

David City Public School Board of Education
Regular Board Meeting
Wednesday, June 10, 2026 at 7:00PM or
immediately following the wellness policy
hearing.
High School Board Meeting Room
750 D St.
David City, NE 68632-1724

1. Call Meeting to Order
 - 1.1. Pledge of Allegiance
 - 1.2. Open Meetings Statement
 - 1.3. Attendance/Absence Approval
2. Student and Staff Involvement
3. Public Forum
4. Consent Agenda
 - 4.1. Approve Minutes of the Previous Meeting(s).
 - 4.2. Approve Claims Against the District
 - 4.3. Financial Reports
5. Board Committee Reports
6. Board Workshop/Conference Reports
7. Administrative Reports
 - 7.1. Dr. Denker
 - 7.2. Mrs. Athow
 - 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, consider, and take action to approve the updated parental involvement policy.

8.2. Discuss, consider, and take action to approve the updated student fees policy.

8.3. Discuss, consider, and take action to approve the updated wellness policy.

8.4. Discuss, consider, and take action on the updated anti-bullying policy.

8.5. Discuss, consider, and take action on the updated multicultural education policy.

8.6. Discuss, consider, and take action on the updated family engagement (Title I) policy.

8.7. Discuss, consider, and take action to approve the staff training resolution for the 2026-27 school year.

8.8. Discuss, consider, and take action to grant the superintendent authority to work with Clark Enersen on the design and architectural and mechanical drawings for a possible new FCS room and competition gym, along with an updated HVAC system at the high school.

8.9. Discuss, consider, and take action to approve the changes to the student handbooks and updated student handbooks for the 2026-27 school year.

8.10. Discuss, consider, and take action to approve the changes to the classified and certified staff handbooks and updated staff handbooks for the 2026-27 school year.

8.11. Discuss, consider, and take action to approve an honorary diploma for Lynn Styskal.

9. Personnel

9.1. Discuss, consider, and take action on a volunteer coach's aide application.

10. Future Discussion and Action Items

11. Adjournment

Claims Against the District

June 2026 Claims

Payment Vendor	Invoice Amount	Comment
402 Floral, LLC	\$150.00	Teacher Appreciation
95 Percent Group LLC	\$1,745.00	Teacher Professional Development
Amazon Capital Services	\$5,474.75	Supplies
Anna Kouba	\$121.80	SPED Mileage Reimb.
ASPi Solutions, Inc.	\$500.00	Subscription
Avant Assessment LLC	\$20.00	Spanish Class Assessment
Boys Town	\$6,760.00	SPED Duncan Day School
Buresh Meats	\$12,650.00	Summer Food Gift Cards
Butler County Concrete & Design LLC	\$7,650.00	Sidewalk
Butler County Health	\$4,856.46	SPED Contracted Services
Butler County Welding Inc	\$190.55	Class Supplies
Cenex Fleetcard	\$1,362.61	Fuel
CMS Communications	\$3,020.00	Server/Backup Batteries
Colorado/West Equipment, Inc.	\$470.49	Bus Repair - Windshield
Column Software PBC	\$76.61	Advertising
Cutting Edge Curriculum	\$8,200.00	CTE Curriculum
Dale's Food Pride LLC	\$340.47	Supplies
David City Ace Hardware	\$312.67	Supplies
DCPS Lunch Program	\$15,082.40	PreSchool Meals
Depreciation Fund	\$611,129.76	Transfer
Eakes Office Solutions	\$1,702.42	Supplies
EGAN Supply Co	\$4,932.06	Supplies
Electronic Contracting Company	\$315.00	Annual Fire Alarm Monitoring
EPS Operations, LLC	\$1,200.00	Spire Virtual Session
ESU #7	\$1,435.00	SPED Translations/Interpretation
ESU #7	\$18.75	Network Operations
ESU #7	\$986.17	Production
ESU #7 Special Education	\$64,900.03	SPED Contracted Services
Frontier Cooperative Co.	\$2,520.67	Fuel
Goodheart-Willcox Company	\$14,832.76	CTE Textbooks/Curriculum
Hartman Auto Repair LLC	\$115.25	Inspection
Heartland Communications LLC	\$3,650.00	Preschool Speakers, Bell System
Hilltop Rolloff LLC	\$451.50	Waste
Inspira Financial	\$150.00	Admin Fees
Jennifer Anderson	\$434.42	Mileage Reimb.
Johnson Controls Building Solutions LLC	\$3,847.33	ERV Issues at DCE
Kobza Motors, Inc	\$474.42	Service & Inspections
Kurita America Inc.	\$782.23	HVAC Contracted Services

Lee Enterprises	\$419.00	Advertising
Masek, Amy	\$5,024.00	David City Mental Health Counseling
Middle Creek Printing	\$650.00	Staff Shirts
Mohawk USA LLC.	\$5,507.83	Laptop Bags
NASCO Education/School Specialty	\$140.00	Supplies
Nebraska Air Filter, Inc.	\$2,870.83	Air Filters
Nebraska Coaches Association	\$2,935.00	Membership
Nebraska Safety Center	\$375.00	Transportation Courses
Nebraska Safety Center	\$250.00	SPED Transportation Courses
Nebraska School Activities Association	\$1,745.00	Membership
Nebraska.Gov	\$5.50	DHHS Central Registry Fees
Nice Kars	\$2,259.81	Service & 80 day inspection
Northside Inc.	\$804.40	Fuel, washes
Omnify	\$265.50	COBRA Initial Letter Verification
One Source, The Background Check	\$84.00	Background Checks
Parent Square	\$3,553.66	Subscription (Formerly Remind)
Pearson-Clinical Assessment	\$243.17	SPED Supplies
Perry Law Firm	\$671.00	Legal Fees
Pitney Bowes	\$11,137.00	Postage Meter Refills
Plunkett's Pest Control, Inc	\$140.61	Pest Control
Ref Reps, LLC	\$675.00	License
Rerucha Ag & Auto Supply	\$18.99	Bus Supplies
Saunders County Clerk	\$100.00	Election Dues & Fees
Spectrum	\$375.56	Business TV and Internet
Styskal Cleaning Services	\$4,000.00	Janitorial Services
Summit Fire Protection	\$1,760.75	Annual Fire Alarm Testing
Teaching Strategies	\$1,273.50	PreSchool Gold Assessments
U & I Sanitation	\$570.00	Waste
University of Nebraska - Lincoln	\$500.00	Transitional Certification Program
UNL Career Services	\$250.00	Registration
Verizon Wireless	\$353.48	Bus Wifi & Jet Packs
Village of Bellwood	\$102.66	Utilities
ViVi	\$8,330.00	Projector/Laptop Connections
Western Oil, LLC	\$177.50	Fuel
Windstream	\$171.72	Backup Internet
Windstream Corporation	\$1,242.12	Telephone
Woolsey Electric LLC	\$154.80	Bellwood Computer Lab
Sub-Total	\$841,998.97	
<u>Mid-Month/Direct Withdrawals</u>		
Butler Public Power District	\$1,647.82	Electricity

David City Utilities	\$15,117.01	Utilities
Five Points Bank	\$2,862.92	Copier Leases
UN-Lincoln	\$1,750.00	Transitional Cert Prog. Year 2
Woodriver Energy	\$5,353.30	Natural Gas
Denker, Chantel	\$17.00	Reimburse for graduation Paper
Meusch, Aleisha	\$220.00	Reimb for Overpayment-PS Tuition
Sub-Total	\$26,968.05	
<u>US Bank Card</u>		
Cenex	\$310.80	Fuel
American Heart Assn.	\$247.30	CPR
Runza	\$22.98	New Staff Support
Tech. Asst. for Excellence in SPED	\$915.00	Conference Registration
Dollar Store	\$9.75	Bus Supplies
FedEx	\$9.00	Postage
Hampton Inn	\$2,491.68	Hampton Inn State Track
Screencastify	\$70.00	Subscription
Lincoln Zoo	\$637.50	Field Trip
Teachers Pay Teachers	\$25.80	Class Supplies
Logic of English	\$52.33	Class Supplies
Sub-Total	\$4,792.14	
Grand Total	\$873,759.16	

DC Supt Monthly Board Report

June 2026

Chad Denker, Supt

Summer Projects

Neujahr will be done with flooring projects (DC Elem media center and reading room, HS music room, e-sports room, and computer classroom, and DC Elem entry) in the next few days. Eakes will then install new bookcases, cabinets, etc. Hopefully, we can give you a tour as part of the July board meeting. Facility Advocates will be done with classroom HVAC in Bellwood classrooms by July 3 and the Bellwood gym by July 31.

Board Policies

There are several policy updates for June and July. Most are as a result of changes in state or fed law. The policy committee will meet later in June prior to the July board meeting to provide guidance on a couple o potential policy updates.

Football Goal Posts

Sandhills Energy has agreed to purchase new goalposts and ground sleeves for the city-owned football field.

Track Resurfacing and Painting

The city received a grant to redo the track surface and striping.

School Foundation Update

Members met with alumni recently to announce the formation of the school foundation. A fundraiser is planned for August. More details to follow.

Admin Evals

They will all be completed before the end of June.

Vacation

I will be out of the office Fri June 12, Mon June 15, and Tues June 16.

David City School Board Report: Athrow

June 2026 Board Report

6th to 7th Grade Transition Day and Parent Meeting

We recently hosted our upcoming 7th graders for the annual 6th to 7th Grade Transition. Moving from elementary to middle school is a major milestone, and this day was designed to ease anxieties, spark excitement, and set our future students up for success.

The day was packed with informative and engaging activities to give students a comprehensive look at their next chapter:

- **Building Tours with Mr. Lindsley:** Students explored the hallways, located key areas, and got a feel for the layout of their new school home to help them feel comfortable on day one.
- **Student Q&A Panel:** Our current middle schoolers stepped up as leaders, participating in a guided panel discussion where they answered real questions from the 6th graders about what middle school life is *actually* like.
- **Expectations & Opportunities:** We provided a clear overview of academic and behavioral expectations, alongside a showcase of the diverse elective classes, sports, and extracurricular activities we offer at DC Middle School.
- **Keys to Success with Mr. Fish & Mr. Hermelbracht:** The students wrapped up with an invaluable session led by Mr. Fish and Mr. Hermelbracht, who shared practical strategies, tips, and advice on how to be a focused, successful, and well-rounded middle school student.

The energy throughout the day was incredibly positive. Our incoming 7th graders left the building with a much clearer picture of what to expect and, most importantly, a sense of belonging at DC Middle School. We can't wait to welcome them back full-time in the fall.

Following our successful daytime student transition event, we welcomed our incoming 7th-grade families to DC Middle School that evening for a dedicated parent information session. Recognizing that the jump to middle school is a big transition for families as a whole, the evening was designed to mirror the information the students received while focusing heavily on how parents can best support their children through this exciting next step.

Parents were given a clear outline of DC Middle School's academic and behavioral expectations, as well as a roadmap of the extracurricular and elective opportunities available to their students. We discussed practical strategies for parents to help their children navigate the increased independence, changing routines, and organizational skills required in middle school.

The event was incredibly well attended, reflecting the strong commitment and engagement of our school community. Because of the overwhelmingly positive feedback and the high level of participation, we plan to make this parent transition night a permanent, yearly addition to our school calendar.

School Improvement Team Planning

The PreK-12 School Improvement Team met to unpack end of year data, areas of celebration and plans for continuous improvement. The two strategic goals for the district are in the areas of Reading and MTSS:

Goal #1: All David City Public Schools students will demonstrate growth in reading proficiency across all content areas. By the 2029-30 school year, at least 75% of students will meet or exceed grade-level expectations in reading as measured by statewide accountability assessments, district benchmark assessments, and classroom-based evidence of learning.

MTSS Goal: By November 2029, the district will both establish and apply a cohesive Multi-Tiered System of Support (MTSS) by defining tiered expectations, adopting a districtwide framework, training all staff for shared understanding, and delivering consistent implementation through high-quality instructional materials, common data practices, and collaborative leadership across all teams.

The secondary team has wrapped up a highly productive year, celebrating major foundational milestones. Our team put tremendous effort into refining our Multi-Tiered System of Supports (MTSS) framework and strengthening our academic programming. Key achievements include:

- **Robust MTSS Infrastructure:** We successfully developed an Early Warning System, mapped our resources, established clear Tiers of Support, and created data-driven decision rules for student placement.
- **Curriculum & Collaborative Planning:** We aligned our curriculum, created a High-Quality Instructional Materials (HQIM) fidelity plan, and established Collaborative Curriculum Conversations (CCCs) for core subjects. A new schedule was also implemented to guarantee shared planning time for staff.

- **Targeted Interventions:** We built comprehensive student support plans for next year and added dedicated ELA and Math support classes for grades 7–9 based on multiple data points.
- **Data Readiness:** Staff laid the groundwork for **Educlimber**, ensuring we are fully prepared to leverage this powerful data platform next year.
- **Academic Bright Spots:** Preliminary data shows exciting growth. Our ACT scores improved compared to last year, and we saw strong success in Middle School and 10th grade ELA and 7-12 Science scores. It is no surprise we also have a reduction in chronic attendance, increase in daily attendance and decrease in major behavior issues. Academics, SEL and attendance are all connected.

Note: Official NSCAS and ACT scores remain embargoed until the fall, at which point we will provide a formal update.

While we are proud of our progress, we are eager to build on this momentum. Next year, our efforts will center on full system implementation and deepening our data practices:

- **Expanded Collaboration & Leadership:** We will introduce a Student Assistance Team led by Annie Chrisman, expand CCC teams to all departments, and launch a new Middle School team with a dedicated student data focus.
- **Data-Driven Instruction:** Teachers will receive advanced training and support on utilizing Educlimber data within their CCC and Middle School teams to directly impact classroom teaching and student interventions.
- **High-Impact Instructional Strategies:** The entire secondary staff will focus on school-wide implementation of two high-leverage strategies: *Opportunities to Respond* and *Explicit Instruction*.
- **ESU 7 Partnership:** We will partner closely with ESU 7 to provide ongoing instructional coaching and establish a system to monitor implementation fidelity.

We are incredibly grateful for the hard work of our staff this year and look forward to seeing these systems fully bear fruit for our students next year. As I always tell the teams: *if we work the plan and focus on the process, the results will take care of themselves.*

Scout Newsletter

The June edition of the Scout Newsletter was sent via Facebook and DC livestream May 23rd: <https://aptg.co/nKT1Nx>

Faculty Meeting

We focused on the May timeline (which is a grind!) and what to expect from upcoming events, such as graduation, final senior day, last student day and staff end of year responsibilities. Staff were asked to complete an end of year checkout form, submit growth points and discuss their growth plan for next year.

Staff completed an end of year survey and were asked to identify a positive for the year and a challenge they would like to see change for next year. The areas of positives were identified as clear communication, feeling like they have a voice in the school and decisions, follow through, clarity in expectations, MTSS systems improvement and a better understanding of what MTSS really is.

Areas of growth or suggestions for next year were as follows: creating a schoolwide retake policy, revisiting our grading scale, discussion of the bullying policy, ensuring all staff enforce rules consistently, an AI policy, ACCESS purpose and redesign and sharing out MTSS and Principal's Advisory updates with all staff more often. Our administrative team is already hard at work updating handbooks, creating a course registration handbook and ensuring the concerns are addressed in policy and systems.

The Principal's Advisory, CCC's teams and MTSS Secondary Team all took end of year surveys with the areas they determined as most important for next year. We discussed this as a whole staff so all of us are on the same page for our vision going into next year.

Morgan Styskal and Greg Hansen were given Spotlight Teacher Awards, as selected by students. This speaks to their relationships and dedication to end the school year strong.

Principal's Advisory

The Principal's Advisory filled out an end of year survey that asked them the positives of the group, what they might change, if they prefer to stay in the group. All members chose to remain on the team, and we added two members who elected to join: Joe Brumm and Payton DeMers-Sahling. The topics we will discuss next year are grading scales, homework philosophy and HCT, ACCESS purpose and focus, Senior Hallway, Cyber Safety and Community/Family Engagement.

MTSS Secondary Team

The MTSS Secondary Team filled out an end of year survey that asked them the positives of the group, what they might change, if they preferred to stay in the group and topics to explore for next year. All of the team members chose to remain on the team, and we added Sam Schlautmann for our math representative and Aleisha Meusch for another CTE representative. Next year we will cover curriculum mapping and toolboxes for interventions, training for all staff in MTSS procedures, how to use the Early Warning System, EduClimber training for all staff and high impact teaching strategies (specifically Opportunities to Respond and Explicit Instruction). We will continue to utilize NDE for all staff training and to have support from ESU7 for high impact teaching strategy coaching and fidelity checks.

Graduation

I wanted to share a brief reflection on this year's graduation ceremony, which was a deeply meaningful milestone for our school community, and for me personally. This graduation marked the conclusion of my first year as principal at David City Public. It has been a year of learning, growth, and immense pride, all of which culminated beautifully during the ceremony.

This particular group of students is truly special. Throughout the year, they have demonstrated remarkable resilience, leadership, and character. Their speeches gave you insight into how much they had to overcome and how much they have grown because of that. They all highlighted how much they loved their teachers, this school and our community, and that really sticks with me; what a testament to our school culture and to David City! They set a positive tone for the entire student body and left an indelible mark on our school culture.

Watching our students walk across the stage, celebrate their achievements, and take that monumental next step in their lives has easily become one of my favorite days as a principal. Seeing the culmination of their hard work—and the joy of the families who supported them—reaffirmed why we do this work. Thank you to the School Board for your continued support in making this successful year possible for our graduates.

Thanks for your continued support!

DC Secondary Principal, Stacy Athrow

Chad Lindsley
Board Report
6/10/2026

Now that the school year has come to a close, the administration team has had an opportunity to reflect on the year and begin planning for the one ahead. The 2025-2026 school year brought many successes, challenges, and changes. Mrs. Athow joined us as our new principal and has been a great addition to the team. We have worked well together and complement each other's strengths and areas for growth.

