
Erika Navarro - Special Education Para
Dillon Nerud - Social Studies
Diane Noonan - Art, Photography
Jarod Ockander - Language Arts
Jami Olson - Language Arts
Brittney Palensky - Secretary to the Principal
Myndi Petersen - Special Education Para
Amy Sander - Science
Sam Schlautman - Math
Austin Schafer - Media Specialist
Aimee Scribner- Sped Para
Brandon Sobota - Special Education Gr. 9-11
Morgan Styskal - Business Education
Liz Tvrdy - Special Education Gr. 7-8
Laurel Valentine - Curriculum & Assessment
Tom VanWinkle - Social Studies
Chad Wiseman - Physical Education / Health
Travis Worm - Physical Education

David City Elementary School Staff Assignments

Dr. Chad Denker - Superintendent
Mrs. Lindsey Greenfield - Elementary Principal
Ms. Kari Daniels - Special Services Director

Julie Zrust - PreKindergarten
Madeline Papa - PreKindergarten
Madison Sander - PreKindergarten
Brandy Barlean - Kindergarten
Mary Veskrna - Kindergarten
Olivia Drozd - Grade One
Jaime Selden - Grade One
Morgan Smith - Grade Two
Karli Hanson - Grade Two
Jane Kroese - Grade Three
Isabel Schmid - Grade Three
Theresa Tvrdy - Grade Four - Science
Lisa Scoville - Grade Four - Social Studies
Amy Moravec - Grade Five - Science
Taylor Nitzsche - Grade Five - Social Studies
Caroline Wilson - Grade Six - Social Studies
Jennifer Hanna - Grade Six - Science
Stephanie Roemmich - HAL, ELL
Barb Svoboda - Title I, Flex Funding
Jodi Andel - Title I
Missy Glodowski - Counselor
Annie Chrisman - School Psychologist
Jessica Creal - Speech Language Pathologist
Shelli Oborny - Special Education
Madison Makovicka - Special Education
Eileen Gahan - Special Education
Michael Bader - Special Education
Mistyn Kozisek - Instrumental/Vocal Music
Joseph Brumm - 5th/6th Band
Tali Reeves - Physical Education
Lori Meusch - Art
Morgan Schlautman - Media/Assessment
Shantelle Adkisson - Special Education Para
Kaci Aldrich - Special Education Para
Lisa Buntgen - Special Education Para
Nicole Demaray - Special Education Para
Molly Glodowski - Special Education Para
Sheralyn Harms - Special Education Para
Laura Kucera - Special Education Para
Ashlee Marvin - Special Education Para
Kimberly Palensky - Special Education Para
Danielle Root - Special Education Para
Lindsay Slonecker - Special Education Para
Maureen Stearns - Special Education Para
Lily Viscarra - Special Education Para
Amy Watson - Special Education Para
Yvonne Wendt - Special Education Para
Rachel Johnson - Full-Time Substitute
Morgan VanWinkle - Full-Time Substitute
Sarah Fadschild - School Nurse
Stephanie Dubbs - Administrative Assistant
Jessica Andel - Food Service
Shari Angell - Food Service
Carmen Broman - Food Service
Jake Kucera - Food Service
Jennifer Lowe - Food Service
Debbie Polivka - Food Service
Lynn Styskal - Food Service Manager
Beth Zeilinger - Food Service
Travis Hays - Maintenance Director
Chris Stinson - Custodian

Bellwood Elementary School Staff Assignments

Dr. Chad Denker - Superintendent
Peggy Romshek - Elementary Principal
Kari Daniels - Special Services Director

Shelby Hein - PreKindergarten
Sara Ockander - Kindergarten
Sierra Meysenburg - Grade One
Payton Gissler - Garcia - Grade Two
Laura Warriner - Grade Three
Peyton Eickmeier - Grade Four
Shelby Tachovsky - Grade Five
Mistyn Kozisek - Music
Amy Williams - Title I
Grace Lenz - Special Education
Morganna Lukert - Administrative Assistant
Missy Glodowski - Counselor
Jennifer Johnson - School Psychologist
Annie Chrisman - School Psychologist
Anna Kouba - Speech Pathologist
Diane Eloge - School Nurse
Austin Schafer - Media Specialist
Travis Worm - Physical Education
Lori Meusch - Art
Stephanie Roemmich - ELL
Joyce Vavricek- Food Service
Mary Hough - Food Service
Jenny Grape - Sped Para
Paula Perske - Sped Para
Jessica Colburn - Sped Para
Jennifer Torpin - Sped Para
Madison Lee - Sped Para
Mark Kobza - Maintenance Custodial

Teacher Evaluation

Teachers have access to the Teacher Evaluation Instrument through iObservation. See Building Administration with questions.

EMPLOYEE RIGHTS

UNDER THE FAIR LABOR STANDARDS ACT

FEDERAL MINIMUM WAGE

$7.25 PER HOUR

BEGINNING JULY 24, 2009

The law requires employers to display this poster where employees can readily see it.

OVERTIME PAY At least 1½ times the regular rate of pay for all hours worked over 40 in a workweek.

CHILD LABOR An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs with certain work hours restrictions. Different rules apply in agricultural employment.

TIP CREDIT Employers of "tipped employees" who meet certain conditions may claim a partial wage credit based on tips received by their employees. Employers must pay tipped employees a cash wage of at least $2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least $2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference.

PUMP AT WORK The FLSA requires employers to provide reasonable break time for a nursing employee to express breast milk for her nursing child for one year after the child's birth each time the employee needs to express breast milk. Employers must provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by the employee to express breast milk.