Reflection allows us to celebrate what went well while also identifying opportunities to improve, and that serves as the foundation for our planning for next year. The support of an outstanding team of board members, administrators, teachers, and support staff at David City continues to make it possible for Scout Nation to grow, meet the needs of all students, and celebrate success along the way.

As we look back on the year, it is exciting to see all that we accomplished together as a school. At the same time, we have already spent a significant amount of time preparing for the 2026-2027 school year. Some of the projects I have been working on include revisions to our student and staff handbooks, with the goal of having each handbook translated into Spanish. Additional planning has included a new student t-shirt design (pictured below), updating spreadsheets and assignments for next year, reviewing and revising our crisis plan, and analyzing student data to help guide future decisions. Included below is a comparison of discipline and tardy data from this year and last year as part of that review process.

With the change in administration already behind us, there are several major changes planned for next year. Immediately, there are a few items that students, staff, and families may notice:

- New flooring and cabinets in the music room
- New flooring in the E-Sports and computer room
- Continued emphasis on MTSS and student support systems
- Installation of additional security cameras to cover areas that were not previously monitored
- New walkie-talkies to improve communication throughout the building

As part of our end-of-year review process, we analyzed discipline and attendance data to identify trends and areas for continued growth. Overall, behavior events decreased from 531 incidents in 2024-2025 to 448 incidents in 2025-2026, representing a reduction of 83 events.

The most common behavior concerns remained relatively consistent between the two school years. In 2024-2025, the top behavior events were tardiness (141), insubordination (132), disrespect (79), disorderly conduct (61), and unexcused absences (57). During the 2025-2026 school year, insubordination (136) became the most common behavior event, followed by tardiness (96), disrespect (67), unexcused absences (66), and disorderly conduct (41).

One area that showed notable improvement was student tardiness. Total tardies decreased from 680 during the 2024-2025 school year to 577 in 2025-2026, a reduction of 103 tardies. While there is still work to be done, the decrease in both overall behavior events and tardiness is encouraging and reflects the efforts of our staff and students to create a positive learning environment. We will continue to review this data as we plan for next year, using it to guide interventions, support systems, and strategies aimed at improving student success.

Attendance data also showed positive overall trends during the 2025-2026 school year. While May attendance was slightly lower than the previous year, with 236.24 absent days compared to 203.06 absent days in May 2025, overall student attendance improved significantly throughout the school year.

Total absent days decreased from 3,368.63 in 2024-2025 to 2,857.05 in 2025-2026, a reduction of more than 500 absent days.

Several grade levels demonstrated substantial improvements in attendance. Seventh grade reduced absent days from 520.79 to 385.95, ninth grade from 519.97 to 411.81, eleventh grade from 577.36 to 397.28, and twelfth grade from 709.77 to 437.17. Eighth grade saw an increase from 446.41 to 620.21 absent days, while tenth grade remained relatively consistent, increasing slightly from 594.34 to 604.63.

The overall reduction in absent days is encouraging and reflects the continued efforts of students, families, and staff to prioritize attendance. As we move into next year, we will continue to monitor attendance trends and work with students and families to address barriers that impact consistent school attendance.

There are many great things happening at David City Public Schools, and I am proud to be part of a district that is always looking for ways to improve. While we are proud of what we accomplished this year, we remain committed to finding new opportunities to better serve our students, staff, and community.



David City Elementary June 2025–26 Board Report

Enrollment

David City Elementary began the 2025–2026 school year with 281 students enrolled and ended the year with 292 students, reflecting an increase of 11 students throughout the school year. Compared to this same time last year, enrollment is currently down by 7 students.

Attendance

Our overall attendance rate for the 2025–2026 school year was 96.99%, which is nearly identical to last year's rate of 96.98% and remains consistent with attendance trends over the past three years.

Our current chronic absenteeism rate is 3.42% (10 out of 292 students), showing significant improvement from 6.35% (19 out of 299 students) during the same time period last year. This reflects continued efforts by students, families, and staff to prioritize regular school attendance.

Students ended the school year on a fun and memorable note by watching Mrs. Greenfield get dunked in the dunk tank on the last day of school. A total of 98 students qualified for the opportunity by meeting attendance expectations. Each qualifying student earned two chances to dunk Mrs. Greenfield, and one Golden Ticket winner from each grade level had the exciting opportunity to run up and push the button for an automatic dunk. The activity was a great way to celebrate positive attendance while creating lasting memories for students.

Behavior

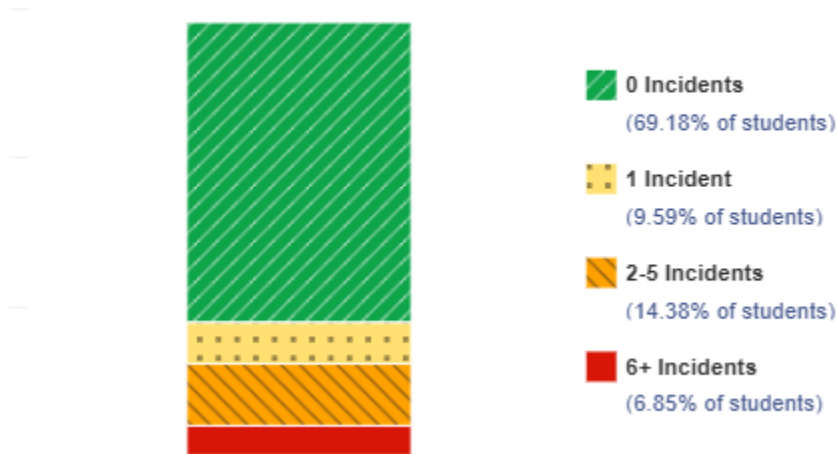
With the implementation of eduClimber, we are now able to analyze behavior data more efficiently and accurately. This year, David City Elementary implemented new triplicate minor and major behavior forms, allowing teachers to quickly document incidents and improve communication with parents.

During the 2025–2026 school year, there were 388 total behavior incidents, an increase of 120 incidents from the same time last year. While this represents a noticeable increase, it is believed the rise is largely due to improved documentation practices and more consistent reporting by staff. When examining the data more closely, 69.18% of students (202 out of 292) had zero behavior incidents for the entire school year. Additionally, 9.59% of students (28 out of 292) had only one incident, 14.38% (42 out of 292) had between two and five incidents, and 6.85% (20 out of 292) had six or more incidents.

Behavior trendlines remained relatively consistent through the fall before increasing during January and February compared to last year. The highest number of incidents involved minor respectful behaviors, totaling 113 incidents involving 54 students. These behaviors most commonly occurred in the classroom, followed by recess, hallways, the cafeteria, and restrooms. We recorded a total of 127 major citations: 44 respect, 39 safe, 21 responsible, 18 owning actions, and 5 harassment/bullying incidents. The primary locations for these behaviors were the classroom, playground, and cafeteria.

David City Elementary June 2025–26 Board Report

Incident Ranges - This School Year



This graphic demonstrates that 78% of David City Elementary students (green & yellow) are doing a great job meeting behavior expectations. The 21.23% of students (orange & red) with two or more behavior incidents represent the group where continued Multi-Tiered System of Supports (MTSS) processes and Positive Behavior Supports (PBIS) will be most important. Staff will continue working collaboratively to provide interventions, support systems, and proactive strategies to help these students improve behavior and achieve success in the classroom and school environment. Parent support and communication also continue to play a critical role in helping students develop positive behaviors and reinforcing expectations both at school and at home.

HAL Field Trip

The final HAL Day of the school year was held on Monday, May 11, 2026. Students participated in a field experience at Lake Wanahoo, where they continued their study of the year's theme, "Engineering Environmental Solutions." The experience provided students with an opportunity to apply their learning in a real-world setting while exploring environmental systems and engineering solutions in action.

Kona Ice

The David City Elementary PTO generously provided shaved ice for all students on Tuesday, May 12. Students were able to choose their flavor and enjoy the treat outside with classmates. The activity was a fun way to celebrate the end of the school year and was greatly appreciated by students and staff. Thank you to the parent volunteers and to everyone who donated to help make this possible.

Field Day & FFA Barnyard

Field Day was held on Friday, May 15 and proved to be a hot but successful day of activities. This year, K–2 and 3–6 Field Day events were combined into a single day, with K–2 students participating

David City Elementary June 2025–26 Board Report

in the morning and grades 3–6 in the afternoon. The change was well received by families, providing a more convenient schedule and strong overall attendance. Thank you to Mr. Worm, Mrs. Reeves and Mr. Engel for organizing the event and to all the high school students who volunteered their time to help run it.

A special thank you is also extended to the FFA for organizing and facilitating the Barnyard activities throughout the day. Students from all grade levels were able to sign up for time slots and participate in the various activities offered, adding to the excitement and variety of the event.

Elementary Awards Ceremony

The David City Elementary K–6 Awards Ceremony was held on Monday, May 18, 2026, at 1:30 p.m. in the High School Gym, with many parents and family members in attendance to celebrate student success. Students were recognized for outstanding achievement in Behavior, Reading, Math, Science, Social Studies, as well as performance on MAP and NSCAS assessments. Award criteria differ between K–2 and grades 3–6, with expectations increasing as students progress through grade levels.

We were especially proud to recognize 6th grade students receiving national honors. The President's Award for Educational Achievement was awarded to Jase Husmann, Will Kuhlman, Garret Palensky, Milena Pleskac, Maddox Samek, Emma Spellman, and Sophia Warriner. The President's Award for Educational Excellence was awarded to Destin Brumm, Emily Greenwood, and Leya Macrae.

PBIS Team

The Positive Behavior Interventions and Supports (PBIS) team hosted its final SCOUT Camp day of the year on Tuesday, May 19. Students who earned positive tickets in the fourth quarter were put into a drawing and several prizes were awarded. We also honored student attendance and had two students with perfect attendance for the school year. Mrs. Glodowski put together an end of the year slide show that was also shown. After the assembly, students participated in the final round of carnival games.

Last Day of School

The final "Carnival of Learning Day" was held on Wednesday, May 20. Students spent the morning with their classmates participating in classroom cleanup and special end-of-year activities. Movies, recess, memory books, T-shirt signing, and donated Be Kind treasures helped students celebrate and enjoy one final morning together.

Following lunch, students gathered on the playground to watch Mrs. Greenfield get dunked as part of the attendance celebration. Before dismissal, students were encouraged to spend time outdoors this summer, limit screen time, be good sports, and continue showing kindness to others. They were also reminded to represent David City Elementary well, as they are always Scouts within the community. Students were then dismissed at 1:30 p.m. for the final time for the 2025–2026 school year.

David City Elementary June 2025–26 Board Report

Student Leadership

The results for our new Student Leadership Team are in! Congratulations to the following students who were selected to serve on the 2026–2027 team. We are excited to see these students represent David City Elementary through leadership, teamwork, and positive examples throughout the upcoming school year.

4rd Grade:
Representatives
Kenady Toelle
Emerson Buresh
Bentley Johnson

Historian
Braeli Worm

5th Grade:
Vice President
Landry Van Winkle

Secretary
Blake Van Winkle

Representatives
Lauren Zrust
Kade Heiman

6th Grade
President
Liam Palensky

Treasurer
Lyla Summers

Representatives
Allison Vincente
Julia Gome

School Improvement Meeting

On Thursday, May 28, the DCPS School Improvement Team met for its annual data day. The team reviewed progress on Continuous Improvement Plan (CIP) goals and began planning for the 2026–2027 school year. Staff analyzed current reading goal data, identified consistent measures to monitor student growth, and shared progress from the 2025–2026 school year. The team also reviewed the action plan template guiding the 2025–2030 school improvement cycle and provided feedback for continued implementation. The meeting concluded with a collaborative data walk focused on the district's two improvement goals and next steps to support continued student achievement and school improvement efforts.

David City Elementary's reading data has demonstrated growth compared to last year and continues to trend positively toward achieving the district's continuous improvement goal: All DCPS students will demonstrate growth in reading proficiency across all content areas. By the 2029–2030 school year, at least 75% of students will meet or exceed grade-level expectations in reading as measured by statewide accountability assessments.

Handbook Updates

Handbook updates for the 2026–2027 school year were completed by the administrative team on Wednesday, June 3. The team reviewed current policies, procedures, and expectations to ensure the handbook remains updated and aligned with district practices and student needs.

David City Elementary June 2025–26 Board Report

Building Updates

Several improvement projects are planned for David City Elementary this summer. The library will receive new carpet and shelving to help update the learning space and improve functionality for students and staff. The front entryway will also receive new tile as part of ongoing building improvements. In addition, repairs to playground equipment will be completed to help maintain a safe and enjoyable environment for students.

Reflection

As I reflect on my second year as the Principal of David City Elementary, I truly cannot believe how quickly another school year has passed. It is my hope that all students had an enjoyable and successful year filled with opportunities to experience the “Carnival of Learning” we worked so hard to provide.

Looking ahead to next year, our building theme will be, “Our Story Matters: We Are the Author of Our Future.” This theme will encourage students and staff to recognize that their choices, actions, character, and perseverance help shape their own future story. Throughout the year, we will focus on the positive character traits students learn in guidance class and how those traits help students become responsible, respectful, safe, and caring members of our school and community.

I look forward to continuing to work alongside our students, staff, and parents as we strive to fulfill our school mission: David City Public Schools develops the whole individual and empowers all students to succeed.

Have a wonderful and safe summer!

Mrs. Greenfield,
David City Elementary Principal

Bellwood Board of Education Report

June 2026

The school year seems to pass more quickly each year. It is hard to believe that the 2025–26 school year has come to a close and that preparations for the 2026–27 school year are already underway. This report includes several end-of-year highlights, as well as updates on efforts being made to prepare for next year.

Elementary Track Meets

This year marked the first time that both elementary track meets were held on the same day, Friday, May 15. Overall, the new format was very successful, and I would recommend continuing this practice in the future. The combined schedule appeared to work well for families, and we received numerous positive comments regarding the change. Although the afternoon temperatures were quite warm and we went through a significant amount of water to keep students, staff, and spectators hydrated, both track meets were successful events. Mr. Worm and Mrs. Reeves have done an outstanding job organizing these meets over the years.



Awards Ceremony

Bellwood Elementary hosted its annual all-school awards ceremony on the morning of May 18. During the ceremony, students were recognized for academic achievement, positive behavior, and attendance. It is always rewarding to celebrate the accomplishments and growth of our students.

This year's event was exceptionally well attended, with more family members in attendance than in previous years. Whether the increased participation was due to scheduling the ceremony in the morning or changes in how the event was promoted, the strong turnout was encouraging. It was wonderful to see so many families join us in recognizing and celebrating our students' successes.



Attendance Celebration

On May 19, Bellwood Elementary held its annual attendance celebration to recognize students for their commitment to regular school attendance. Students who missed five or fewer days of school during the entire school year earned a "Ticket to Dunk," giving them the opportunity to dunk a teacher or principal in the dunk tank. In addition, the class with the best overall attendance for the year earned the opportunity to participate. Four staff members, along with myself, volunteered for the event. Mr. Worm and Miss Lenz proved to be especially popular choices, as both will be transitioning to new roles next year. Students who did not qualify for a Ticket to Dunk were still able to attend and enjoy watching the event.



Following the dunk tank activity, qualifying students participated in additional attendance celebration activities, including an ice cream treat and pool noodle games. This event continues to be a positive and effective attendance incentive. Several students who were approaching the five-day threshold made a concerted effort to maintain strong attendance through the end of the school year. The event is becoming a meaningful motivator and reinforces the importance of regular attendance.

End of the School Year Celebration

Bellwood Elementary concluded the 2025-26 school year with an "Out of This World Glow Party." This event was made possible through a collaborative effort between the PBIS Team and the Bellwood PTO, who combined resources to provide a memorable experience for students.

The gymnasium was transformed with black lights and decorations, creating an exciting atmosphere for a variety of glow-themed activities. Students participated in glow games, glow-in-the-dark miniature golf, and a glow painting activity. They also received an end-of-the-year prize and concluded the celebration with a glow dance. The event provided a fun and engaging way to celebrate the accomplishments of the school year and send students into summer on a positive note.



Overall Reflection on the 2025-26 School Year

As I reflect on the 2025-26 school year, I believe it was one of the most positive and successful years during my time at Bellwood Elementary. While every school year presents challenges, this year was marked by strong student engagement, academic growth, and outstanding teamwork among staff.

One highlight was our schoolwide outer space theme, which created many memorable learning opportunities. Activities such as Edgerton Science Day, the virtual field trip to the moon, and the excitement surrounding the Artemis II mission helped make learning engaging and meaningful for students throughout the year. Another significant success was the implementation of the SPIRE reading intervention program. Adding SPIRE to our intervention resources has allowed us to identify and support struggling readers earlier and more effectively. We have already seen encouraging results, both in student reading achievement and in student confidence. Watching students experience success after previously struggling with reading has been one of the most rewarding aspects of the year. Most importantly, the success of this school year is a direct reflection of the exceptional staff at Bellwood Elementary. Our staff members consistently put students first, work collaboratively, and remain committed to providing the best possible educational experience for every child.

Looking Towards the 2026-27 School Year

There are many reasons to be excited about the upcoming school year. One significant change will be the return of sixth-grade students to Bellwood Elementary. As a result, no grade level will transition out of the

building next year, creating additional continuity for students and staff. We will also welcome several new students to our school community. New students bring new perspectives, experiences, and opportunities to strengthen our school culture.

Planning for next year is well underway. Classroom arrangements have been finalized, and the master schedule is nearing completion. I am also excited for our teachers to participate in the University of Nebraska-Lincoln Words Project. The training and ongoing support provided through this initiative will strengthen literacy instruction and help us better meet the needs of our students.

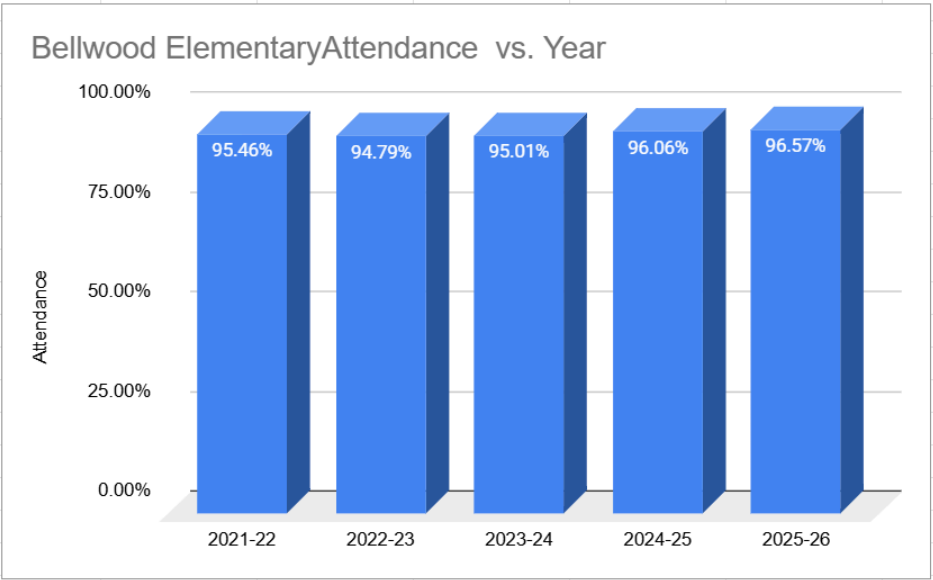
Our school theme for the 2026-27 school year will be "Under the Sea." The Student Leadership Team selected the slogan, "Kindness Is a Treasure to Share at Bellwood Elementary." We look forward to incorporating this theme throughout the year as we continue building a positive school culture.

Attendance Data

Bellwood Elementary continues to demonstrate strong progress in student attendance. During the 2025-26 school year, our overall attendance rate reached 96.57%, an increase of 0.51 percentage points from the previous year. Given the illness-related absences experienced during portions of the second semester, I am very pleased with this growth.

Sustaining attendance growth becomes increasingly challenging as overall attendance rates reach higher levels. Therefore, the continued improvement this year is particularly noteworthy. Over the past four years, our overall attendance rate has increased by 1.81 percentage points.

I believe our attendance incentive programs have contributed significantly to this success. Both our classroom attendance competitions and the "Less Than 5 Will Help You Thrive" initiative have encouraged students to prioritize attendance. More importantly, these efforts have helped create a school culture that emphasizes the value of being present and engaged in learning each day. Below is a chart of the attendance data for the past five years.



School Improvement Summary

On May 28th, the school improvement team had an all-day data day meeting. During this meeting we spent time listening to presentations that document progress that we have made this year, analyzing data, documenting what we have done, and planning for next year.

A significant portion of the day was dedicated to determining the measures that will be used to assess progress toward our district reading goal. After reviewing the various assessments currently used to monitor student growth, the team determined that statewide accountability measures, including NSCAS and ACT assessments, will serve as the primary indicators for measuring progress toward our goal of 75% reading proficiency.

The day provided an excellent opportunity to reflect on the work completed this year and identify next steps for continued growth. One clear takeaway was the substantial progress that has been made toward both of our school improvement goals. As we documented initiatives and reviewed evidence of implementation, it became apparent that significant systems and supports have been established to move us closer to achieving our long-term goals.

As a reminder, below are our two school improvement goals for this current 5-year cycle.

- Academic/Reading Goal: All DCPS students will demonstrate growth in reading proficiency across all content areas. By the 2029-2030 school year, at least 75% of students in each grade level will meet or exceed grade-level expectations in reading as measured by statewide accountability assessments.
- MTSS Goal: By November 2029, DCPS will both establish and apply a cohesive Multi-Tiered System of Support (MTSS) by defining tiered expectations, adopting a districtwide framework, training all staff for shared understanding, and delivering consistent implementation through high-quality instructional materials (HQIM), common data practices, and collaborative leadership across all teams.

I would also like to express my sincere appreciation to Brooke Kavan from ESU 7 for her support of the School Improvement Team over the past three years. Since assuming leadership of the team, I have benefited greatly from Brooke's expertise, guidance, and partnership in planning meetings, facilitating professional learning, and supporting the school improvement process. As Brooke transitions to a new role, we thank her for her many contributions to both the School Improvement Team and David City Public Schools as a whole.

Elementary MTSS

The Elementary MTSS Team will hold a summer work session on June 9 to continue developing key MTSS resources. The primary focus of the day will be creating Tier 1 guidance documents for mathematics and social-emotional supports, as well as refining decision rules for reading interventions. This dedicated planning time will allow the team to complete important foundational work and ensure that resources and systems are ready for implementation at the start of the 2026-27 school year.

Summer Professional Learning

In addition to preparing for the upcoming school year, I will participate in several professional learning opportunities this summer:

- Jun 10th - MANDT recertification
- June 15th - Managing Difficult Conversations
- June 17th - LETRS for Administration (Day 3 of 4)

Thank you for your continued support of David City Public Schools. I appreciate all that you do to make our district a great place for students, staff, and families. I hope each of you has a wonderful summer, and I look forward to working together during the 2026-27 school year.

Peggy Romshek
Bellwood Elementary Principal

6/5/26

School Board Report: Special Education

Submitted by: Kari Daniels

The 25-26 school year is in the books and I would like to share with you some information from this past year. According to the Nebraska Department of Education, we are serving 25% of our student enrollment under the umbrella of special education. The state average for all schools in Nebraska is 17%. We are significantly higher than the state average and higher than what the state designates as our 'peers', whose special education percentage is reported to be at 15%.

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%

<https://nep.education.ne.gov/#/profiles/district/full-profile/special-education/sped?dataYears=20232024&agencyId=12-0056-000>

We are serving approximately 200 students on IEP's. Thirty-six of these students receive services from occupational therapy and five students receive services from physical therapists. As a district, we contract with the hospital to provide these therapy services. Our employees serve 153 students with resource support and 123 students are being served by our speech/language pathologists. It is important to remember that we serve both the public and parochial schools' special education needs. We are, however, seeing an increase in the number of students that we serve and in the complexity of their needs. Our school psychologists performed more than 59 re-evaluations and another 31 initial evaluations. Along with these duties, they assisted with student behavior needs across all of the schools that we serve. They also supported Circle of Friends groups, MTSS and PBIS committees. They have become integral and trusted members of our DCPS staff. We are very fortunate to have them, and their expertise, in our district.

End of Year (2025-2026) Teaching Strategies Gold

Area	Percentage Of Children Below The Growth Range	Percentage Of Children Meeting Or Above The Growth Range
Social-Emotional	50%	50%
Physical	35%	65%
Language	25%	75%
Cognitive	50%	50%
Literacy	20%	80%
Mathematics	20%	80%

Teaching Strategies Gold

The above chart represents data from Teaching Strategies Gold. The state of Nebraska mandates the use of this program in order to measure student growth in early childhood programs. This data needs to be shared a minimum of one time per year. This graph shows the end of the year results for our students who scored below the growth range as well as the percentage of students who scored at or above the growth range.

When I look at this data, it reflects what I am seeing in our preschools. The two areas that our preschool students are performing the lowest in are social-emotional and cognitive. These two areas can be closely related. If a student is exhibiting dysregulation and other social-emotional issues, it will most certainly interfere with their ability to concentrate and learn at an expected rate. Our preschool teachers and para educators work tirelessly to meet students where they are and to provide them with the supports they need to make progress. We have fantastic preschools.

I hope that you all have a wonderful summer and get the chance to enjoy time with family and friends. As always, your support of special education and of the administration is greatly appreciated!

All Scouts Have Power

Activities Director Board Report 6/10/26

25-26 Athletic/Activities Summary

Team Awards

Academic Excellence Awards (Teams with a cumulative GPA of 3.3 or higher)		
<u>Fall</u> Boys Cross Country Girls Cross Country Football Softball Volleyball	<u>Winter</u> Boys Basketball Girls Basketball Boys Wrestling Girls Wrestling	<u>Spring</u> Boys Track and Field Girls Track and Field Boys Golf

Southern Nebraska Conference Team Champions/ Runner-Up		
<u>Team Champions</u> Softball Play Production Speech	<u>Team Runner-up</u> Boys Wrestling	Girls Track and Field - 3rd

<u>Team- State and District Honors</u>
<u>Play Production</u> District Champions Class B 4th Place <u>Boys Wrestling</u> State Individuals- 4th State Duals- 4th <u>Speech</u> C1-2 District Champions State Finish- 5th <u>FFA</u> FFA Agriscience - 3rd - (Annabelle Clary, Makenna Gangwish, Emma Hoepfner, Kayla Wieseler) <u>FCCLA</u> Trevin - Promote and Publicize FCCLA / Silver Zayne - Chapter Website / Moving to the next round - National Qualifier Shelbea, Garret, Micah - Chapter in Review Display / State Runner Ups - National Qualifiers Abby - Leadership / State Champion - National Qualifier <u>E-Sports</u> Division Cup Valorant - 3rd Place Rocket League- State Champions Mario Kart- 3rd Place Fortnite- State Champions

Individual Awards

David City ABC Award Winners				
<u>12-Sport Participant Winner</u> Xavier Boss Brayden Osantowski Garrett Small Jason White	<u>12-Fine Arts Participant</u> Lorelai Aldrich Brittin Valentine Kaylee Dresch	<u>12-Sport Letter</u> Jesse Divis Daren Vodicka Kambri Andel Addison Rands	<u>Scholar Athlete Award</u> Daren Vodicka Kambri Andel	<u>All Around Student</u> Garrett Small Addison Rands

All State Awards / All-Star Game Invitations		
<u>Volleyball</u> Kamryn Behrns OWH All-State C1 First Team OWH All-Class 3rd Team LJS All-State C1 First Team Central Community College All-Star AVCA All-America All-Region Kambri Andel - LJS HM <u>Softball</u> Abby Lindsley- HM OWH/ LJ S	<u>Girls Basketball</u> Kambri Andel HM -OW/ LJS Selected to play in CCC, Centennial All-Star Games Addison Rands - HM- OW/ LJS Sadie Nicolas - HM- OW / LJS <u>Class B All State Band</u> Brittin Valentine Caelan Olson Trevin Jahde Alexis Kleckner Lorelai Aldrich	<u>Football</u> <u>All District Football 1st Team</u> Jason White Jesse Divis Cohen Denker Gage Horak Daren Vodicka Carter Nickolite <u>Honorable Mention</u> Xavier Boss Judd Nickolite Brayden Osantowski Gerson Carreto

<u>Southern Nebraska Conference Honors</u>	
<u>Softball</u> Abby Lindsley- 1st Team <u>Volleyball</u> Kamryn Behrns- 1st Team Kambi Andel- 1st Team Addison Rands - 3rd Team Brooke Golden- HM <u>Play Production- Outstanding Performers</u> Ellie Bales, Hayden Valentine, Shelbea Reed Brittin Valentine, Kaylee Dresch, Lorelai Aldrich Abby Lindsley, Neil Zrust, Javier Torres Trevin Jahde, Garrett Small	<u>Girls Basketball</u> Sadie Nicolas- HM Kambri Andel- 2nd Team <u>Boys Basketball</u> Caelan Olson- HM Diondrae Aerni- 3rd Team

Academic All-State**Softball**

Abby Lindsley

Cross Country

Jaelyn Dvorak

Natalia Thoendel

Caelan Olson

Garrett Small

Volleyball

Kambri Andel

Kamryn Behrns

Football

Xavier Boss

Cohen Denker

Play Production

Lorelai Aldrich

Garrett Small

Winter**Wrestling**

Hayden Schmit

Daren Vodicka

Basketball

Kambri Andel

Natalia Thoendel

Harrison Blades

Caelan Olson

Speech

Trevin Jahde

Abby Lindsley

Spring**Music**

Lorelai Aldrich

Alexis Kleckner

Track and Field

Kambri Andel

Addison Rands

Caelan Olson

Daren Vodicka

Golf

Xavier Boss

Chase Kuhlman

State Committee/Officer

Abby Lindsley - NSAA Advisory Committee

Trevin Jahde - FCCLA State Officer

Cohen Denker-Believers and Achievers

Addison Rands- Believers and Achievers

Kambri Andel- Believers and Achievers

Natalia Thoendel - State Recognition Believers and Achievers

Individual State Qualifiers / Medalists**Boys Wrestling- Class C**

Teagan Rerucha

Manny Venegas-132-4th

Daren Vodicka- 165-6th

Hayden Schmit- 138- Champion

Jesse Divis- 190- Runner-up

Track and Field - Class B

Daren Vodicka- 300mh

Kambri Andel- Long Jump-4th, 100m

Caelen Olson- High Jump

Esports

Mario Kart -3rd- (Jackson, Justin, Julien, Coleston, Ben)

Valorant - State Champions - (Jackson, Caelan, Justin, Julien, Jaxon, Zayne, Ben)

Heartstone (Jackson-3rd , Trevin- 6th)

Fortnite - State Champions (Zayne, Jackson, Julien, Justin and Jaxon)

FFA

FFA Agriscience - 3rd - (Annabelle Clary, Makenna Gangwish, Emma Hoeppner and Kayla Wieseler)
- Kayla- placed 5th out of 564 individuals.
Meat Judging - Jesse, Jason, Sarah, Cohleigh

Speech- Class C

Duet Acting— Shelbea & Trevin, Ellie & Paul—6th
Entertainment—Hayden
Extemporaneous—Shelbea
Informative— Shelbea, Madie
OID— Hamilton (Brittin, Ellie, Paul, Madie, Trevin)—3rd , Houdini (Hayden, Neil, Cara, Emma, John)—6th
Humorous— Paul
Poetry— Kaylee, Abby
Serious— Ellie
Persuasive— Hayden—5th Kaylee— 4th
POI— Abby, Emma

Golf - Class C

Case Schindler

2026-2027 Record Board Updates

Cross Country

Jaelyn Dvorak- 5k - 22:23 - Malcolm Invitational

Softball

Abby Lindsley

- Pitching: Most Strikeouts in a Game – 14
- Pitching: Best Season Winning Percentage – .714
- RBIs in a Game – 6 (tied record)

Basketball

Kambri Andel - 61 - 3 pointers in a Season

Volleyball

Kamryn Behrns-

- Kills in a Match – 29
- Kills in a Season – 472
- Kills in a Career – 1,605
- Digs in a Match – 37
- Digs in a Career – 1,069

Track and Field

Kambri Andel - Long Jump - 18' 1"

Boys Wrestling

Hayden Schmit- Career Pins- 137

Girls Wrestling (New Record Board)

Abby Lindsley

-Career Reversals

-Career Escaps

InstructionParental/Community Involvement in Schools

David City 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 child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

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

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

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

Policy Adopted: June 11, 2025; June 10, 2026

**Appendix 1 to the 2026-27 Student Fees Policy of
David City Public Schools
Additional Specification of Required Materials and Fees¹**

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum)² <u>or</u> Specific Material Required
Elementary Program		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes, socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers, notebooks, etc.)	Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Field Trips	Transportation and admission costs of field trips	None—costs of school sponsored, class-related, field trips will be paid for by the school. Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	None
Copies	Use of school copiers (except for one copy of the student file, which will	Ten cents (.10) per page when charges apply.

¹ This listing is a part of the 2026-27 Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

² Generally, dollar amounts are stated in terms of “maximums.” The actual fee or charge may be less during the 2025-26 school year.

	be provided without charge)	
School Meals	Meals served by the district's school lunch program that meets the guidelines of the regulated Nutrition Program of the state.	Milk--\$.50 Breakfast--\$2.30 K-6 Extra Breakfast Entrée--\$0.75 Lunch--\$4.10 K-6 Extra Lunch Entrée--\$1.75 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
PreKindergarten Tuition	Tuition including breakfast and lunch and fees	\$240 per month; \$140 for reduced lunch students; \$50 for free lunch students and sped students
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) <u>or</u> Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes, socks, running shorts, T-shirt
Art and shop classes and special projects	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes.
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Advanced math or science classes	Specialized calculators	Refundable damage deposit of \$100 per semester will be required for students who wish to use school calculators outside the classroom. Students are encouraged but not required to purchase such equipment for their personal use.
1:1 Laptop Initiative	Accidental Damage and usage fee	\$25 annual fee

Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page when charges apply.
School Meals	Meals served by the district's school lunch program that meets the guidelines of the regulated Nutrition Program of the state.	Milk--\$.50 K-12 Breakfast--\$2.30 7-12 Extra Breakfast Entrée--\$0.75 Lunch--\$4.30 7-12 Extra Lunch Entrée--\$1.75 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None-Any postsecondary education costs are to be paid directly by students to the college.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Locker usage	Use of school padlock	\$5 fee charged if locker is jammed and has to be repaired; \$10 fee charged if padlock is damaged or lost.
Parking	Use of school parking lot during school day	None-The district does not charge a fee for parking. The student council sponsors a premium parking plan and charges a \$5.00 per year fee as a fundraising activity.
Extracurricular and other programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
1. Admission	Spectator fees for admission to events	\$7.00 per event maximum for students. DCPS Students in grades K-12 will receive free admission for regular season home events. Adults may purchase an Activity Ticket for \$80 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event.

2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to the student's physician or clinic.
3. Athletic Participation Fee	Fee to participate in athletic programs.	None. The district does not charge a fee for athletic participation.

4. Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include: Basketball No additional MS Practice/game jersey Football Mouthpiece Golf Golf bag & clubs; shirt Softball Softball glove Speech/Debate Dress attire; copies of research Track No additional Volleyball Volleyball knee pads Wrestling Wrestling head gear Cheerleading and Dance Team Squads Shoes, approved uniforms (top & skirt; jacket), pom-poms and other accessories
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5. Travel meals	Meals	Students are responsible for their own meals while traveling.
6. Locker use	Padlock for gym locker	\$10 charge for lost or damaged padlock.
7. Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
8. Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Annual dues not to exceed \$5.00 per year.
9. Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school.
Clubs/Organizations		
Future Farmers (FFA)	State & national dues, meals and activities	Annual dues not to exceed \$25.00 per year.
Future Career/Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed \$25.00 per year.
National Honor Society	State & national dues, meals, and activities	Annual dues not to exceed \$20.00 per year.
Student Council	State & national dues, meals and activities	No annual dues.
Social & Recognition Activities		
1. School plays, musicals, and social activities	Admission to events	In most cases no admission is charged for these events. In the event that admission is charged it will not exceed \$10.00 per play or activity.
2. School dances	Admission to prom, homecoming, etc.	If a group or organization sponsors a dance as a fundraiser or to pay expenses for the dance, they may charge admission not to exceed \$10 per individual, per event.