ENFORCEMENT The Department has authority to recover back wages and an equal amount in liquidated damages in instances of minimum wage, overtime, and other violations. The Department may litigate and/or recommend criminal prosecution. Employers may be assessed civil money penalties for each willful or repeated violation of the minimum wage or overtime pay provisions of the law. Civil money penalties may also be assessed for violations of the FLSA's child labor provisions. Heightened civil money penalties may be assessed for each child labor violation that results in the death or serious injury of any minor employee, and such assessments may be doubled when the violations are determined to be willful or repeated. The law also prohibits retaliating against or discharging workers who file a complaint or participate in any proceeding under the FLSA.

ADDITIONAL INFORMATION

- Certain occupations and establishments are exempt from the minimum wage, and/or overtime pay provisions. Certain narrow exemptions also apply to the pump at work requirements.
- Special provisions apply to workers in American Samoa, the Commonwealth of the Northern Mariana Islands, and the Commonwealth of Puerto Rico.
- Some state laws provide greater employee protections; employers must comply with both.
- Some employers incorrectly classify workers as "independent contractors" when they are actually employees under the FLSA. It is important to know the difference between the two because employees (unless exempt) are entitled to the FLSA's minimum wage and overtime pay protections and correctly classified independent contractors are not.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

1-866-487-9243
www.dol.gov/agencies/whd

WH1088 REV 04/23

DERECHOS DE LOS TRABAJADORES

BAJO LA LEY DE NORMAS JUSTAS DE TRABAJO (FLSA–siglas en inglés)

SALARIO MÍNIMO FEDERAL

$7.25 POR HORA

A PARTIR DEL 24 DE JULIO DE 2009

La ley exige que los empleadores exhiban este cartel donde sea visible por los empleados.

PAGO POR SOBRETIEMPO

Por lo menos tiempo y medio (1½) de la tasa regular de pago por todas las horas trabajadas en exceso de 40 en una semana laboral.

TRABAJO DE MENORES DE EDAD

El empleado tiene que tener por lo menos 16 años para trabajar en la mayoría de los trabajos no agrícolas y por lo menos 18 años para trabajar en los trabajos no agrícolas declarados peligrosos por la Secretaría de Trabajo. Los menores de 14 y 15 años pueden trabajar fuera del horario escolar en varias ocupaciones que no sean de manufactura, de minería, y que no sean peligrosas con ciertas restricciones al horario de trabajo. Se aplican distintos reglamentos al empleo agrícola.

CRÉDITO POR PROPINAS

Los empleadores de "empleados que reciben propinas" que cumplan con ciertas condiciones, pueden reclamar un crédito de salario parcial basado en las propinas recibidas por sus empleados. Los empleadores les tienen que pagar a los empleados que reciben propinas un salario en efectivo de por lo menos $2.13 por hora si ellos reclaman un crédito de propinas contra su obligación de pagar el salario mínimo. Si las propinas recibidas por el empleado combinadas con el salario en efectivo de por lo menos $2.13 por hora del empleador no equivalen al salario mínimo por hora, el empleador tiene que compensar la diferencia.

EXTRACCIÓN EN EL TRABAJO

La FLSA requiere que los empleadores proporcionen un tiempo de descanso razonable para que un empleado pueda extraerse leche de los pechos para el/la bebé que esté amamantando durante un año después del nacimiento del/de la niño(a) cada vez que la empleada necesite extraerse leche. Empleadores deben proveer un lugar, que no sea un cuarto de baño, que esté ocultado de la vista y libre de intrusión de parte de compañeros de trabajo y del público, el cual la empleada podría usar para extraerse leche.

CUMPLIMIENTO

El Departamento tiene la autoridad de recuperar salarios retroactivos y una cantidad igual en daños y perjuicios en casos de incumplimientos con el salario mínimo, sobretiempo y otros incumplimientos. El Departamento puede litigar y/o recomendar un enjuiciamiento criminal. A los empleadores se les pueden imponer sanciones pecuniarias civiles por cada incumplimiento deliberado o repetido de las disposiciones de la ley del pago del salario mínimo o de sobretiempo. También se pueden imponer sanciones pecuniarias civiles por incumplimiento con las disposiciones de la FLSA sobre el trabajo de menores de edad. Además, se pueden imponer sanciones pecuniarias civiles incrementadas por cada incumplimiento con el trabajo de menores que resulte en la muerte o una lesión seria de un empleado menor de edad, y tales avaluaciones pueden duplicarse cuando se determina que los incumplimientos fueron deliberados o repetidos. La ley también prohíbe tomar represalias o despedir a los trabajadores que presenten una queja o que participen en cualquier proceso bajo la FLSA.

INFORMACIÓN ADICIONAL

- Ciertas ocupaciones y ciertos establecimientos están exentos de las disposiciones del salario mínimo, y/o de las disposiciones del pago de sobretiempo.
- Se aplican disposiciones especiales a trabajadores de Samoa Americana, del Estado Libre Asociado de las Islas Marianas del Norte y del Estado Libre Asociado de Puerto Rico.
- Algunas leyes estatales proporcionan protecciones más amplias a los trabajadores; los empleadores tienen que cumplir con ambas.
- Algunos empleadores clasifican incorrectamente a sus trabajadores como "contratistas independientes" cuando en realidad son empleados según la FLSA. Es importante conocer la diferencia entre los dos porque los empleados (a menos que estén exentos) tienen derecho a las protecciones del salario mínimo y del pago de sobretiempo bajo la FLSA y los contratistas correctamente clasificados como independientes no lo tienen.
- A ciertos estudiantes de tiempo completo, estudiantes alumnos, aprendices, y trabajadores con discapacidades se les puede pagar menos que el salario mínimo bajo certificados especiales expedidos por el Departamento de Trabajo.

WHD
DIVISIÓN DE HORAS Y SALARIOS
DEPARTAMENTO DE TRABAJO DE LOS EE.UU.
1-866-487-9243
www.dol.gov/agencies/whd

WH1088 SPA REV 04/23

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

Sus derechos como empleado según la Ley de Licencia Médica y Familiar

¿Qué es una licencia de FMLA?