3. Class dues		Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
4. Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$50, will be assessed to those Seniors who elect to participate in such activities.
5. Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$5,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: (a) it is not supervised or administered by the school, (b) attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

To save you time and effort, the information you gave on your Free and Reduced Price School Meals Application may be shared with other programs for which your children may qualify. **For the following programs, we must have your permission to share your information. Sending in this form will not change whether your children get free or reduced price meals.**

-
- ☐ No! I **DO NOT** want information from my Free and Reduced Price School Meals Application shared with any of these programs.

If you checked no, stop here. You do not have to complete or send in this form. Your information will not be shared.

- ☐ Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with appropriate school officials for purposes of the student fee waiver program and any other program that would benefit student(s).

If you checked yes to the boxes above, fill out the form below.

Child's Name: _____	School: _____
Child's Name: _____	School: _____
Child's Name: _____	School: _____
Child's Name: _____	School: _____

Signature of Parent/Guardian: _____ Date: _____

Printed Name: _____

Address: _____

For more information, you may call **Angie Moore or Chad Denker** at (402)367-4590.

Return this form to: Angie Moore or Chad Denker at the District Office.

STUDENTS

STUDENT FEES POLICY

The Board of Education of David City Public Schools shall adopt a student fees policy on an annual basis in accordance with the Public Elementary and Secondary Student Fees Authorization Act.

Policy Adopted: May 14, 2002

Policy Reviewed/Revised: July 14, 2003, July 12, 2004; July 11, 2005; December 11, 2006; May 12, 2008; May 11, 2009; June 14, 2010; June 13, 2011; July 9, 2012; July 8, 2013; July 14, 2014; July 9, 2015; Aug 8, 2016; July 10, 2017; July 11, 2018; July 10, 2019; July 13, 2020; July 12, 2021; June 13, 2022; June 12, 2023; November 8, 2023; July 10, 2024; July 9, 2025; June 10, 2026

Students**School Wellness Policy**

A mission of David City Public Schools ("District") is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

1. District Wellness Committee**Committee Role and Membership**

The District will convene a representative District Wellness Committee ("DWC") or work within an existing school health committee that meets at least three times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- the written wellness policy;
- documentation demonstrating that the policy has been made available to the public;
- documentation of efforts to review and update the local schools' wellness policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- documentation to demonstrate compliance with the annual public notification requirements;
- the most recent assessment on the implementation of the local school wellness policy; and
- documentation demonstrating the most recent assessment on the implementation of the local school wellness policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- the extent to which the District's schools are in compliance with the wellness policy; and
- a description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition***School Meals***

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- are accessible to all students;
- are appealing and attractive to children;
- are served in clean and pleasant settings;
- meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:

- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a location in the line of sight and reach of students.
- All available vegetable options have been given creative or descriptive names.
- Daily vegetable options are bundled into all grab-and-go meals available to students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entree options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

The Alliance for a Healthier Generation provides a set of tools to assist with the implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will

apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

1. Celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources. Each teacher may use food and beverages as a reward or incentive for performance or behavior once a quarter.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction

through subjects such as math, science, language arts, social sciences, and elective subjects;

- Includes enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing, and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole-grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make

informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other foodservice equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/ Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement and family and community engagement, and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) may be withheld after other options have been explored (before/after school detention, walking recess, lunch period). The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunities to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District's physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm-up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity

- Weather-related safety, for example, avoiding heatstroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days. If the recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating, and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for a physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by sponsoring or permitting: physical activity clubs and physical activity in aftercare, intramurals, or interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by requiring that its schools engage in six or more of the activities below, to be selected by each school administration; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

5. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and

complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial - recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. section 1758b; 7 CFR sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

Policy Adopted: May 9, 2017 (Completely Replaced Old Policy)

Policy Reviewed: July 10, 2017; July 11, 2018; July 10, 2019; July 13, 2020; July 12, 2021; March 14, 2022; June 13, 2022; June 12, 2023; November 8, 2023; June 10, 2026

Policy 5417 Wellness Appendix

Classroom Snack, Celebration, and Treat Policy

We encourage all students to develop lifelong healthy eating practices. David City Public Schools 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	Chex Mix	Sparkling Water	Fresh Vegetables	Trail Mix
Naked Juice	Fruit Cups	Popcorn	Capri Sun/Hi-C	Yogurt/Gogurt
Pretzels	Hot Chocolate	Gogo Squeeze	Chips	Mini Gatorade
Applesauce	Granola Bars	Propel	Water	Beef Jerky
Cereal Bars	Cheez-Its	Cheese Sticks	Goldfish	Gum
Ritz	Fruit Rollups	Fruit Snacks	Graham Crackers	Nutri-grain Bars
Rice Krispie Treats (pre-packaged)			Bagels	
Whole grain cookies, snacks, or pastries				

*Be aware of any and all allergies in the classroom.

Not Allowed

Donuts	Cupcakes	Cakes	Cookies	Home-baked goods
including store-bought donuts, cupcakes, cakes, and cookies				

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.

Policy Reviewed/Revised: November 8, 2023; July 10, 2024; July 9, 2025; June 10, 2026

Students

Anti-Bullying Policy

Harassment and Bullying Policy:

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 the student handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

i. 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.

ii. 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.

iii. 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.

iv. 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.

1. 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 8:00 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.
2. 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 8:00 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.
3. 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.
 - b. The length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year.

Policy Adopted: August 12, 2008

Policy Reviewed: August 25, 2014; July 9, 2015; June 13, 2016; May 9, 2017;
May 14, 2018; May 13, 2019; May 11, 2020; May 10, 2021;
November 8, 2023; July 10, 2024; July 9, 2025; June 10, 2026

Students

Anti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The School District shall review the anti-bullying policy annually.

Legal Reference: Laws 2008, LB 205
 Student Discipline Act, Neb. Rev. Stat. ' ' 79-254 to 79-296
 NDE February 2003 State Board Action; Reaffirmed December 2005

Policy Adopted: August 12, 2008
Policy Reviewed/Revised: August 25, 2014; July 9, 2015; June 13, 2016; May 9, 2017; May 14, 2018; May 13, 2019, May 11, 2020, May 10, 2021; November 8, 2023; July 10, 2024; July 9, 2025; June 10, 2026

InstructionMulticultural Education

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

Statement of Philosophy and Mission

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

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

Implementation of Multicultural Education

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

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

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

Legal Reference: Nebraska State Board of Education Rule 10

Policy Adopted: January 10, 1983

Policy Reviewed/Revised: November 14, 2005 (formerly Policy 8130); July 9, 2007; April 13, 2015; July 9, 2015; June 13, 2016; May 9, 2017; June 11, 2018; May 13, 2019; May 11, 2020; May 10, 2021; November 13, 2024; June 10, 2026

InstructionCombined District and School Title I Parent and Family Engagement Policy

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

In General

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

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

Date Adopted: June 10, 2019

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

Date Reviewed/Revised: November 13, 2024; July 9, 2025; June 10, 2026

RESOLUTION APPROVING STAFF TRAININGS 2026-27

WHEREAS, the School District is required by various state and federal laws to train staff on numerous topics; and,

WHEREAS, Nebraska law defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District's planned training requirements for the 2026-2027 school year comply with Nebraska's statutory requirements, and to ensure the Board of Education is aware of and approves of other required staff trainings during the 2026-2027 school year, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Awareness and Intervention	Neb. Rev. Stat. § 79-262.01	ESU 7	45 min
Behavioral Awareness	Neb. Rev. Stat. §§ 79-3602 & 3603	ESU 7	45 min
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	ALICAP	34 min
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	ALICAP	37 min
Concussion Awareness	Neb. Rev. Stat. § 71-9104	ALICAP or NFHS	34 min
Intruder/Security Awareness and Preparedness	Neb. Rev. Stat. § 79-2,144(5)	ALICAP	25 min
Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F	ALICAP	24 min
Anti-Harassment and Discrimination	Title IX, 20 U.S. Code § 1681	ALICAP	28 min
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	ALICAP	29 min

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this 10th day of June, 2026.

DAVID CITY PUBLIC SCHOOLS

BY: _____
Stephanie Summers, Board President

David City Public Schools

Secondary Student Handbook

2026-2027

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

Administrative Staff:

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

2026 - 2027 David City Secondary School Handbook

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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

2026-2027 School Calendar

Board Approved Wed Nov 12, 2025

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

Reporting Periods	Student	Teacher
August 5 - October 13	44	49+
October 14 - December 22	44 88	46 95+
January 4 - March 12	46	48
March 16 - May 20	44 90	46+ 94+
Total Days in Session	178	190
Teacher Contract Days		186

Aug 3 - New Teacher Training

Aug 4 - New Teachers and Mentors Work Day

Aug 5,6,7,10 - Staff Prof Dev Days; No School For Students

Aug 10 - Open House; Elem - 5pm; HS - 6pm

Aug 11 - First Day of School For Students; 1:30 Dismissal

Sept 7 - Labor Day; School NOT in Session

Sept 28 - Staff Prof Dev Day; No School For Students

Oct 13 - End of 1st Quarter (44 Days)

Oct 14 - 2nd Quarter Begins

Oct 29 - pK-12 P/T Conf 12noon-8pm; No School For Students

Oct 30 - School NOT in Session

Nov 13 - Staff Prof Dev Day; No School For Students

Nov 25,26,27 - Thanksgiving; School NOT in Session

Dec 22 - End of 2nd Qtr (44/88 Days)

Dec 23 through 27 - NSAA Practice Moratorium

Dec 23 through Jan 1 - School NOT in Session

4 snow days already built into the calendar, however, Mar 5 and Apr 19 could be student days if necessary

Key	
22*	pK-12 P/T Conf 12noon-8pm; No School For Students
13	End of Quarter Oct 13, Dec 22, Mar 12, May 20
7	School NOT in Session
28	Staff Prof Dev Day; No School For Students
11	New Quarter Aug 11, Oct 14, Jan 5, Mar 16
11-	1:30 Dismissal Aug 11, May 19

Jan 4 - Staff Prof Dev Day; No School For Students

Jan 5 - 3rd Quarter Begins

Jan 22 - DC WR Inv; Staff Work Day; No School For Students

Feb 12 - School NOT in Session

Mar 5 - School NOT in Session

Mar 12 - End of 3rd Qtr (46 Days)

Mar 15 - School NOT in Session; Possible Dist Speech Host

Mar 16 - 4th Quarter Begins

Mar 25 - pK-12 P/T Conf 10am-6pm; No School For Students

Mar 26 - School NOT in Session

Apr 19 - Staff Prof Dev Day; No School For Students

May 12 - Seniors Last Day

May 15 - Graduation at 1pm

May 19 - End of 4th Qtr (44/90 Days); 1:30 Dismissal

May 20 - 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: 3:05-3:35

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: 3:05-3:35

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. Students are responsible for the expense of materials for personal use.

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 48 hours for transcript requests.

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.

 P R I D E					
PREPARATION Plan and execute		RESPECT Improve every situation	INTEGRITY Be accountable to yourself	DEDICATION Take the initiative	EFFORT Give it all you've got
4 3 2 1	I am a leader. I will help others be organized and prepared when appropriate	I respect others, and I will stand up for others. I will also respect those who are behaving poorly by trying to get them to do better	I take pride in doing my best. I am not a bystander. This is my school, and I will speak up if there are things going on that shouldn't be happening.	I look for opportunities to help others.	I encourage others. I want to see others succeed, and I try to help that happen.
	I come to class with everything I need and nothing else. I am always ready for class activities (tests, presentations, assignments, etc.)	I am respectful toward students and staff. (Empathy) I am here to learn, and my words and actions prove it.	I am dependable. I do what I'm supposed to do, when I'm supposed to do it. I am honest with myself and take full responsibility for my actions.	I consistently communicate with teachers, paras, and coaches. I am a self-starter. I know what needs to be done, and I'll do it without waiting to be told.	I always give my best effort on assignments. I keep trying, even when things are difficult.
	I sometimes need reminders to bring materials, or I bring things to class that I don't need. I don't always take advantage of study guides or review activities.	My words and behaviors are sometimes insensitive to others. I can easily get caught up in drama or distracting behaviors.	I sometimes make regrettable decisions if I think I can get away with it. I don't like taking responsibility for my mistakes.	If you tell me what you want me to do, I'll usually do it. If nobody tells me what to do, I'm sometimes content to do nothing productive.	I don't always give my best. My only motivation is to be done with the assignment. I'm not concerned about the quality or accuracy of my work. My mood can affect my effort.
	I rarely have everything I need for class. I'm not ready for class, and I keep others from preparing for class as well.	My words and actions make situations worse.	I am not dependable. I do what I want, where I want, regardless of the effect it has on others. When confronted about my behaviors, I will try to deflect the blame to anybody except myself.	I refuse to help. I don't take opportunities to improve my grades or my situation.	I give up when things get tough. I rarely hand in anything at all.
<i>All Scouts Have Power!</i>					

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. This list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed unacceptable for the school setting:

- a. Clothing that exposes an inappropriate amount of bare skin or undergarments, is excessively revealing, overly baggy, see-through, or improperly fitted is prohibited.
- 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
- g. Blankets are not allowed at school for safety reasons.

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 and/or metal detector wand screening may be utilized by school officials or dance sponsors if an individual exhibits behavior that the sponsor or school official deems suspicious or if there is reasonable concern for the safety and security of students and guests.
- All persons attending the school-sponsored dance will follow these safety guidelines.
- If anyone refuses to comply with a breathalyzer test and/or metal detector wand screening, the individual may be denied entry or asked to leave the event, and law enforcement may be contacted if necessary.
- 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 school 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 will be taken based on the absences of the student. All absences except those for which the school assumes sponsorship will be recorded as an absence, regardless of the reason. Medically documented absences from a credentialed health professional will not count towards a student's truancy accumulation. 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 family death or other critical 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 per semester 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. 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. 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 for Absences

There are times when a family 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. 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, the coach/ sponsor is responsible for communicating with the front office. It is the students' responsibility to communicate the absence to teachers and arrange to make up work that is missed.

For appointments or other obligations as determined by the parent.

1. This process should be initiated with a parent phone call to the office.
2. The front office will send out an electronic form to be completed by teachers. Any missed work is the responsibility of the student. The purpose of the pre-arrange is to complete work prior to missing the school day or days.
3. Pre-Arranged absences initiated by the parent are still considered excused absences.

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 School Counseling 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 school 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. Exceptional circumstances will be considered on a case by case basis by administration.
3. Work release and post-secondary interests should be aligned.
4. Students must have accumulated sufficient credits for graduation.
5. Students must turn in time card, work schedule and reflection to the CTE Coordinator.
6. Students will be granted 5 credit hours for each class period worked with a maximum of 15 credits in a semester. To earn credit, students must complete all other requirements and end the year in good standing with their employer.
7. If a student has a day off of their work while school is in session, they will not be allowed to attend school during that time.

Personal Items and School Supplies

Bringing Personal Items To School

Students should only bring everyday 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

This is a general list and individual teachers may add to it after the beginning of the school year.

- | | |
|---|---|
| • Three hole punched notebook paper | • Notebooks/Binder (It is recommended to have one binder and a separate folder for each class.) |
| • Pencils | |
| • Pens - black or blue ink | • DCHS assignment books will be available to ALL students |
| • Ruler | • PE Clothes will consist of a t-shirt and shorts and clean non-marking tennis shoes |
| • Checking Pen - Preferably Red Colored pencils | |
| • Protractor | |
| • Scientific Calculator | |

*If your child will be taking physical science, 7th grade math, 8th grade math, pre- algebra, algebra 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, precalculus, 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.

Behavior Expectations in the Classroom

The Faculty and Administration has incorporated a school-wide 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 Discipline

Student Discipline

Administrative and teaching personnel may take reasonable actions regarding student behavior that are necessary to assist the student, support school purposes, and prevent disruption to the educational process. Such actions may include, but are not limited to, counseling, parent conferences, schedule adjustments, detention, additional academic work outside regular school hours, restrictions from extracurricular activities, or requirements that a student participate in counseling, psychological evaluation, or psychiatric evaluation with written parent or guardian consent. Disciplinary consequences may also include In-School Suspension (ISS) or any other consequence determined appropriate by school administration. District administrators may establish building-specific discipline procedures consistent with district policy and applicable law. All disciplinary actions shall comply with federal and state laws, including IDEA, Section 504, Title IX, and Board [Policy 5101](#).

References in this policy to the “Principal” shall include the building principal, the principal’s designee, or another authorized school administrator. Any statement, notice, recommendation, determination, or similar action required under this policy shall be considered properly delivered when personally provided, sent by certified or registered mail, or when actual knowledge is received by the student or parent/guardian.

Any student suspended or expelled under this policy shall not participate in or attend school activities during the period of exclusion, including weekends and school holidays.

Makeup Work for Suspended Students

Students who are suspended shall be given the opportunity to complete classwork, homework, examinations, and other assignments missed during the suspension period. Makeup work must be completed and submitted within two (2) school days following the student’s return unless otherwise approved by administration. Parents/guardians and students shall be provided written notice of makeup work expectations at the time of suspension. Suspended students shall not be required to attend the district’s alternative program for expelled students solely for the purpose of completing assignments.

Short-Term Suspension

The Principal may suspend a student from school or school activities for up to five (5) school days for conduct constituting grounds for expulsion or for violations of school rules and behavioral expectations that substantially interfere with school purposes, whether the conduct occurs on or off school grounds.