La Ley de Licencia Familiar y Médica (FMLA, por sus siglas en inglés) es una ley federal que proporciona al personal elegible **licencias con protección del empleo** por razones familiares y médicas que califiquen. La División de Horas y Salarios (WHD, por sus siglas en inglés) del Departamento de Trabajo de EE. UU. hace cumplir la FMLA para la mayoría del personal.

El personal elegible puede tomarse licencias de FMLA **de hasta 12 semanas** de trabajo en un periodo de 12 meses por:

- El nacimiento, la adopción o la ubicación de hogar adoptivo de un niño o niña,
- Un problema grave de salud mental o físico que le impide trabajar,
- El cuidado de su cónyuge, hijos, hijas o padres con enfermedades mentales o físicas graves, y
- Ciertas razones que califican, relacionadas con la asignación de su cónyuge, hijo, hija, padre o madre en el servicio militar.

El personal que sea cónyuge, hijo, hija, padre, madre o familiar cercano de una persona cubierta en el servicio militar con una lesión o enfermedad grave **puede tomarse una licencia de FMLA de hasta 26 semanas** de trabajo en un solo periodo de 12 meses para cuidar a la persona en servicio.

Puede que usted tenga derecho a usar la licencia de FMLA **en un bloque de tiempo**. Cuando haya una necesidad médica o se permita por otro motivo, puede tomar una licencia de FMLA **de forma intermitente en bloques separados, o con un horario reducido trabajando** menos horas al día o a la semana. Lea la hoja informativa #28M(c) para obtener más información.

La licencia de FMLA **no es una licencia paga**, pero usted puede elegir, o puede que su empresa le exija, utilizar cualquier licencia paga proporcionada por la empresa si la política de licencias de su empresa cubre el motivo por el cuál necesita una licencia de FMLA.

¿Soy elegible para tomar una licencia de FMLA?

Usted es **elegible** si aplican **todas** las siguientes condiciones:

- Trabaja para una empresa cubierta, **y**
- Ha trabajado para su empresa durante al menos 12 meses, **y**
- Tiene al menos 1250 horas de servicio para su empresa durante los 12 meses previos a su licencia, **y**
- Su empresa tiene al menos 50 integrantes del personal dentro de las 75 millas desde su lugar de trabajo.

El personal de tripulación de vuelo tiene requisitos de "horas de servicio" diferentes.

Trabaja para una **empresa cubierta** si aplica **una** de las siguientes condiciones:

- Trabaja para una empresa privada que tiene al menos 50 integrantes del personal durante al menos 20 semanas laborales en el año actual o anterior, **o**
- Trabaja para una escuela primaria o secundaria pública o privada, **o**
- Trabaja para una agencia pública, como una agencia gubernamental local, estatal o federal. La mayoría del personal está cubierta por el Título II de la FMLA, administrada por la Oficina de Administración de Personal.

¿Cómo solicito una licencia de FMLA?

En general, **para solicitar una licencia de FMLA usted debe**:

- Seguir las políticas regulares de su empresa para solicitar licencias
- Avisar con al menos 30 días de anticipación que necesita una licencia de FMLA
- Si no es posible avisar con anticipación, avisar tan pronto sea posible

Usted **no tiene obligación de compartir un diagnóstico médico**, pero debe proporcionar información suficiente para que su empresa pueda determinar si la licencia califica para la protección de la FMLA. Usted también **debe informar a su empresa si se tomó una licencia de FMLA anteriormente** o se aprobó por el mismo motivo al solicitar una licencia adicional.

Su **empresa puede solicitar certificación** de un prestador de atención médica para verificar la licencia médica y puede solicitar certificación de una exigencia que califique.

La FMLA no afecta ninguna ley federal o estatal que prohíba la discriminación, ni invalida ninguna ley estatal o local o acuerdo colectivo que proporcione mayores derechos de licencia familiar o médica.

El personal estatal puede estar sujeto a ciertas limitaciones al buscar demandas directas con respecto a licencias por sus propias condiciones graves de salud. La mayor parte del personal federal y cierta parte del congresional también está cubierta por la ley, pero está sujeta a la jurisdicción de la Oficina de Administración de Personal de EE. UU. o al Congreso.

¿Qué debe hacer mi empresa?

Si usted es elegible para una licencia de FMLA, su empresa debe:

- Permitirle que se ausente del trabajo con su empleo protegido, por un motivo que califique, **y**
- Continuar su plan de cobertura grupal de salud mientras se encuentra de licencia, de la misma forma que si no estuviera de licencia, **y**
- Permitirle regresar al mismo empleo, o a un empleo virtualmente igual con el mismo salario, los mismos beneficios y otras condiciones de trabajo, incluidos los turnos y la ubicación, al finalizar su licencia

Su empresa **no puede interferir con sus derechos de la FMLA** ni amenazar ni castigarle por ejercer sus derechos en virtud de la ley. Por ejemplo, su empleador no puede tomar represalias contra usted por solicitar una licencia de FMLA o cooperar con una investigación de WHD.

Tras tomar conocimiento de que su necesidad de tomar una licencia es por un motivo que califica según la FMLA, su empresa debe confirmar si usted es elegible o no para la licencia de la FMLA. Si su empresa determina que usted es elegible, su empresa debe notificarle por escrito:

- Sobre sus derechos y responsabilidades en virtud de la FMLA, **y**
- Qué parte de su licencia solicitada, si la hubiera, será protegida por la FMLA

¿Dónde puedo encontrar más información?

Llame al **1-866-487-9243** o visite **dol.gov/agencies/whd/fmla** para conocer más.

Si cree que sus derechos según la FMLA han sido violados, puede presentar una denuncia ante la WHD o presentar una demanda privada contra su empresa en la corte. **Escanee el código QR para conocer más sobre el proceso de denuncias de la WHD.**

ESCANEAR

DIVISIÓN DE HORAS Y SALARIOS
DEPARTAMENTO DE TRABAJO DE LOS EE.UU.

1-866-487-9243
dol.gov/agencies/whd/espanol

Know Your Rights:
Workplace Discrimination is Illegal

The U.S. Equal Employment Opportunity Commission (EEOC) enforces Federal laws that protect you from discrimination in employment. If you believe you've been discriminated against at work or in applying for a job, the EEOC may be able to help.

Who is Protected?

- Employees (current and former), including managers and temporary employees
- Job applicants
- Union members and applicants for membership in a union

What Organizations are Covered?

- Most private employers
- State and local governments (as employers)
- Educational institutions (as employers)
- Unions
- Staffing agencies

What Types of Employment Discrimination are Illegal?

Under the EEOC's laws, an employer may not discriminate against you, regardless of your immigration status, on the bases of:

- Race
- Color
- Religion
- National origin
- Sex (including pregnancy, childbirth, and related medical conditions, sexual orientation, or gender identity)
- Age (40 and older)
- Disability
- Genetic information (including employer requests for, or purchase, use, or disclosure of genetic tests, genetic services, or family medical history)
- Retaliation for filing a charge, reasonably opposing discrimination, or participating in a discrimination lawsuit, investigation, or proceeding
- Interference, coercion, or threats related to exercising rights regarding disability discrimination or pregnancy accommodation

What Employment Practices can be Challenged as Discriminatory?

All aspects of employment, including:

- Discharge, firing, or lay-off
- Harassment (including unwelcome verbal or physical conduct)
- Hiring or promotion
- Assignment
- Pay (unequal wages or compensation)
- Failure to provide reasonable accommodation for a disability; pregnancy, childbirth, or related medical condition; or a sincerely-held religious belief, observance or practice
- Benefits
- Job training
- Classification
- Referral
- Obtaining or disclosing genetic information of employees
- Requesting or disclosing medical information of employees
- Conduct that might reasonably discourage someone from opposing discrimination, filing a charge, or participating in an investigation or proceeding
- Conduct that coerces, intimidates, threatens, or interferes with someone exercising their rights, or someone assisting or encouraging someone else to exercise rights, regarding disability discrimination (including accommodation) or pregnancy accommodation

What can You Do if You Believe Discrimination has Occurred?

Contact the EEOC promptly if you suspect discrimination. Do not delay, because there are strict time limits for filing a charge of discrimination (180 or 300 days, depending on where you live/work). You can reach the EEOC in any of the following ways:

Submit an inquiry through the EEOC's public portal: *https://publicportal.eeoc.gov/Portal/Login.aspx*

Call 1–800–669–4000 (toll free)
1–800–669–6820 (TTY)
1–844–234–5122 (ASL video phone)

Visit an EEOC field office (information at *www.eeoc.gov/field-office*)

E-Mail *info@eeoc.gov*

Additional information about the EEOC, including information about filing a charge of discrimination, is available at *www.eeoc.gov*.

EMPLOYERS HOLDING FEDERAL CONTRACTS OR SUBCONTRACTS

The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) enforces the nondiscrimination and affirmative action commitments of companies doing business with the Federal Government. If you are applying for a job with, or are an employee of, a company with a Federal contract or subcontract, you are protected under Federal law from discrimination on the following bases:

Race, Color, Religion, Sex, Sexual Orientation, Gender Identity, National Origin

Executive Order 11246, as amended, prohibits employment discrimination by Federal contractors based on race, color, religion, sex, sexual orientation, gender identity, or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

Asking About, Disclosing, or Discussing Pay

Executive Order 11246, as amended, protects applicants and employees of Federal contractors from discrimination based on inquiring about, disclosing, or discussing their compensation or the compensation of other applicants or employees.

Disability

Section 503 of the Rehabilitation Act of 1973, as amended, protects qualified individuals with disabilities from discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment by Federal contractors. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship to the employer. Section 503 also requires that Federal contractors take affirmative action to employ and advance in employment qualified individuals with disabilities at all levels of employment, including the executive level.

Protected Veteran Status

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, prohibits employment discrimination against, and requires affirmative action to recruit, employ, and advance in employment, disabled veterans, recently separated veterans (i.e., within three years of discharge or release from active duty), active duty wartime or campaign badge veterans, or Armed Forces service medal veterans.

Retaliation

Retaliation is prohibited against a person who files a complaint of discrimination, participates in an OFCCP proceeding, or otherwise opposes discrimination by Federal contractors under these Federal laws.

Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under OFCCP's authorities should contact immediately:

The Office of Federal Contract Compliance Programs (OFCCP)
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, D.C. 20210
1–800–397–6251 (toll-free)

If you are deaf, hard of hearing, or have a speech disability, please dial 7–1–1 to access telecommunications relay services. OFCCP may also be contacted by submitting a question online to OFCCP's Help Desk at *https://ofccphelpdesk.dol.gov/s/*, or by calling an OFCCP regional or district office, listed in most telephone directories under U.S. Government, Department of Labor and on OFCCP's "Contact Us" webpage at *https://www.dol.gov/agencies/ofccp/contact*.

PROGRAMS OR ACTIVITIES RECEIVING FEDERAL FINANCIAL ASSISTANCE

Race, Color, National Origin, Sex

In addition to the protections of Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs. Title IX of the Education Amendments of 1972 prohibits employment discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance.

Individuals with Disabilities

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits employment discrimination on the basis of disability in any program or activity which receives Federal financial assistance. Discrimination is prohibited in all aspects of employment against persons with disabilities who, with or without reasonable accommodation, can perform the essential functions of the job.

If you believe you have been discriminated against in a program of any institution which receives Federal financial assistance, you should immediately contact the Federal agency providing such assistance.