Before imposing a short-term suspension, the Principal shall conduct a reasonable investigation of the incident and determine that suspension is necessary to support school purposes, assist the student, or prevent disruption to the educational environment. Prior to the suspension, the student shall receive oral or written notice of the allegations, an explanation of the evidence, and an opportunity to explain their version of events.

Within twenty-four (24) hours of the suspension, or within an additional forty-eight (48) hours when reasonably necessary, the Principal shall provide written notice to the student and parent/guardian describing the conduct violation and reasons for the suspension. The student and parent/guardian shall also be offered the opportunity to meet with the Principal before or upon the student's return to school. Students serving short-term suspensions shall be allowed to complete missed academic work.

Emergency Exclusion

Students may be emergency excluded from school pursuant to district policy or Nebraska law when the student's conduct presents a threat to the safety of themselves or others or substantially disrupts the educational environment.

Weapons and Firearms

Students shall not possess, handle, or transmit any weapon while on school grounds, in school vehicles, or at school-sponsored activities except as specifically permitted by law or district policy. A weapon is defined as any object, device, instrument, material, or substance capable of causing injury in the manner it is used or intended to be used.

Students shall not possess, handle, or transmit firearms on school property, in school vehicles, or at school-sponsored activities. The term "firearm" shall have the meaning provided in 18 U.S.C. § 921 and includes weapons designed to expel a projectile by explosive action, firearm frames or receivers, silencers, and destructive devices, excluding antique firearms.

Any student who brings a firearm to school shall be expelled for one calendar year as required by law, although the Superintendent or Board of Education may modify the expulsion on a case-by-case basis. Students who possess or use weapons other than firearms may face long-term suspension, mandatory reassignment, or expulsion.

Administrative personnel are authorized to confiscate weapons or firearms possessed in violation of this policy. Confiscated firearms shall be turned over to law enforcement as soon as practicable. School personnel are required to report firearm violations to administration and law enforcement authorities.

Long-Term Suspension

The Principal may impose a long-term suspension of more than five (5) school days and up to twenty (20) school days for conduct constituting grounds for expulsion under district policy and Nebraska law.

Expulsion

Expulsion means exclusion from attendance at all district schools, activities, and property for a period determined by Nebraska law. Expulsions may extend through the remainder of the semester, through the following semester, or into the next school year depending on the timing and severity of the misconduct. The district may modify or terminate an expulsion when appropriate.

Upon completion of an expulsion, the district shall accept eligible academic credits earned through accredited educational institutions during the expulsion period.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment

In accordance with the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 through 79-296, students may be subject to long-term suspension, expulsion, or mandatory reassignment for conduct occurring on school grounds, in a school-owned, leased, or contracted vehicle being used for a school purpose, in a vehicle driven for a school purpose by a school employee or designee, or at any school-sponsored activity or athletic event.

Grounds for disciplinary action include, but are not limited to, the use of violence, force, coercion, threats, intimidation, or similar conduct that substantially interferes with school purposes. The Board recognizes that the misuse of synthetic media, including deepfakes, may constitute similar conduct. Students may also be disciplined for willfully causing or attempting to cause substantial property damage, theft or attempted theft of property of substantial value, or repeated acts of damage or theft involving school or personal property.

Disciplinary action may also result from causing or attempting to cause personal injury to a student, school employee, or school volunteer, except in cases involving accidents, self-defense, or actions reasonably taken to protect another person. Threatening or intimidating another student for the purpose of obtaining money or valuables is prohibited. Knowingly possessing, handling, transmitting, or using a weapon or dangerous object is also prohibited and subject to disciplinary consequences under district policy and Nebraska law.

Students may face disciplinary action for the unlawful possession, use, sale, dispensing, or being under the influence of controlled substances, imitation controlled substances, alcohol, or substances represented to be controlled substances. For purposes of school discipline, “under the influence” includes any level of impairment, including the odor of alcohol or impairment caused by stimulants or intoxicating substances. Public indecency, as defined by Nebraska law, bullying, cyberbullying, sexual assault, attempted sexual assault, or any unlawful conduct that interferes with school purposes or endangers students or staff may also result in long-term suspension, expulsion, or mandatory reassignment.

Repeated violations of school rules or policies that substantially interfere with school purposes may also result in disciplinary action. Such conduct includes, but is not limited to, profane, abusive, discriminatory, or threatening language or behavior; dress code violations that are unsafe, disruptive, or inappropriate; violations of school bus expectations; possession, use, sale, or distribution of tobacco products, vape devices, electronic nicotine delivery systems, imitation tobacco products, drug paraphernalia, or imitation controlled substances; possession, creation, dissemination, or use of pornography, sexting images, or synthetic media such as deepfakes; hazing activities; bullying or cyberbullying through electronic communication; violations of the district’s acceptable technology use policy; possession or use of simulated or look-alike weapons; false statements made during school investigations or Title IX proceedings; violations of audio or video recording policies; and violations of any board policy, handbook expectation, or school rule established by district staff.

Cyberbullying includes the use of electronic communication, social media, texting, email, or other digital platforms to threaten, harass, intimidate, embarrass, or humiliate another person. This may include repeated unwanted communication, posting threats or offensive remarks, spreading rumors, impersonating another individual online, disclosing personal information, or encouraging others to ridicule or harass another student.

Hazing includes any activity expected of a student joining or participating in a group, team, or organization that humiliates, degrades, abuses, or endangers the student physically, emotionally, or mentally, regardless of the student’s willingness to participate. Hazing behaviors may include physical abuse, forced consumption of substances, sleep deprivation, humiliation, harassment, dangerous stunts, sexual misconduct, or other activities that jeopardize student safety or well-being.

Discipline for Off-Campus Behavior

Students may also be subject to discipline for conduct occurring off campus when such behavior causes, or is reasonably expected to cause, a substantial disruption to the educational environment. Disciplinary responses may include counseling, parent or guardian conferences, detention, schedule adjustments, restriction from extracurricular activities, In-School Suspension (ISS), short-term suspension, emergency exclusion, long-term suspension, expulsion, or any other consequences deemed appropriate by administration and permitted by law. Failure to comply with assigned disciplinary consequences may result in further disciplinary action, up to and including expulsion.

Reporting to Law Enforcement

School administration may report student conduct to law enforcement when required by law or when the conduct interferes with school purposes or endangers the health or safety of students or staff.

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.

Food and 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.
- Teachers are not compelled to allow food or drink besides water in their rooms and may have a no food policy.
- This is a school board policy, not a teacher 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.

Energy Drinks

Energy drinks are discouraged for student consumption during the school day due to potential health, safety, and behavioral concerns, including but not limited to increased heart rate, anxiety, decreased attention, and disruption to the learning environment.

If a student is found in possession of or consuming an energy drink in violation of school expectations, the item may be confiscated and the student may be required to dispose of it. Repeated violations may result in disciplinary action, including parent contact, detention, or other consequences deemed appropriate by administration.

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 high honor roll. Students that have an 86-point grade average will be placed on the honor roll.

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 may 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
- Math Support
- English 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 may not be taken Pass/Fail:

English 12 - Research and College Writing
English 11
English 9
Geography
American History II
Algebra I
Algebra IA
Geometry 1B
Biology
Personal Finance
Speech

English 12
English 10
World History
American History I
American Government
Geometry
Algebra 1B
Physical Science
Informational Technology Applications I
Health

Logistics

- Students can take one class per semester as Pass / Fail. The 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 in advance of 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 Summa Cum Laude or higher will be eligible to give an

address. Those speakers will be selected by the senior class sponsors and approved by the Principal. The class will be escorted by the top ranked students in the Junior Class. Any changes in this format will be determined by the senior class sponsors and approved by the Principal.

Early Completion

[Board Policy 5206](#)

Early Completion David City Public Schools supports the concept of early completion as a means of accelerating students towards the achievement of lifetime plans. The following guidelines have been established for students to be eligible for early completion. The failure to meet any of the criteria or timelines listed in the policy may cause the student to become ineligible for early completion.

1. A student will be allowed to transfer in a maximum of twenty (20) hours from educational courses taken outside the David City Public School District. These courses must have prior written approval by the high school principal in order to be used to meet the graduation requirements of David City Public Schools. Students transferring into David City Public Schools may transfer in hours that are listed on their official transcript.
2. A student will be able to use only five (5) hours of transfer credit in any one subject matter area.
3. Students must meet all completion requirements established by the Board of Education in order to be eligible for early completion as well as the credit hour requirements in each specific subject matter area.
4. Application for early completion must be requested, in writing, to the high school principal by the start of the second semester of the applicant's Junior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parents/guardians to verify parental approval of early completion.
5. Along with the application, the application must submit three (3) letters of recommendation supporting the student's request for early completion. These three (3) letters of recommendation must contain one (1) from the high school guidance counselor, along with two (2) letters from other secondary staff members.
6. The Board of Education will make the final decision in regards to an applicant's early completion at the April Board meeting of the applicant's Junior year. The applicant and his/her parents/guardians must be present at this meeting in order for the Board to take action.
7. Once given approval, the applicant will have until October 1st of his/her Senior year to notify the high school principal of his/her decision in regards to participating in the regularly scheduled graduation ceremony (in May). The applicant must also attend one (1) Commencement practice in order to participate in the Commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route.
8. A student who decided to opt for early completion is not eligible to participate in school sponsored activities following the last day he/she attends classes. The effective date for participation will end with the last day that the student is enrolled in classes. The only school activity that the applicant is eligible for will be the regularly scheduled graduation ceremony.

9. A student not attending David City High School for both semesters during their senior year of high school will not be eligible for Valedictorian and/or Salutatorian recognition or be eligible to be included in class ranking.

10. This policy shall be evaluated annually by the high school principal and appropriate revisions shall be recommended to the Board for its consideration.

Class Promotion/Retention

Board Policy 5201

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

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade.

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

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.

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 \$4.30 (Grades 7-12), milk for 50 cents and breakfast for \$2.30 (K-12). Extra servings for lunch will be \$1.75 and breakfast will be .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.

Locker Room Policy

Locker rooms are provided for student use during Physical Education classes and school-sponsored activities. Locker rooms will not be opened prior to 7:55 a.m. and are only available to students who are currently participating in a class, practice, or school-approved activity requiring locker room access.

Locker rooms must remain locked at all times when not actively in use and must be directly supervised by authorized school staff whenever students are present. Students are expected to use locker room facilities in an appropriate, respectful manner and follow all directions provided by supervising staff.

Students are encouraged to utilize assigned school lockers for the secure storage of personal belongings. Each student is provided a locker and a combination, and students are responsible for keeping their belongings secured at all times. Students are expected to properly lock their lockers and are solely responsible for any items stored inside.

Unauthorized access to locker rooms or failure to comply with locker room expectations may result in disciplinary action.

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 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.

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.

Conduct Related 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 accumulate during a student's middle school years and will restart when the student enters 9th grade.

First Offense

Any student who is in violation of the activity code for the first time will miss the next 2 scheduled school activities / events in which they are able to participate in. If a student is involved in multiple activities (i.e. Speech and Basketball) they will sit out the first two scheduled events. They will also be placed in a one-on-one counseling session with a selected school staff member (a minimum of 4 sessions).

Second Offense

Any student who is in violation of the activity code for the second time is unable to participate in the next 4 school events that they are able to participate in.

They will 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. The student must also address teammates/organization concerning the nature of the offense. This suspension can be reduced to three calendar weeks if the student participates in a weekly counseling session 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.

Third Offense

Any student who is in violation of the activity code for an offense for the third time will not be allowed to attend or participate in any school 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 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 to be a member of or attend any 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 Related 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 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.

Reporting a violation of the activity code

- 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 Other Statutes or Board Policies

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 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 Athletics or 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 at Athletics and 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.

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.

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 started 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

Basketball
Wrestling
Cross Country

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 (DCHS 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 an attempt to prevent students from accessing 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 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.

Handbook Accessibility

David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Secondary School Staff Assignments

Dr. Chad Denker - Superintendent
Stacy Athow - Secondary Principal
Chad Lindsley - Secondary Asst. Principal
Kari Daniels - Special Services Director
Brian Hermelbracht - Activities Director

Heather Allen.....	Media Center Asst.	Aliesha Meusch.....	Agriculture Education
Amy Backstrom.....	Math	Kate Millington.....	Language Arts
Lisa Bales.....	MS Social Studies	Teri Mohrmann.....	Spanish
Tracy Behrns.....	Math	Erika Navarro.....	SPED Para
Jodi Bruegger.....	Admin Assistant	Dillon Nerud.....	Social Studies
Joe Brumm.....	Choir & Band	Diane Noonan.....	Art, Photography
Todd Carmichael.....	Science	Jarod Ockander.....	Language Arts
Annie Chrisman.....	School Psychologist	Jami Olson.....	Language Arts
Jessica Creal.....	Speech Pathologist	Bob Orta.....	Full Time Sub
Michelle Day.....	SPED Para	Brittni Palensky.....	Admin Assistant
Kathleen Deavers.....	Custodian	Myndi Petersen.....	SPED Para
Payton DeMers-Sahling.....	Language Arts	Tali Reeves.....	PE / Health
Jenna Didier.....	Business, CTE	Amy Sander.....	Science
Morgan Dredge.....	MS Science	Sam Schlautman.....	Math
Korissa Eaton.....	Sped Para	Austin Schafer.....	Media Specialist
Adam Ebbeka.....	Computer Tech	Aimee Scribner.....	SPED Para
Bob Fish.....	Counselor	Brandon Sobota.....	SPED Gr. 9-11
Matt Fleming.....	Asst. Maintenance Director	Doug Stephens.....	JAG
Travis Hays.....	Maintenance Director	Morgan Styskal.....	Business Education
Tiffany Heins.....	SPED Seniors - 21	Liz Tvrdy.....	SPED Gr. 7-8
Jennifer Johnson.....	School Psychologist	Laurel Valentine....	Curriculum & Assessment
Anna Kouba.....	Speech Pathologist	Tom VanWinkle.....	Social Studies
Pat Kozisek.....	Head Custodian	Chad Wiseman.....	Physical Education
Cole Martinez....	Family & Consumer Science	Travis Worm.....	Physical Education
Jordan McBride.....	Industrial Technology		

David City Public Schools District Student Handbook 2026-2027

**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 – Secondary Assistant Principal
Mrs. Lindsey Greenfield – David City Elementary Principal
Ms. Peggy Romshek – Bellwood Elementary Principal
Ms. Kari Daniels – Special Services Director**

Updated 6-3-2026

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District Student Handbook 2026 - 2027
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Foreword

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 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.

Members of the Board of Education

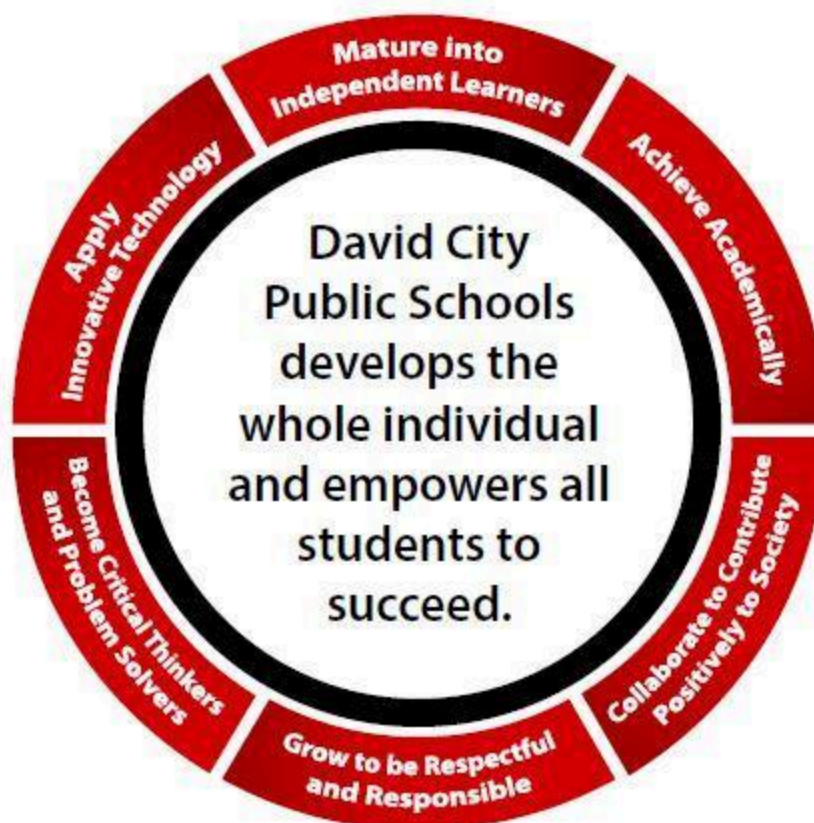
Mrs. Stephanie Summers – President
Mr. Marcus Thoendel – Vice President
Mrs. Kasey Kuhlman – Secretary
Mr. Justin Krafka
Mr. Donnie Moravec
Mr. Klay Kasik

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

District Mission/Vision Statement



All Scouts Have Power

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.

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

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 an 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.

Supervision Responsibility Before/After School

Arrival At School/Dismissal From School

Students will be admitted to the school building at 7:30am. **Prior to that time, the school is not responsible for supervision of the students.** 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.

School Lunch

The cost of meals at the lunch room for grades K-6 is \$4.10; for grades 7-12 is \$4.30; and for adults is \$5.20. Extras are \$1.75 each. Breakfast is \$2.30 for students K-12 and \$3.15 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

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.

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.

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.

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.

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.

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. Per policy [5105](#) the Board of Education authorizes school staff to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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

Grading

Secondary

Report cards will be distributed to students at the end of each nine week period. This report will be sent to parents.

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)

Promotion, Retention [Policy 5201](#)

For elementary and secondary promotion see Board Policy.

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.

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.

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.

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.

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.

Academic Integrity [Policy 5101](#) *P. 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

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.

School Counseling Services

The David City Public School District employs school 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.

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.

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENING by Grade or Age Level <i>For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.</i>	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 <i>By physician, physician assistant, or advanced practice registered nurse</i>		X							X					
Visual Evaluation <i>By physician, physician assistant, advanced practice registered nurse, or optometrist.</i>		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.