(Revised 6/27/2023)

Conozca sus Derechos:
La Discriminación en el Lugar de Trabajo es Ilegal

La Comisión Para la Igualdad de Oportunidades en el Empleo (EEOC, por sus siglas en inglés) de los EE. UU. hace cumplir las leyes federales que lo protegen contra la discriminación en el empleo. Si cree que ha sido discriminado(a) en el trabajo o al solicitar un trabajo, la EEOC puede ayudarle.

¿Quién está Protegido?

- Empleados (actuales y anteriores), incluyendo gerentes y empleados temporales
- Aplicantes de trabajo
- Miembros de sindicatos y Solicitantes de membresía en un sindicato

¿Qué Organizaciones están Cubiertas?

- La mayoría de los empleadores privados
- Gobiernos estatales y locales (como empleadores)
- Instituciones educativas (como empleadores)
- Sindicatos
- Agencias de empleo

¿Qué Tipos de Discriminación Laboral son Ilegales?

Según las leyes de la EEOC, un empleador no puede discriminarlo, independientemente de su estatus migratorio, por motivos de:

- Raza
- Color
- Religión
- Origen nacional
- Sexo (incluyendo embarazo, parto, y condiciones médicas relacionadas, orientación sexual o identidad de gnero)
- Edad (40 años o más)
- Discapacidad
- Información genética (incluyendo solicitudes del empleador para la compra, el uso o la divulgación de pruebas genéticas, servicios genéticos o historial médico familiar)
- Tomar represalias por presentar un cargo, oponerse razonablemente a la discriminación o participar en una demanda, investigación o procedimiento por discriminación
- Interferencia, coerción o amenazas relacionadas con el ejercicio de los derechos relacionados con la discriminación por discapacidad o la acomodación por embarazo

¿Qué Prácticas Laborales Pueden ser Discriminatorias?

Todos los aspectos del empleo, incluyendo:

- Despidos
- Acoso (incluyendo conducta física o verbal no deseada)
- Contratación o promoción
- Asignaciones
- Remuneración (salarios desiguales o compensación)
- Falta de proporcionar adaptaciones razonables para una discapacidad; embarazo, parto o condición médica relacionada al embarazo o parto; o para la observancia o práctica de una creencia religiosa sincera
- Beneficios
- Formación profesional
- Clasificación
- Referencias
- Obtención o divulgación de información genética de los empleados
- Solicitud o divulgación de información médica de los empleados
- Conducta que podría desalentar razonablemente a alguien de oponerse a la discriminación, presentar un cargo o participar en una investigación o procedimiento
- Conducta que coaccione, intimide, amenace o interfiera con el ejercicio de sus derechos por parte de alguien, o alguien que ayude o aliente a otra persona a ejercer sus derechos, en relación con la discriminación por discapacidad (incluyendo las adaptaciones) o adaptaciones por embarazo

¿Qué Puede Hacer si Cree que ha Ocurrido Discriminación?

Comuníquese con la EEOC de inmediato si sospecha discriminación. No demore, porque existen límites de tiempo estrictos para presentar una denuncia por discriminación (180 o 300 días, según el lugar donde viva o trabaje). Puede comunicarse con la EEOC de cualquiera de las siguientes maneras:

Presentar una consulta a través del Portal Público de la EEOC: *https://publicportal.eeoc.gov/Portal/Login.aspx*

Llame 1–800–669–4000 (número gratuito)
1–800–669–6820 (TTY)
1–844–234–5122 (Video Teléfono de ASL)

Visite una Oficina de Campo de la EEOC (información en *www.eeoc.gov/field-office*)

Corre Electrónico: *info@eeoc.gov*

Información adicional sobre la EEOC, incluyendo información sobre cómo presentar un cargo de discriminación, está disponible en *www.eeoc.gov/es*.

EMPLEADORES QUE TIENEN CONTRATOS O SUBCONTRATOS FEDERALES

La Oficina de Programas de Cumplimiento de Contratos Federales (OFCCP, por sus siglas en inglés) del Departamento de Trabajo hace cumplir los compromisos de no discriminación y acción afirmativa de las empresas que hacen negocios con el gobierno federal. Si está solicitando un trabajo con, o es un empleado de una empresa con un contrato o subcontrato federal, usted está protegido(a) por la ley federal contra la discriminación en las siguientes bases:

Raza, Color, Religión, Sexo, Orientación Sexual, Identidad de Género, Origen Nacional

La Orden Ejecutiva 11246, enmendada, prohíbe la discriminación laboral por parte de los contratistas federales por motivos de raza, color, religión, sexo, orientación sexual, identidad de género u origen nacional, y requiere acción afirmativa para garantizar la igualdad de oportunidades en todos los aspectos del empleo.

Preguntar, Divulgar o Discutir Salarios

La Orden Ejecutiva 11246, enmendada, protege a los solicitantes y empleados de contratistas federales de la discriminación basada en preguntar, divulgar o discutir su compensación o la compensación de otros solicitantes o empleados.

Discapacidad

La Sección 503 del Acta de Rehabilitación de 1973, según enmendada, protege a las personas calificadas con discapacidades contra la discriminación en la contratación, promoción, despido, pago, beneficios complementarios, capacitación laboral, clasificación, referencias y otros aspectos del empleo por parte de contratistas federales. La discriminación por discapacidad incluye no hacer adaptaciones razonables a las limitaciones físicas o mentales conocidas de una persona con una discapacidad que de otro modo calificaría y que es un solicitante o empleado, a menos que haga una dificultad excesiva para el empleador. La Sección 503 también requiere que los contratistas federales tomen medidas afirmativas para emplear y promover a personas calificadas con discapacidades en todos los niveles de empleo, incluyendo a nivel ejecutivo.

Estatus Protegido Como Veterano

El Acta de Asistencia para el Reajuste de los Veteranos de la Era de Vietnam de 1974, modificada, 38 U.S.C. 4212, prohíbe la discriminación laboral y requiere acción afirmativa para reclutar, emplear y avanzar en el empleo a veteranos discapacitados, veteranos recientemente separados (es decir, dentro de los tres años posteriores al su separación o liberación del servicio activo), veteranos en servicio activo en tiempo de guerra o insignia de campaña, o veteranos con medallas de servicio de las fuerzas armadas.

Represalias

Se prohíben las represalias contra una persona que presente una queja por discriminación, participe en un procedimiento de la OFCCP o se oponga a la discriminación por parte de contratistas federales en virtud de estas leyes federales.

Cualquier persona que crea que un contratista ha violado sus obligaciones de no discriminar o acción afirmativa bajo las autoridades de la OFCCP debe comunicarse de inmediato con:

La Oficina de Programas de Cumplimiento de Contratos Federales (OFCCP),
Departamento de Trabajo de los EE. UU.,
200 Constitution Avenue, N.W.
Washington, D.C. 20210
1-800-397-6251 (llamada gratuita).

Si es sordo, tiene problemas de audición o tiene una discapacidad del habla, marque 7-1-1 para acceder a los servicios de retransmisión de telecomunicaciones. También se puede contactar a la OFCCP enviando una pregunta en línea a la mesa de ayuda de la OFCCP en https://ofccphelpdesk.dol.gov/s/, o llamando a una oficina regional o distrital de la OFCCP, que figura en la mayoría de los directorios telefónicos bajo el Departamento de Trabajo de los EE.UU y en la página web "Contáctenos" de la OFCCP en https://www.dol.gov/agencies/ofccp/contact.

PROGRAMAS O ACTIVIDADES QUE RECIBEN ASISTENCIA FINANCIERA FEDERAL

Raza, Color, Origen Nacional, Sexo

Además de las protecciones del Título VII del Acta de Derechos Civiles de 1964, según enmendada, el Título VI del Acta de Derechos Civiles de 1964, según enmendada, prohíbe la discriminación por motivos de raza, color, u origen nacional en programas o actividades que reciben asistencia financiera. La discriminación laboral está cubierta por el Título VI si el objetivo principal de la asistencia financiera es la provisión de empleo, o cuando la discriminación laboral cause o pueda causar discriminación en la prestación de servicios bajo dichos programas. El Título IX de las Enmiendas de Educación de 1972 prohíbe la discriminación laboral por razón de sexo en programas o actividades educativas que reciben asistencia financiera federal.

Personas con Discapacidades

La Sección 504 del Acta de Rehabilitación de 1973, enmendada, prohíbe la discriminación laboral por motivos de discapacidad en cualquier programa o actividad que reciba asistencia financiera federal. Está prohibida la discriminación en todos los aspectos de empleo contra las personas con discapacidades que, con o sin ajustes razonables, pueden desempeñar las funciones esenciales del trabajo.

Si cree que ha sido discriminado(a) en un programa de cualquier institución que recibe asistencia financiera federal, debe comunicarse de inmediato con la agencia federal que brinda dicha asistencia.

(Actualizado 6/27/2023)

Receipt of 2025-26 Teacher Handbook

David City Public Schools

This signed receipt acknowledges that it is understood that I am to read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination. Each teacher will be given a paper copy of the handbook and a copy will also be available on the district website. **Please return this receipt by August 8, 2025.**

Date: _____

_____

Teacher's Signature

Return to your building Principal

David City Public Schools

STRATEGIC PLAN FRAMEWORK
2025-2030

STRATEGIC PLANNING
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

TABLE OF CONTENTS

STRATEGIC PLAN FRAMEWORK 4
GUIDING PRINCIPLES 5
GUIDING PRINCIPLES OF FOCUS 6
PERSONNEL EFFECTIVENESS 6
FAMILY & COMMUNITY PARTNERSHIPS 8
DISTRICT/BUILDING CULTURE & CLIMATE 10
BOARD GOVERNANCE 12
REMAINING GUIDING PRINCIPLES 13

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DAVID CITY PUBLIC SCHOOLS

Dr. Chad Denker, Superintendent

DAVID CITY PUBLIC SCHOOLS
BOARD OF EDUCATION

Stephanie Summers, President

Marcus Thoendel, Vice President

Kasey Kuhlman, Secretary

Justin Krafka

Don Moravec

Aaron Rerucha

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DAVID CITY PUBLIC SCHOOLS

MISSION STATEMENT OPTIONS

Keep the current mission statement: DCPS develops the whole individual and empowers all students to succeed.

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STRATEGIC PLAN FRAMEWORK

Purpose of the Framework

Through the engagement of students, parents, staff, administrators, and community via online surveys and in-person meetings, the needs of David City Public Schools (DCPS) were identified and categorized into ten Guiding Principles of a high-functioning school district. (For more information and a look at the data, please see the David City Public Schools Needs Analysis and Data Addendum.) This resulting Strategic Plan Framework is the first step in creating a plan of action to address the district's identified needs. The action items to follow align to the data gathered, as well as extant data available about the community and school district. This use of local data ensures that the strategic plan is custom designed to address challenges specific to DCPS. Through purposeful implementation and commitment to collective development, this Framework defines the path to creating a more connected and high-achieving school district.

Utilization of the Strategic Plan Framework

This Strategic Plan represents a collective resolve to inspire and empower students. The Guiding Principles, Objectives, and Strategies set forth below create the path toward reaching the 2025-2030 benchmarks for student learning. However, meeting benchmarks is dependent upon more than the simple design of the framework–there must be dedication, at every level, to the consistent and effective implementation of the specific Strategies and measurable Performance Indicators, as well as intentional work to integrate the Strategic Plan into the district's day-to-day operations.