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

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.

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.

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

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.

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](#)

Forms of School Discipline, According to [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

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.

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.

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 • 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	• 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

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.

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.

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.

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.

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

Transportation Services [Policy 5506](#)

School Library Materials and Parent Access [Policy 5209](#)

State and Federal Programs

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

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

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.

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](#)

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 to 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, and 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.

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.

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.

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](#)

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](#).

Homeless Students Policy [Policy 5418](#)

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.

Nebraska Child Find

The David City School District is looking for unidentified children with special needs as it participates in "Nebraska Child Find." 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 Child Find provides information through their toll free number, 888-806-6287.

Pregnant and Parenting Students [Policy 5422](#)

Married Students [Policy 5403](#)

Handbook Accessibility

David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

David City Public Schools Calendar

David City Public Schools

2026-2027 School Calendar

Board Approved Wed Nov 12, 2025

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

Reporting Periods

Reporting Periods	Student	Teacher
August 5 - October 13	44	49+
October 14 - December 22	44	88
January 4 - March 12	46	48
March 16 - May 20	44	90
Total Days in Session	178	190
Teacher Contract Days		186

Aug 3 - New Teacher Training

Aug 4 - New Teachers and Mentors Work Day

Aug 5,6,7,10 - Staff Prof Dev Days; No School For Students

Aug 10 - Open House; Elem - 5pm; HS - 6pm

Aug 11 - First Day of School For Students; 1:30 Dismissal

Sept 7 - Labor Day; School NOT in Session

Sept 28 - Staff Prof Dev Day; No School For Students

Oct 13 - End of 1st Quarter (44 Days)

Oct 14 - 2nd Quarter Begins

Oct 29 - pK-12 P/T Conf 12noon-8pm; No School For Students

Oct 30 - School NOT in Session

Nov 13 - Staff Prof Dev Day; No School For Students

Nov 25,26,27 - Thanksgiving; School NOT in Session

Dec 22 - End of 2nd Qtr (44/88 Days)

Dec 23 through 27 - NSAA Practice Moratorium

Dec 23 through Jan 1 - School NOT in Session

4 snow days already built into the calendar, however, Mar 5 and Apr 19 could be student days if necessary

Key

22*	pK-12 P/T Conf 12noon-8pm; No School For Students
13	End of Quarter Oct 13, Dec 22, Mar 12, May 20
7	School NOT in Session
28	Staff Prof Dev Day; No School For Students
11	New Quarter Aug 11, Oct 14, Jan 5, Mar 16
11-	1:30 Dismissal Aug 11, May 19

Jan 4 - Staff Prof Dev Day; No School For Students

Jan 5 - 3rd Quarter Begins

Jan 22 - DC W/R Inv; Staff Work Day; No School For Students

Feb 12 - School NOT in Session

Mar 5 - School NOT in Session

Mar 12 - End of 3rd Qtr (46 Days)

Mar 15 - School NOT in Session; Possible Dist Speech Host

Mar 16 - 4th Quarter Begins

Mar 25 - pK-12 P/T Conf 10am-6pm; No School For Students

Mar 26 - School NOT in Session

Apr 19 - Staff Prof Dev Day; No School For Students

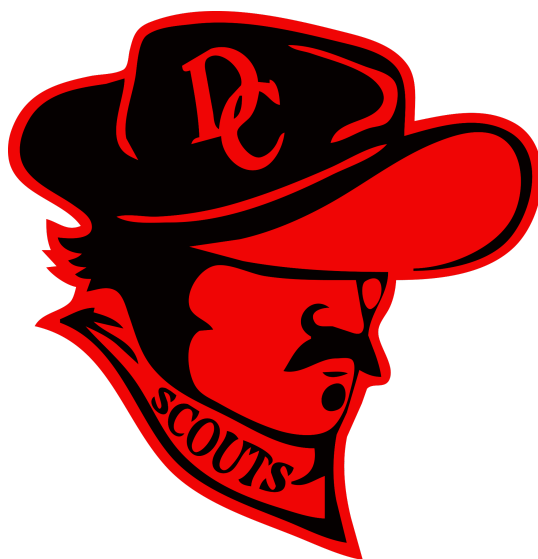
May 12 - Seniors Last Day

May 15 - Graduation at 1pm

May 19 - End of 4th Qtr (44/90 Days); 1:30 Dismissal

May 20 - Staff Work Day 8am-12n; No School For Students

David City Public Schools Combined Elementary Handbook



Bellwood Elementary & David City Elementary 2026-2027

**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**

**BELLWOOD AND DAVID CITY ELEMENTARY SCHOOL
ADDENDUM**

***This Elementary Handbook should be used in conjunction with the District Handbook.
The policies and procedures outlined in the District Handbook remain in effect, and not
all school rules are included in this handbook.***

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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
Sherry Nelson - Grade Six
Mistyn Kozisek - Music
Amy Williams - Title I
Pam Brezinski - Special Education
Morganna Lukert - Administrative Assistant
Missy Glodowski - Counselor
Annie Chrisman - School Psychologist
Anna Kouba - Speech Pathologist
Diane Eloge - School Nurse
Austin Schafer - Media Specialist
Emily Neujahr- Physical Education
Lori Meusch - Art
Stephanie Roemmich - ELL
Mary Hough - Food Service
Jenny Grape - Sped Para
Paula Perske - Sped Para
Jessica Colburn - Sped Para
Jennifer Torpin - Sped Para
Joyce Vavricek- 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 Dorcey - Kindergarten
Mary Veskrna - Kindergarten
Olivia Drozd - Grade One
Jaime Selden - Grade One
Morgan Smith - Grade Two
Carlie Helgoth - Grade Two
Jane Kroese - Grade Three
Isabel Schmid - Grade Three
Andra Pracheil - 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
Melissa Glodowski - Counselor
Annie Chrisman - School Psychologist
Jennifer Johnson - School Psychologist
Jessica Creal - Speech Language Pathologist
Shelli Oborny - Special Education
Madison Makovicka - Special Education
Eileen Gahan - Special Education
Jordan Lemmons - Special Education
Mistyn Kozisek - Instrumental/Vocal Music
Joseph Brumm - 5th/6th Band
Jared Engel - 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
Laura Kucera - Special Education Para
Ashlee Marvin - Special Education Para
Kimberly Palensky - Special Education Para
Danielle Root - Special Education Para
Kris Roper - Special Education Para
Lindsay Slonecker - Special Education Para
Maureen Stearns - Special Education Para
Lily Viscarra - Special Education Para
Yvonne Wendt - Special Education Para
Jensen Schulz - Special Education Para
Rachel Johnson - Full-Time Substitute
Sarah Fadschild - School Nurse
Stephanie Dubbs - Administrative Assistant
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
Tammy Teply- 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. 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. Even if it is before school hours, parents must sign in at the office.

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-2 club
 - 2-6 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. Staff check off who boards 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. Staff check off who boards 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 and will be checked off as they board 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.

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	\$4.10
ADULT LUNCH	\$5.20
STUDENT BREAKFAST K - 6	\$2.30
ADULT BREAKFAST	\$3.15
EXTRA BREAKFAST ITEM	\$0.75
EXTRA LUNCH ITEMS	\$1.75
EXTRA MILK	\$0.50
Kindergarten Milk (Snack Time DCE only)	\$19.00/quarter or \$76.00/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 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)

Updated for 2026 - 27 School Year

- The temperatures below are based on the “feels like” temperature.
 - 60 degrees or above - short sleeves and shorts are appropriate
 - 50 - 59 degrees - long sleeves or a light jacket
 - 40 - 49 degrees - jackets are necessary
 - 30 - 39 degrees - Winter coat (hat and gloves are encouraged)
 - 29 degrees or below- Must wear winter coat, hats, gloves (boots and snow pants dependent on weather precipitation)
- If the weather is 49 degrees or below legs must 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. When a student is absent due to a medical appointment, illness, or other health-related reason, please submit a copy of the doctor's note to the school office.

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 or deny 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

Students who need to remain indoors during recess due to a cold, illness, or other temporary condition should provide a note from a parent/guardian or have the parent/guardian contact the school office.

If a student needs to be excused from physical education, recess, or other school activities for an extended period of time, documentation from a healthcare provider may be required. In the absence of medical documentation, the teacher and/or school staff will use their professional judgment to determine the student's participation in activities.

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.

SPECIAL GUESTS

If a student wants to have a special guest 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

For the safety and well-being of all students, including those with allergies, pets are not permitted at school or in classrooms. Students are welcome to share pictures, videos, or stories about their pets as part of a classroom activity with prior teacher approval. Please do not bring pets to school 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.

CLASSROOM SNACK, CELEBRATION, AND TREAT POLICY [Link](#)

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.

IN AN EMERGENCY TAKE ACTION

	HOLD! In your room, office or area. Clear the halls. OCCUPANTS Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual STAFF Close and lock door Account for occupants and staff Do business as usual										
	SECURE! Get inside. Lock outside doors. OCCUPANTS Return inside Do business as usual STAFF Bring everyone indoors Lock outside doors Increase situational awareness Account for occupants and staff Do business as usual										
	LOCKDOWN! Locks, lights, out of sight. OCCUPANTS Move away from sight Maintain silence Do not open the door Prepare to evade or defend STAFF Lock interior doors Turn out the lights Move away from sight Do not open the door Maintain silence Account for occupants and staff Prepare to evade or defend										
	EVACUATE! (A location may be specified) OCCUPANTS Evacuate to specified location Bring your phone Instructions may be provided about retaining or leaving belongings STAFF Lead evacuation to specified location Account for occupants and staff Notify if missing, extra or injured people										
	SHELTER! Hazard and safety strategy. OCCUPANTS Use appropriate safety strategy for the hazard <table><thead><tr><th>Hazard</th><th>Safety Strategy</th></tr></thead><tbody><tr><td>Tornado</td><td>Evacuate to shelter area</td></tr><tr><td>Hazmat</td><td>Seal the room</td></tr><tr><td>Earthquake</td><td>Drop, cover and hold</td></tr><tr><td>Tsunami</td><td>Get to high ground</td></tr></tbody></table> STAFF Lead safety strategy Account for occupants and staff Notify if missing, extra or injured people	Hazard	Safety Strategy	Tornado	Evacuate to shelter area	Hazmat	Seal the room	Earthquake	Drop, cover and hold	Tsunami	Get to high ground
Hazard	Safety Strategy										
Tornado	Evacuate to shelter area										
Hazmat	Seal the room										
Earthquake	Drop, cover and hold										
Tsunami	Get to high ground										

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BIZ 2021
STANDARD
RESPONSE PROTOCOL

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 school has the responsibility and authority to support, supervise, and address the behavior and safety needs of all students. Students are expected to follow directions and demonstrate respect toward any staff member, regardless of their assigned classroom or role.

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.
- Parents may be asked to help monitor pending background check approval.
- Parents who are asked to sponsor the field trip will be given a list of expectations to be followed.
- Privileges for students participating in the field trip may be revoked due to discipline/academic issues. This will be based on a joint teacher/principal decision and communicated to the parents.
- Student cell phones are not allowed on field trips and must remain at school.
- "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.

PLAYGROUND USE OUTSIDE OF SCHOOL HOURS

The school playground is closed to public use on school days from 7:30 a.m. to 4:00 p.m.

Outside of these hours, the playground may be used by the public; however, there is no school supervision provided. Students and community members are expected to use the equipment safely, respect school property, and demonstrate appropriate behavior.

The playground and surrounding school grounds are monitored by video surveillance. Video recordings may be reviewed to investigate incidents involving misconduct, property damage, vandalism, or violations of school rules.

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 A GOOD SCOUT
- 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

Potential Outcomes:

- 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
- Misuse of technology

Potential Outcomes:

- Time out in office
 - Loss of privileges
 - Phone call to parent
 - Detention
 - In-school suspension
 - Suspension
- All Major Citations 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](#)

TIME-OUT ROOM

The room is intended to provide a safe, supervised environment that supports student learning, behavior regulation, and academic success. The door may be closed to reduce distractions, noise, student dignity, or if there is a risk of injury to staff. Parent notification will be made by one of the following options: phone, text, email, letter, and/or citation form.

The room may be used for a variety of educational and student-support purposes, including:

- Serving as a calm-down or de-escalation space (Time-Out)
- Completing classroom assignments or assessments
- Providing a quiet area for students to rest
- In-School Suspension (ISS)
- Seclusion (Danger to self or others)

SECLUSION

- Seclusion may be used in the following circumstances:
- When a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
- When a student's behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
- When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
- The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. (Note: IEPs or Behavioral Plans typically do not provide for use of seclusion except in those circumstances where the professional staff determines that other intervention strategies would not be effective).

For more detailed information on restraint and seclusion, please see [board policy 5421R](#)

HOMEWORK TICKET

Homework Tickets may be issued to students in grades 3–6 for incomplete assignments, homework left at home, or homework left at school. Students receiving a Homework Ticket must contact a parent/guardian to explain the missing work and arrange transportation following detention.

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

Your child's work
Discipline
Bus routes/times
Activities
Health Related

School regulations
School policies, budget, personnel
Student absences/tardiness
Lunch Account
School lunches
Buildings/grounds

Contact

Teacher, Counselor or Principal
Teacher or Principal
Driver, Principal
Sponsor, Principal
Principal, Teacher, Secretary or
School Nurse
Principal
Principal
Principal
Secretary
Head Cook, Principal
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.

PERSONAL ELECTRONIC DEVICES

Elementary students are not allowed to use personal electronic devices during school hours (cell phone, tablet, smart watches, etc.) If a child brings a device to school, it must be shut off and be kept in the child's locker. 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.

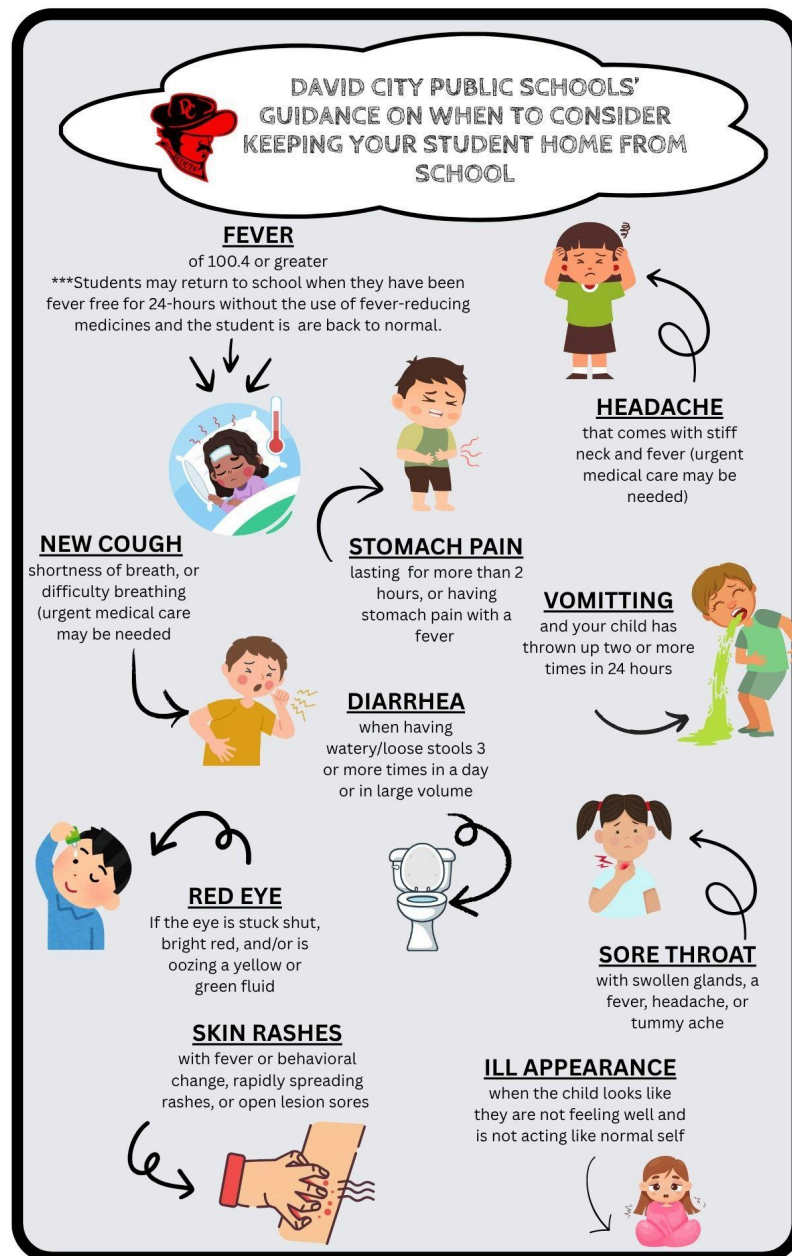
HANDBOOK ACCESSIBILITY

David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

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

2026-2027 School Calendar

Board Approved Wed Nov 12, 2025

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

Reporting Periods	Student	Teacher	Key
August 5 - October 13	44	49+	22* pK-12 P/T Conf 12noon-8pm; No School For Students
October 14 - December 22	44 88	46 95+	13 End of Quarter Oct 13, Dec 22, Mar 12, May 20
January 4 - March 12	46	48	2 School NOT in Session
March 16 - May 20	44 90	46+ 94+	28 Staff Prof Dev Day; No School For Students
Total Days in Session	178	190	11 New Quarter Aug 11, Oct 14, Jan 5, Mar 16
Teacher Contract Days		186	11- 1:30 Dismissal Aug 11, May 19
Aug 3 - New Teacher Training			
Aug 4 - New Teachers and Mentors Work Day			Jan 4 - Staff Prof Dev Day; No School For Students
Aug 5,6,7,10 - Staff Prof Dev Days; No School For Students			Jan 5 - 3rd Quarter Begins
Aug 10 - Open House; Elem - 5pm; HS - 6pm			Jan 22 - DC WR Inv; Staff Work Day; No School For Students
Aug 11 - First Day of School For Students; 1:30 Dismissal			Feb 12 - School NOT in Session
Sept 7 - Labor Day; School NOT in Session			Mar 5 - School NOT in Session
Sept 28 - Staff Prof Dev Day; No School For Students			Mar 12 - End of 3rd Qtr (46 Days)
Oct 13 - End of 1st Quarter (44 Days)			Mar 15 - School NOT in Session; Possible Dist Speech Host
Oct 14 - 2nd Quarter Begins			Mar 16 - 4th Quarter Begins
Oct 29 - pK-12 P/T Conf 12noon-8pm; No School For Students			Mar 25 - pK-12 P/T Conf 10am-6pm; No School For Students
Oct 30 - School NOT in Session			Mar 26 - School NOT in Session
Nov 13 - Staff Prof Dev Day; No School For Students			Apr 19 - Staff Prof Dev Day; No School For Students
Nov 25,26,27 - Thanksgiving; School NOT in Session			May 12 - Seniors Last Day
Dec 22 - End of 2nd Qtr (44/88 Days)			May 15 - Graduation at 1pm
Dec 23 through 27 - NSAA Practice Moratorium			May 19 - End of 4th Qtr (44/90 Days); 1:30 Dismissal
Dec 23 through Jan 1 - School NOT in Session			May 20 - Staff Work Day 8am-12n; No School For Students
4 snow days already built into the calendar, however, Mar 5 and Apr 19 could be student days if necessary			

AVAILABILITY OF HANDBOOKS

The 2026-27 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 2026-27 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 2026-27 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**

Printed Name _____ Date _____

RECEIPT OF 2026-27 STUDENT-PARENT HANDBOOKS

This signed receipt acknowledges receipt of the 2026-27 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: _____
Student #2 Signature: _____
Student #3 Signature: _____
Student #4 Signature: _____

Date: _____
Date: _____
Date: _____
Date: _____

Parent or Legal Guardian's Signature

Date: _____

District Handbook- (Student)

- **Arrival At School/Dismissal From School** (removed sentence in red from this paragraph) 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.
- Students will be admitted to the school building at 7:30am. **Prior to that time, the school is not responsible for supervision of the students.** 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.
- Lunch prices updated
- **Section 6 Search and Seizures** (Added sentence in green)
- 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. **Per policy [5105](#) the Board of Education authorizes school staff to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity.**
- **Secondary - Sentence in red deleted**
- 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.**
- **Section 13 School Library Materials and Parent Access** [Policy 5209](#) - **Added this section**
- **Section 15 Handbook Accessibility - Added this statement**
- David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Teacher District Handbook

- **Added statement in green.** 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. **The teacher will meet with the building principal prior to leave if possible and prepare lesson plans according to long term leave expectations.**
- Teachers may not leave school during duty hours without ~~approval of the Principal.~~ following building procedures for leaving the building. ~~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.

- **Student Searches - Added sentence in green**

- 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. *Per policy 5105 the Board of Education authorizes administration to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity.*

- **Use of Cell Phones - added wording in green**

- Teachers shall not use personal cell phones for any non-school purpose during student contact time. *If a teacher utilizes their personal cell phone to take pictures or video a student, it may become a part of the student's record and subject to subpoena.*

-

- **Section 11 Bulletins and Announcements - Policy is now linked**

- 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. [Policy 1110](#)

- **Section 9 Parental Involvement - Added #9**

- **General - Parental/Community Involvement in Schools**

- 9. The District will provide parents, guardians, and educational decision makers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book. [Policy 5209](#)

● **Admission to Extracurricular Events - Added statement in green from negotiated agreement**

- 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. For each extra duty assignment that a teacher fulfills, one event will be subtracted from the three-event requirement. For example, a teacher who coaches two sports would only be required to work one event instead of three. 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.

Care of the Room - replaced this section with current wording in Classroom Environment and Organization

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.

Classroom Environment and Organization

A teacher's professionalism is reflected in the learning environment they create and maintain. Classrooms should be welcoming, organized, safe, and conducive to student learning.

The following expectations support a positive and productive learning environment:

- Maintain an organized and professional workspace, including desks, storage areas, and instructional materials.
- Ensure classroom resources, books, and supplies are accessible, orderly, and well cared for.
- Teach and reinforce expectations that promote student responsibility for maintaining a clean and organized classroom.

- Keep instructional displays, whiteboards, and learning spaces current, purposeful, and visually appealing.
- Utilize bulletin boards and displays to showcase student learning, curriculum connections, and school initiatives.
- Address damage, vandalism, or misuse of school property promptly and communicate concerns to administration when appropriate.
- Leave the classroom in a condition that supports the next day's learning and demonstrates pride in the school environment.
- Promote respectful use of classroom furniture, equipment, and learning spaces.
- Follow district procedures for securing classrooms, including locking doors and windows and turning off equipment when leaving for the day.
- Encourage students to take shared ownership of maintaining a clean, safe, and respectful learning environment.
- Report maintenance, safety, or facility concerns in a timely manner.

An organized, well-maintained classroom communicates high expectations, supports student success, and reflects a commitment to excellence in teaching and learning.

Crisis Response Team - Linked plan and deleted redundant language

Field Trip Guidelines - added wording in green

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 **with permission from administration.**
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.

Student Assistance Team - added wording in green and deleted the rest

Teachers will use the Student Assistance Team referral form on eduCLIMBER to begin the process based on current MTSS procedures.

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.

Guiding Principles

Guiding Principles - changed wording

- ~~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.~~ The district curriculum is aligned to state standards and defines what is taught.
- High-Quality Instructional Materials (HQIM) are selected to support the approved curriculum and are approved by the administration and Board of Education.
- Adoption of instructional materials indicates strong alignment to district curriculum, state standards, and evidence-based instructional practices.
- Teachers are expected to use adopted instructional materials as the primary resource for instruction. Supplemental materials may be used to enhance learning and address student needs.
- Instructional materials are reviewed and purchased according to the district's curriculum review and adoption cycle.
- David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Classified Handbook

- Contract changed to work agreement
- Linked board policy for grievances
- **Section 4 Grievances and Complaints** Linked board policy for grievances
- Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy or this handbook.
- [Policy 4310](#) [Policy 4310 Rules & Regulations](#)
- Compensation is paid only as authorized by the Board of Education. ~~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~~ [work agreement](#), employees may, at the option of the Board, be paid all salary due in one lump sum.
- Employees will be expected to accurately report hours worked. Falsification of time cards is a serious offense **and may result in termination.**
- 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 **and the electronic leave system.**
- Use of Cell Phones
 - Employees are not to use personal cell phones for any non-school purpose during duty time. Continued use of the phone, after a professional reprimand, may result in disciplinary action up to and including termination.
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Secondary Handbook

- Changed all dates
- p. 8 Updated Calendar
- p. 12 Student Appearance-Updated language on letter 'a' to "*Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too revealing or baggy 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.*"
- P. 12 Students Appearance-added blankets are not allowed
- p. 13 School Sponsored Dances-added language to the ability to use the wand
- p. 13 Attendance-Updated first paragraph to reflect legislative changes. "*If a student misses more than ten days from school 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 will be taken based on the absences of the student. All absences except those for which the school assumes sponsorship will be recorded as an absence, regardless of the reason. Medically documented absences from a credentialed health professional will*"

not count towards a student's truancy accumulation. There is no distinction between excused and unexcused for purposes of this regulation."

- p. 14 Make-Up Work-Removed *"Teachers may also require the student to do extra work to make up for lost time in classroom activities."*
- p. 15 Pre-Arranging for Absences-Changed the language to *"There are times when a family 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. 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, the coach/ sponsor is responsible for communicating with the front office. It is the students' responsibility to communicate the absence to teachers and arrange to make up work that is missed.

For appointments or other obligations as determined by the parent.

1. *This process should be initiated with a parent phone call to the office.*
 2. *The front office will send out an electronic form to be completed by teachers. Any missed work is the responsibility of the student. The purpose of the pre-arrange is to complete work prior to missing the school day or days.*
 3. *Pre-Arranged absences initiated by the parent are still considered excused absences."*
- p. 16 Work Release-added number 7 *"If a student has a day off of their work while school is in session, they will not be allowed to attend school during that time."*
 - p. 16 School Supply List-Updated
 - Pp. 19-23 David City Middle/High School Discipline-Changed the language of the entire plan to...

"David City Middle/High School Discipline

Student Discipline

Administrative and teaching personnel may take reasonable actions regarding student behavior that are necessary to assist the student, support school purposes, and prevent disruption to the educational process. Such actions may include, but are not limited to, counseling, parent conferences, schedule adjustments, detention, additional academic work outside regular school hours, restrictions from extracurricular activities, or requirements that a student participate in counseling, psychological evaluation, or psychiatric evaluation with written parent or guardian consent. Disciplinary consequences may also include In-School Suspension (ISS) or any other consequence determined appropriate by school administration. District administrators may establish building-specific discipline procedures consistent with district policy and applicable law. All disciplinary actions shall comply with federal and state laws, including IDEA, Section 504, Title IX, and Board [Policy 5101](#).

References in this policy to the "Principal" shall include the building principal, the principal's designee, or another authorized school administrator. Any statement, notice, recommendation, determination, or similar action required under this policy shall be considered properly delivered when personally

provided, sent by certified or registered mail, or when actual knowledge is received by the student or parent/guardian.

Any student suspended or expelled under this policy shall not participate in or attend school activities during the period of exclusion, including weekends and school holidays.

Makeup Work for Suspended Students

Students who are suspended shall be given the opportunity to complete classwork, homework, examinations, and other assignments missed during the suspension period. Makeup work must be completed and submitted within two (2) school days following the student's return unless otherwise approved by administration. Parents/guardians and students shall be provided written notice of makeup work expectations at the time of suspension. Suspended students shall not be required to attend the district's alternative program for expelled students solely for the purpose of completing assignments.

Short-Term Suspension

The Principal may suspend a student from school or school activities for up to five (5) school days for conduct constituting grounds for expulsion or for violations of school rules and behavioral expectations that substantially interfere with school purposes, whether the conduct occurs on or off school grounds.

Before imposing a short-term suspension, the Principal shall conduct a reasonable investigation of the incident and determine that suspension is necessary to support school purposes, assist the student, or prevent disruption to the educational environment. Prior to the suspension, the student shall receive oral or written notice of the allegations, an explanation of the evidence, and an opportunity to explain their version of events.

Within twenty-four (24) hours of the suspension, or within an additional forty-eight (48) hours when reasonably necessary, the Principal shall provide written notice to the student and parent/guardian describing the conduct violation and reasons for the suspension. The student and parent/guardian shall also be offered the opportunity to meet with the Principal before or upon the student's return to school. Students serving short-term suspensions shall be allowed to complete missed academic work.

Emergency Exclusion

Students may be emergency excluded from school pursuant to district policy or Nebraska law when the student's conduct presents a threat to the safety of themselves or others or substantially disrupts the educational environment.

Weapons and Firearms

Students shall not possess, handle, or transmit any weapon while on school grounds, in school vehicles, or at school-sponsored activities except as specifically permitted by law or district policy. A weapon is

defined as any object, device, instrument, material, or substance capable of causing injury in the manner it is used or intended to be used.

Students shall not possess, handle, or transmit firearms on school property, in school vehicles, or at school-sponsored activities. The term “firearm” shall have the meaning provided in 18 U.S.C. § 921 and includes weapons designed to expel a projectile by explosive action, firearm frames or receivers, silencers, and destructive devices, excluding antique firearms.

Any student who brings a firearm to school shall be expelled for one calendar year as required by law, although the Superintendent or Board of Education may modify the expulsion on a case-by-case basis. Students who possess or use weapons other than firearms may face long-term suspension, mandatory reassignment, or expulsion.

Administrative personnel are authorized to confiscate weapons or firearms possessed in violation of this policy. Confiscated firearms shall be turned over to law enforcement as soon as practicable. School personnel are required to report firearm violations to administration and law enforcement authorities.

Long-Term Suspension

The Principal may impose a long-term suspension of more than five (5) school days and up to twenty (20) school days for conduct constituting grounds for expulsion under district policy and Nebraska law.

Expulsion

Expulsion means exclusion from attendance at all district schools, activities, and property for a period determined by Nebraska law. Expulsions may extend through the remainder of the semester, through the following semester, or into the next school year depending on the timing and severity of the misconduct. The district may modify or terminate an expulsion when appropriate.

Upon completion of an expulsion, the district shall accept eligible academic credits earned through accredited educational institutions during the expulsion period.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment

In accordance with the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 through 79-296, students may be subject to long-term suspension, expulsion, or mandatory reassignment for conduct occurring on school grounds, in a school-owned, leased, or contracted vehicle being used for a school purpose, in a vehicle driven for a school purpose by a school employee or designee, or at any school-sponsored activity or athletic event.

Grounds for disciplinary action include, but are not limited to, the use of violence, force, coercion, threats, intimidation, or similar conduct that substantially interferes with school purposes. The Board recognizes that the misuse of synthetic media, including deepfakes, may constitute similar conduct. Students may also be disciplined for willfully causing or attempting to cause substantial property damage,

theft or attempted theft of property of substantial value, or repeated acts of damage or theft involving school or personal property.

Disciplinary action may also result from causing or attempting to cause personal injury to a student, school employee, or school volunteer, except in cases involving accidents, self-defense, or actions reasonably taken to protect another person. Threatening or intimidating another student for the purpose of obtaining money or valuables is prohibited. Knowingly possessing, handling, transmitting, or using a weapon or dangerous object is also prohibited and subject to disciplinary consequences under district policy and Nebraska law.

Students may face disciplinary action for the unlawful possession, use, sale, dispensing, or being under the influence of controlled substances, imitation controlled substances, alcohol, or substances represented to be controlled substances. For purposes of school discipline, “under the influence” includes any level of impairment, including the odor of alcohol or impairment caused by stimulants or intoxicating substances. Public indecency, as defined by Nebraska law, bullying, cyberbullying, sexual assault, attempted sexual assault, or any unlawful conduct that interferes with school purposes or endangers students or staff may also result in long-term suspension, expulsion, or mandatory reassignment.

Repeated violations of school rules or policies that substantially interfere with school purposes may also result in disciplinary action. Such conduct includes, but is not limited to, profane, abusive, discriminatory, or threatening language or behavior; dress code violations that are unsafe, disruptive, or inappropriate; violations of school bus expectations; possession, use, sale, or distribution of tobacco products, vape devices, electronic nicotine delivery systems, imitation tobacco products, drug paraphernalia, or imitation controlled substances; possession, creation, dissemination, or use of pornography, sexting images, or synthetic media such as deepfakes; hazing activities; bullying or cyberbullying through electronic communication; violations of the district’s acceptable technology use policy; possession or use of simulated or look-alike weapons; false statements made during school investigations or Title IX proceedings; violations of audio or video recording policies; and violations of any board policy, handbook expectation, or school rule established by district staff.

Cyberbullying includes the use of electronic communication, social media, texting, email, or other digital platforms to threaten, harass, intimidate, embarrass, or humiliate another person. This may include repeated unwanted communication, posting threats or offensive remarks, spreading rumors, impersonating another individual online, disclosing personal information, or encouraging others to ridicule or harass another student.

Hazing includes any activity expected of a student joining or participating in a group, team, or organization that humiliates, degrades, abuses, or endangers the student physically, emotionally, or mentally, regardless of the student’s willingness to participate. Hazing behaviors may include physical abuse, forced consumption of substances, sleep deprivation, humiliation, harassment, dangerous stunts, sexual misconduct, or other activities that jeopardize student safety or well-being.

Discipline for Off-Campus Behavior

Students may also be subject to discipline for conduct occurring off campus when such behavior causes, or is reasonably expected to cause, a substantial disruption to the educational environment. Disciplinary responses may include counseling, parent or guardian conferences, detention, schedule adjustments, restriction from extracurricular activities, In-School Suspension (ISS), short-term suspension, emergency exclusion, long-term suspension, expulsion, or any other consequences deemed appropriate by administration and permitted by law. Failure to comply with assigned disciplinary consequences may result in further disciplinary action, up to and including expulsion.

Reporting to Law Enforcement

School administration may report student conduct to law enforcement when required by law or when the conduct interferes with school purposes or endangers the health or safety of students or staff.”

- *p. 16 Work Release-Changes how students receive credit to “Students will be granted 5 credit hours for each class period worked with a maximum of 15 credits in a semester. To earn credit, students must complete all other requirements and end the year in good standing with their employer.”*
- *p. 25 Added Energy Drinks section-”Energy drinks are discouraged for student consumption during the school day due to potential health, safety, and behavioral concerns, including but not limited to increased heart rate, anxiety, decreased attention, and disruption to the learning environment.*

If a student is found in possession of or consuming an energy drink in violation of school expectations, the item may be confiscated and the student may be required to dispose of it. Repeated violations may result in disciplinary action, including parent contact, detention, or other consequences deemed appropriate by administration.”

- *p. 27 Honor Roll-Changes language to “Students that have a 93-point grade average will be placed on the high honor roll. Students that have an 86-point grade average will be placed on the honor roll.”*
- *p. 29 Participation in graduation ceremony-Changed 2nd paragraph to “During the graduation ceremony the Senior Class President or other designated speaker will give the Welcome Address. Other seniors recognized as Summa Cum Laude or higher will be eligible to give an address. Those speakers will be selected by the senior class sponsors and approved by the Principal. 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 and approved by the Principal.”*
- *p. 31 Class Promotion/Retention-changed the language to match Board Policy 5201*
- *Adjusted lunch and breakfast prices*

- p. 30 Added Early Completion language from Board Policy 5206
- p. 34 Added Locker Room Policy-*“Locker rooms are provided for student use during Physical Education classes and school-sponsored activities. Locker rooms will not be opened prior to 7:55 a.m. and are only available to students who are currently participating in a class, practice, or school-approved activity requiring locker room access.*

Locker rooms must remain locked at all times when not actively in use and must be directly supervised by authorized school staff whenever students are present. Students are expected to use locker room facilities in an appropriate, respectful manner and follow all directions provided by supervising staff.