Definitions of Framework Terms

Guiding Principles of Focus

The Guiding Principles of Focus highlight the areas DCPS will build upon in year one to support the mission and vision of the school district.

Objective

The Objective states the area of focus and outcomes that DCPS will achieve.

Strategy

The Strategy provides details of how the objective will be met.

Performance Indicators

The Performance Indicators identify specific tasks, assignments, or action(s) staff will follow to realize the stated Objective and Strategy.

GUIDING PRINCIPLES

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The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning Process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

Academic Learning & Success	*A balanced learning process that includes instructional methods to improve learning and growth for each student.*
Student-Centered Learning Environment	*A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.*
Cultural Inclusion & Engagment	*The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.*
District/Building Culture & Climate	*Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.*
Personnel Effectiveness	*Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.*
Social-Emotional & Mental Health Well-Being	*Social-emotional and mental health well-being of students and staff is a critical component of a high-functioning school district.*
Access to Educational Opportunities	*Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.*
Family & Community Partnerships	*Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.*
District Resources	*District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.*
Board Governance	*Effective board practice based on objective governance standards ensures accountability focused on growth and student learning*

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GUIDING PRINCIPLES OF FOCUS

The identified Guiding Principles of Focus are targeted within the plan based upon multiple data points collected throughout the assessment phase of the NASB Strategic Planning Process. Data collection included stakeholder engagement through the Strategic Overview Committee (SOC) meetings, a community meeting, and online surveys of DCPS' administrators, certified and classified staff, students, and parents. Through data analysis, the NASB Board Leadership Team developed overarching objectives and specific strategies consistent with the needs presented through stakeholder engagement.

PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

Objective 1: Maximize the potential of district personnel by clarifying a system of professional practice standards, equipping and continuously investing in staff members, and aligning goals district wide (e.g., school improvement, strategic plan) to amplify the education provided at DCPS. *(Student-Centered Learning Environment, District/Building Climate & Culture)*

Strategy 1.1: Implement a thorough onboarding process for staff to ensure seamless professional growth.

Recommended Performance Indicators:

a) Embed DCPS organizational cultural expectations into the onboarding process, instilling district values and helping staff embrace the norms and mission of the district.
b) Ensure the district's certified staff onboarding process includes a focus on utilizing the district-adopted instructional framework, alignment to the certified staff evaluation tool, and the framework's effect on student academic success.

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Strategy 1.2: Provide targeted and impactful professional development for all staff that fosters collaboration and facilitates staff unity across all buildings.

Recommended Performance Indicators:

a) Present an annual professional development plan to the board and ensure district policy and resources support effective professional development for all staff.
b) Create ongoing opportunities for staff to work collaboratively across all grades, utilizing data to provide feedback for growing and improving student achievement.
c) Prioritize time for the MTSS team or teams to communicate and empower teachers to implement the process, allowing for effective implementation of the MTSS process across all grades, with particular attention to grades 9-12.

Strategy 1.3: Drive district-wide improvement by ensuring all schools are aligned in implementing strategic goals through collaborative planning, clear communication, and internal accountability.

Recommended Performance Indicators:

a) Communicate clear expectations for the school improvement process and define roles.
b) Align school improvement and strategic plan work between elementary buildings, middle school, and high school and create a system of accountability. ILCD and MTSS would also be included.

Board Governance Strategy 1: Through the board agenda, align district resources to support professional development of staff and allow for consistent updates to the board, ensuring continuous progress monitoring of district-identified goals. ***(****Board Governance Standards: IV. Accountability and Student Achievement; VI. District Resources; IX. Professional Development****)***

Recommended Performance Indicators:

a) The board, in collaboration with administration, will align district resources to support continuous professional development of staff. Administration and appropriate staff will provide timely updates on the investment in professional development, including an annual analysis of the professional development schedule and content.
b) The board will commit to their own professional development as they support the ongoing learning and development of DCPS staff, building shared knowledge among board members.

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FAMILY & COMMUNITY PARTNERSHIPS

Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

Objective 2: Build community-wide knowledge and understanding of district, student, and family demographics, and prioritize relationships with families, community entities, and businesses. *(Cultural Inclusion & Engagement, Access to Educational Opportunities)*

Strategy 2.1 Foster collaborative relationships with families and the community through purposefully designed, structured engagement opportunities.

Recommended Performance Indicators:

a) Consider new engagement opportunities for parents and families, such as EL Open House, personalized communication tools (ex. Remind), campus tours for large employers, new-family welcome/onboarding experiences, and other opportunities specific to DCPS.
b) Identify ways to engage parents in supporting district initiatives, beginning with sharing the priorities of the Strategic Plan.

Strategy 2.2: Engage stakeholders in the David City Public Schools community to build a shared understanding of the unique needs of current and future students.

Recommended Performance Indicators:

a) Develop annual, consistent messaging to share community-wide, highlighting successes and challenges of the district, with an emphasis on communicating the impact of changing district demographics.
b) Continue to foster positive working relationships with external entities to develop resources that address the physical and social needs of students and families.

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Strategy 2.3 Create a uniform, district-wide simplified form of communication.

Board Governance Strategy 2: Grow and sustain a trusting partnership with all stakeholder groups for the benefit of the mission of DCPS and to sustain a positive connection with and among the community. *(Board Governance Standards: I: Mission, Vision and Goals; III: Stakeholder and Community Engagement)*

Recommended Performance Indicators:

a) The board will seek opportunities to engage community stakeholders in a variety of ways, including consideration of developing an Engagement Policy and Engagement Calendar.
b) The board will support, and aid district leadership is pursuing opportunities for the district to have a voice in community initiatives relating to childcare and housing.
c) The board will embed and consider community and stakeholder engagement to support district decision-making.

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DISTRICT/BUILDING CULTURE & CLIMATE

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

Objective 3: Create and commit to a cohesive district culture that guides organizational behavior according to the district's mission, vision, and values to promote shared decision-making opportunities and sustain energy for district initiatives. *(Personnel Effectiveness)*

Strategy 3.1: Embed inclusive, transparent, and participatory decision-making processes that reflect the district's mission, vision, and values.

Recommended Performance Indicators:

a) On a consistent basis, incorporate staff-to-staff time, as well as administrator-to-staff time, for collaboration, to share concerns, and celebrate successes.
b) Focus on collaborative leadership and stakeholder engagement for the purpose of participatory decision-making.

Board Governance Strategy 3: Collaboratively define a common vision for district culture and leadership behaviors to ensure a shared understanding of accountability and high expectations district wide.
(*Board Governance Standards: I. Mission, Vision, and Goals; II. Policy Governance; VII. Board-Superintendent Relations***)**

Recommended Performance Indicators:

a) As a board, use the district mission, vision, and values as guidance in establishing defined leadership behaviors for the board that embody the mission and values of the district and embed these expectations into the Board Code of Conduct and annual Board Self-Assessment.
b) Modeled after the board's created expectations, the board and administration will collaboratively create a similar set of leadership expectations for administrators to embody the mission and values of the district and embed these expectations in the adopted evaluation tools and administrative guidelines.
c) The board will continue to conduct an annual Board Self-Assessment to identify areas of growth that will benefit the working relationship with the superintendent and the success of the David City Public Schools Strategic Plan.

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BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

Board Strategies highlighted in red throughout this document are consolidated here to show the board's role in supporting the initiatives outlined in the Framework. The board's ongoing commitment to effective governance and their focus on continuous improvement will support the advancement of student learning through the initiatives listed in this Framework.

Board Governance Strategy 1: Through the board agenda, align district resources to support professional development of staff and allow for consistent updates to the board, ensuring continuous progress monitoring of district-identified goals. ***(****Board Governance Standards: IV. Accountability and Student Achievement; VI. District Resources; IX. Professional Development****)***

Board Governance Strategy 2: Grow and sustain a trusting partnership with all stakeholder groups for the benefit of the mission of DCPS and to sustain a positive connection with and among the community. *(Board Governance Standards: I: Mission, Vision and Goals; III: Stakeholder and Community Engagement)*

Board Governance Strategy 3: Collaboratively define a common vision for district culture and leadership behaviors to ensure a shared understanding of accountability and high expectations district wide. ***(****Board Governance Standards: I. Mission, Vision, and Goals; II. Policy Governance; VII. Board-Superintendent Relations****)***

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REMAINING GUIDING PRINCIPLES

Guiding Principle: Academic Learning & Success

Objective: Continue to provide and implement high-quality instruction for all learners.

Strategy 1: Inform all certified staff about the curriculum review process. (*Personnel Effectiveness*)
Strategy 2: Equip DCPS graduates with critical soft skills to enhance their personal and professional success.
Strategy 3: Keep the Nebraska Literacy Project proficiency threshold as proposed by the Nebraska State Board of Education as a focus when determining student academic goals. (*District Resources*)

Guiding Principle: Student-Centered Learning Environment

Objective: Provide students with the opportunity and support to develop their capacity to make educational choices, set individual goals, monitor their progress, and provide a supportive, safe, and nurturing environment. (*Personnel Effectiveness*, *District/Building Climate & Culture*)

Strategy 1: Create a dynamic and inclusive environment that fosters student engagement and motivation for both classroom learning and extracurricular activities. *(District/Building Climate & Culture*, *Cultural Inclusion & Engagement)*
Strategy 2: Implement a comprehensive MTSS framework in grades K-12 that supports student-centered learning by providing targeted academic and behavioral interventions. *(Personnel Effectiveness*, *District Resources)*
Strategy 3: Establish mechanisms for regular feedback from students and staff to refine and improve MTSS practices. *(Personnel Effectiveness)*

Guiding Principle: Cultural Inclusion & Engagement

Objective: Develop and sustain a healthy, respectful, and safe learning environment that encourages and values all voices and perspectives, increases engagement, and addresses the unique needs of students and families. (*Personnel Effectiveness*, *Student-Centered Learning Environment*, *Family & Community Partnerships*, *Board Governance)*

Strategy 1: Establish and implement a consistent plan to effectively use academic data to support the needs of students from diverse cultural and socioeconomic backgrounds. (*Personnel Effectiveness*, *Student-Centered Learning Environment)*

Guiding Principle: Social, Emotional, and Mental Health Well-being

Strategy 1: Continue to utilize the licensed mental health practitioner.
Strategy 2: Investigate community resources for students in the younger grades..

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Guiding Principle: Social-Emotional & Mental Health Well-Being

Objective: Enhance the learning experience and social-emotional support for the health, safety, and well-being of students and staff.

Strategy 1. Expand learning opportunities to support student and parent understanding of mental well-being, providing at-home resources and strategies. *(Family & Community Partnerships, Student-Centered Learning Environment)*
Strategy 2: Research and identify strategies and partnering with outside entities, when available, to assist staff with their mental health and well-being needs. *(Family & Community Partnerships, Personnel Effectiveness)*

Guiding Principle: Access to Educational Opportunities

Objective: Provide rigorous learning opportunities that prepare and empower students to engage with coursework, resulting in challenging and creative classroom experiences.

Strategy 1: Clarify and communicate with staff and stakeholders the availability or need for programs, including English language supports and an Alternative School program. (*Family & Community Partnerships, District Resources, Student-Centered Learning Environment*)

Guiding Principle: District Resources

Objective: Examine the short- and long-term facility needs of the district.

Strategy 1: Gather solutions to address immediate parking and transportation needs.
Strategy 2: Through a long-term facilities plan, analyze the need for additional extracurricular space and the functionality of all learning spaces (such as FCS and CTE) for current and future enrollment. (*Student-Centered Learning Environment*)

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