Students are encouraged to utilize assigned school lockers for the secure storage of personal belongings. Each student is provided a locker and a combination, and students are responsible for keeping their belongings secured at all times. Students are expected to properly lock their lockers and are solely responsible for any items stored inside.

Unauthorized access to locker rooms or failure to comply with locker room expectations may result in disciplinary action.”

- p. 40 Consequences for violation of activity code-changed language to

“Note: Violations accumulate during a student’s middle school years and will restart when the student enters 9th grade.

First Offense

Any student who is in violation of the activity code for the first time will miss the next 2 scheduled school activities / events in which they are able to participate in. If a student is involved in multiple activities (i.e. Speech and Basketball) they will sit out the first two scheduled events. They will also be placed in a one-on-one counseling session with a selected school staff member (a minimum of 4 sessions).

Second Offense

Any student who is in violation of the activity code for the second time is unable to participate in the next 4 school events that they are able to participate in. They will 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. The student must also address teammates/organization concerning the nature of the offense. This suspension can be reduced to three calendar weeks if the student participates in a weekly counseling session 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.

Third Offense

Any student who is in violation of the activity code for an offense for the third time will not be allowed to attend or participate in any school 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 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 to be a member of or attend any activities at DCHS."

- Removed medical consent form since it is now on FinalForms

Elementary Handbook - anything highlighted in yellow is what we changed.

- Names of staff updated
- School lunch prices updated
- **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. 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. Even if it is before school hours, parents must sign in at the office.
- Ages of clubs adjusted at Bellwood to add 6th grade
 - Students are sent to clubs based on their age level
 - K-2 club
 - 2-6 club
- **SCHOOL DISMISSAL - information added to align with procedures**
- **BELLWOOD ELEMENTARY**
 - The students who ride the 1st bus are dismissed to the lobby. When the driver is ready for them, they will load the bus. Staff check off who boards 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. Staff check off who boards the bus.
- **DAVID CITY ELEMENTARY**
 - Students who ride the bus are dismissed to the office lobby to line up for the bus and will be checked off as they board the bus.

- **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. When a student is absent due to a medical appointment, illness, or other health-related reason, please submit a copy of the doctor's note to the school office.

- **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 or deny participation should exceptional circumstances prevail.

- **PETS - changed wording from top paragraph to wording below**

- 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.

- For the safety and well-being of all students, including those with allergies, pets are not permitted at school or in classrooms. Students are welcome to share pictures, videos, or stories about their pets as part of a classroom activity with prior teacher approval. Please do not bring pets to school at any time.

- **TEACHER AND STAFF SUPERVISION - Reworded from top paragraph to highlighted wording**

- Each staff member in this system has full authority over every student in this school.
- Each staff member in this school has the responsibility and authority to support, supervise, and address the behavior and safety needs of all students. Students are expected to follow directions and demonstrate respect toward any staff member, regardless of their assigned classroom or role.

- **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.
- Parents may be asked to help monitor pending background check approval.
- Parents who are asked to sponsor the field trip will be given a list of expectations to be followed.
- Privileges for students participating in the field trip may be revoked due to discipline/academic issues. This will be based on a joint teacher/principal decision and communicated to the parents.
- Student cell phones are not allowed on field trips and must remain at school.

- “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 USE OUTSIDE OF SCHOOL HOURS - added this section**

- The school playground is closed to public use on school days from 7:30 a.m. to 4:00 p.m.
- Outside of these hours, the playground may be used by the public; however, there is no school supervision provided. Students and community members are expected to use the equipment safely, respect school property, and demonstrate appropriate behavior.
- The playground and surrounding school grounds are monitored by video surveillance. Video recordings may be reviewed to investigate incidents involving misconduct, property damage, vandalism, or violations of school rules.
- Four school wide expectations include:
 - BE SAFE
 - BE RESPECTFUL
 - BE RESPONSIBLE
 - BE A GOOD SCOUT
 - These 4 expectations apply to all areas of the school.

- **TIME-OUT ROOM - added this section**

- The room is intended to provide a safe, supervised environment that supports student learning, behavior regulation, and academic success. The door may be closed to reduce distractions, noise, student dignity, or if the child is trying to harm staff. Parent notification will be made by one of the following options: phone, text, email, letter, and/or citation form.
- The room may be used for a variety of educational and student-support purposes, including:
 - Serving as a calm-down or de-escalation space (Time-Out)
 - Completing classroom assignments or assessments
 - Providing a quiet area for students to rest
 - In-School Suspension (ISS)
 - Seclusion (Danger to self or others)

- **SECLUSION - added this section**

- Seclusion may be used in the following circumstances:
 - When a student’s behavior is so out of control that the student’s behavior creates a risk of injury to the student or others;
 - When a student’s behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;

- When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
 - The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. (Note: IEPs or Behavioral Plans typically do not provide for use of seclusion except in those circumstances where the professional staff determines that other intervention strategies would not be effective).
 -
 - For more detailed information on restraint and seclusion, please see [board policy 5421R](#)
- **HOMEWORK TICKET - Changed wording to highlighted wording below**
 - Homework Ticket procedures will begin in the first quarter for students in grades 3-6 who do not complete their homework. 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.
 - Homework Tickets may be issued to students in grades 3–6 for incomplete assignments, homework left at home, or homework left at school. Students receiving a Homework Ticket must contact a parent/guardian to explain the missing work and arrange transportation following detention
- **PERSONAL ELECTRONIC DEVICES - added this section**
 - Elementary students are not allowed to use personal electronic devices during school hours (cell phone, tablet, smart watches, etc.) If a child brings a device to school, it must be shut off and be kept in the child's locker. 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.

Handbook Accessibility

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Preschool Handbook

- Changed names and updated tuition prices
- Child's backpack daily so that your family does not miss out on important information. Information will also be sent via ParentSquare, 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.

This whole section about behavior was added:

Behavior Support and Regulation

When a student becomes dysregulated, the following supports may be utilized within the classroom to help the student regain self-control and return to learning:

- Calm-down area in the classroom
- Breathing and self-regulation techniques
- Use of fidgets or sensory tools
- Reading social stories
- Taking a brief walk or movement break
- Time-out within the classroom

If these strategies are not successful, the student may be provided with a temporary change of environment, such as a supervised break in the office or Time-Out Room.

Time Out Room

The Time-Out Room is a safe, supervised space designed to help students regulate their emotions and behaviors so they can successfully return to learning and classroom activities.

The door may be closed to reduce distractions, decrease noise, maintain student privacy, or help ensure the safety of students and staff. The room may be used for:

- Calming down when a student is upset or overwhelmed
- Taking a break from classroom stimulation
- Resting in a quiet environment when needed
- Receiving additional support to regain self-control
- Seclusion only when necessary to maintain safety

Seclusion

Seclusion is a safety intervention used only when a student's behavior creates an immediate risk of harm to themselves or others and less restrictive interventions have not been successful.

Seclusion may be used when:

- A student is attempting to harm themselves or others.
- A student's behavior is creating an unsafe environment that cannot be managed through other strategies.
- A student is unable to regain control after other calming and de-escalation techniques have been attempted.
- A student has an Individualized Education Program (IEP) or Behavior Intervention Plan that includes the use of seclusion under specific circumstances.

Seclusion is used only for the amount of time necessary to ensure safety. Staff will continuously monitor the student, and the student will return to classroom activities as soon as they are calm and able to participate safely.

Parents/guardians will be notified when significant behavioral interventions, including seclusion, are utilized. Notification may be made by phone call, text message, email, written communication, and/or behavior report.

- For more detailed information on restraint and seclusion, please see [board policy 5421R](#)

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HANDBOOK ACCESSIBILITY

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SPECIAL EDUCATION

No significant changes were made as state and federal law do not frequently change. Updates to dates and minor verbal changes are highlighted. Accessibility statement added to the end of

the document. This is not a 'handbook', it is a guidance document for members of the special education team.

DAVID CITY PUBLIC SCHOOLS
PRESCHOOL HANDBOOK
2026-2027



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

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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	papam@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 2026-27 school year will be the following:

David City Public Schools		
Preschool Tuition 2026-27		
All Day	\$240	Per Month
Half Day	\$170	Per Month
Reduced Lunch	\$140	Per Month
Free Lunch	\$150	Per Month
SPED	\$50	Per Month
Out of District	\$240	Per Month
All tuition includes \$50 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 7:45 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).
 - Only bus riders 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.



DAVID CITY PUBLIC SCHOOLS' GUIDANCE ON WHEN TO CONSIDER KEEPING YOUR STUDENT HOME FROM SCHOOL

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 the student is back to normal.



NEW COUGH

shortness of breath, or difficulty breathing (urgent medical care may be needed)



STOMACH PAIN

lasting for more than 2 hours, or having stomach pain with a fever



DIARRHEA

when having watery/loose stools 3 or more times in a day or in large volume



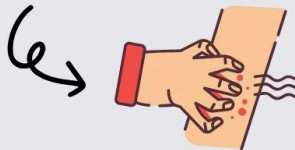
RED EYE

If the eye is stuck shut, bright red, and/or is oozing a yellow or green fluid



SKIN RASHES

with fever or behavioral change, rapidly spreading rashes, or open lesion sores



HEADACHE

that comes with stiff neck and fever (urgent medical care may be needed)



VOMITTING

and your child has thrown up two or more times in 24 hours



SORE THROAT

with swollen glands, a fever, headache, or tummy ache

ILL APPEARANCE

when the child looks like they are not feeling well and is not acting like normal self



Potty Training

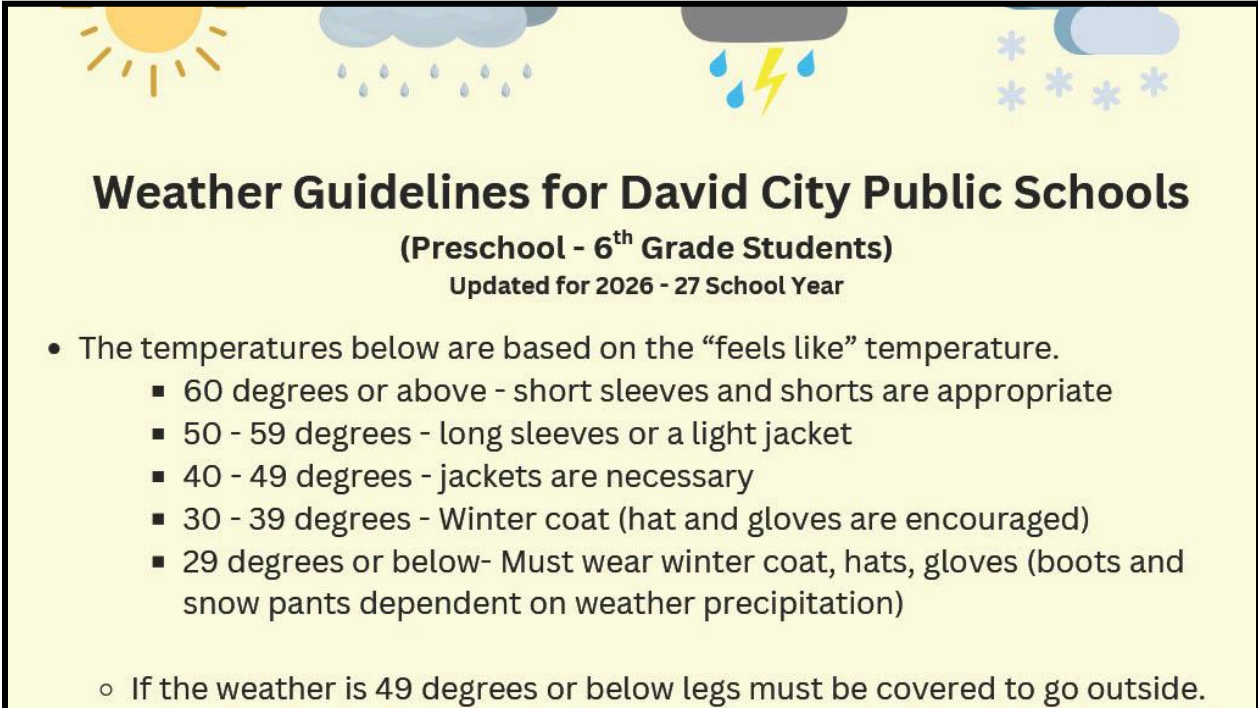
It is highly recommended that children who attend our preschool are potty-trained, but it is not a requirement. If a child is not potty-trained, we ask for your cooperation in collaboratively working with us to teach your child this skill. **Please send an extra set of clothes with your child in case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

A graphic titled "Weather Guidelines for David City Public Schools (Preschool - 6th Grade Students)" with a yellow background and a black border. At the top, there are four weather icons: a sun, a rain cloud with raindrops, a lightning cloud with a lightning bolt, and a snow cloud with snowflakes. The text is centered and includes a bulleted list of temperature guidelines.

Weather Guidelines for David City Public Schools
(Preschool - 6th Grade Students)
Updated for 2026 - 27 School Year

- The temperatures below are based on the “feels like” temperature.
 - 60 degrees or above - short sleeves and shorts are appropriate
 - 50 - 59 degrees - long sleeves or a light jacket
 - 40 - 49 degrees - jackets are necessary
 - 30 - 39 degrees - Winter coat (hat and gloves are encouraged)
 - 29 degrees or below- Must wear winter coat, hats, gloves (boots and snow pants dependent on weather precipitation)
- If the weather is 49 degrees or below legs must be covered to go outside.

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 ParentSquare, 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 that 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 Interventions 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 ongoing 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.

Behavior Support and Regulation

When a student becomes dysregulated, the following supports may be utilized within the classroom to help the student regain self-control and return to learning:

- Calm-down area in the classroom
- Breathing and self-regulation techniques
- Use of fidgets or sensory tools
- Reading social stories
- Taking a brief walk or movement break

- Time-out within the classroom

If these strategies are not successful, the student may be provided with a temporary change of environment, such as a supervised break in the office or Time-Out Room.

Time-Out Room

The Time-Out Room is a safe, supervised space designed to help students regulate their emotions and behaviors so they can successfully return to learning and classroom activities.

The door may be closed to reduce distractions, decrease noise, maintain student privacy, or help ensure the safety of students and staff. The room may be used for:

- Calming down when a student is upset or overwhelmed
- Taking a break from classroom stimulation
- Resting in a quiet environment when needed
- Receiving additional support to regain self-control
- Seclusion only when necessary to maintain safety

Seclusion

Seclusion is a safety intervention used only when a student's behavior creates an immediate risk of harm to themselves or others and less restrictive interventions have not been successful.

Seclusion may be used when:

- A student is attempting to harm themselves or others.
- A student's behavior is creating an unsafe environment that cannot be managed through other strategies.
- A student is unable to regain control after other calming and de-escalation techniques have been attempted.
- A student has an Individualized Education Program (IEP) or Behavior Intervention Plan that includes the use of seclusion under specific circumstances.

Seclusion is used only for the amount of time necessary to ensure safety. Staff will continuously monitor the student, and the student will return to classroom activities as soon as they are calm and able to participate safely.

Parents/guardians will be notified when significant behavioral interventions, including seclusion, are utilized. Notification may be made by phone call, text message, email, written communication, and/or behavior report.

- For more detailed information on restraint and seclusion, please see [board policy 5421R](#)

HANDBOOK ACCESSIBILITY

David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

2026-27 Preschool Schedule

<u>David City</u>			<u>Bellwood</u>		
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

2026-2027 School Calendar

Board Approved Wed Nov 12, 2025

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

Reporting Periods

Reporting Periods	Student	Teacher
August 3 - October 13	44	49+
October 14 - December 22	44 88	46 95+
January 4 - March 12	46	48
March 16 - May 20	44 90	46+ 94+
Total Days in Session	178	190
Teacher Contract Days		186

Aug 3 - New Teacher Training

Aug 4 - New Teachers and Mentors Work Day

Aug 5,6,7,10 - Staff Prof Dev Days; No School For Students

Aug 10 - Open House; Elem - 5pm; HS - 6pm

Aug 11 - First Day of School For Students; 1:30 Dismissal

Sept 7 - Labor Day; School NOT in Session

Sept 28 - Staff Prof Dev Day; No School For Students

Oct 13 - End of 1st Quarter (44 Days)

Oct 14 - 2nd Quarter Begins

Oct 29 - pK-12 P/T Conf 12noon-8pm; No School For Students

Oct 30 - School NOT in Session

Nov 13 - Staff Prof Dev Day; No School For Students

Nov 23,26,27 - Thanksgiving; School NOT in Session

Dec 22 - End of 2nd Qtr (44/88 Days)

Dec 23 through 27 - NSAA Practice Moratorium

Dec 23 through Jan 1 - School NOT in Session

4 snow days already built into the calendar, however, Mar 5 and Apr 19 could be student days if necessary

Key

22*	pK-12 P/T Conf 12noon-8pm; No School For Students
13	End of Quarter Oct 13, Dec 22, Mar 12, May 20
7	School NOT in Session
28	Staff Prof Dev Day; No School For Students
11	New Quarter Aug 11, Oct 14, Jan 3, Mar 16
11-	1:30 Dismissal Aug 11, May 19

Jan 4 - Staff Prof Dev Day; No School For Students

Jan 5 - 3rd Quarter Begins

Jan 22 - DC WR Inv; Staff Work Day; No School For Students

Feb 12 - School NOT in Session

Mar 5 - School NOT in Session

Mar 12 - End of 3rd Qtr (46 Days)

Mar 15 - School NOT in Session; Possible Dist Speech Host

Mar 16 - 4th Quarter Begins

Mar 25 - pK-12 P/T Conf 10am-6pm; No School For Students

Mar 26 - School NOT in Session

Apr 19 - Staff Prof Dev Day; No School For Students

May 12 - Seniors Last Day

May 15 - Graduation at 1pm

May 19 - End of 4th Qtr (44/90 Days); 1:30 Dismissal

May 20 - Staff Work Day 8am-12n; No School For Students

**David City Public Schools
Special Education Handbook
2026-2027**

**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**

June 2026



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.

2026-2027 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

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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 officials 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 may 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 (ECSE). 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 special education director 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, special education director, 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.

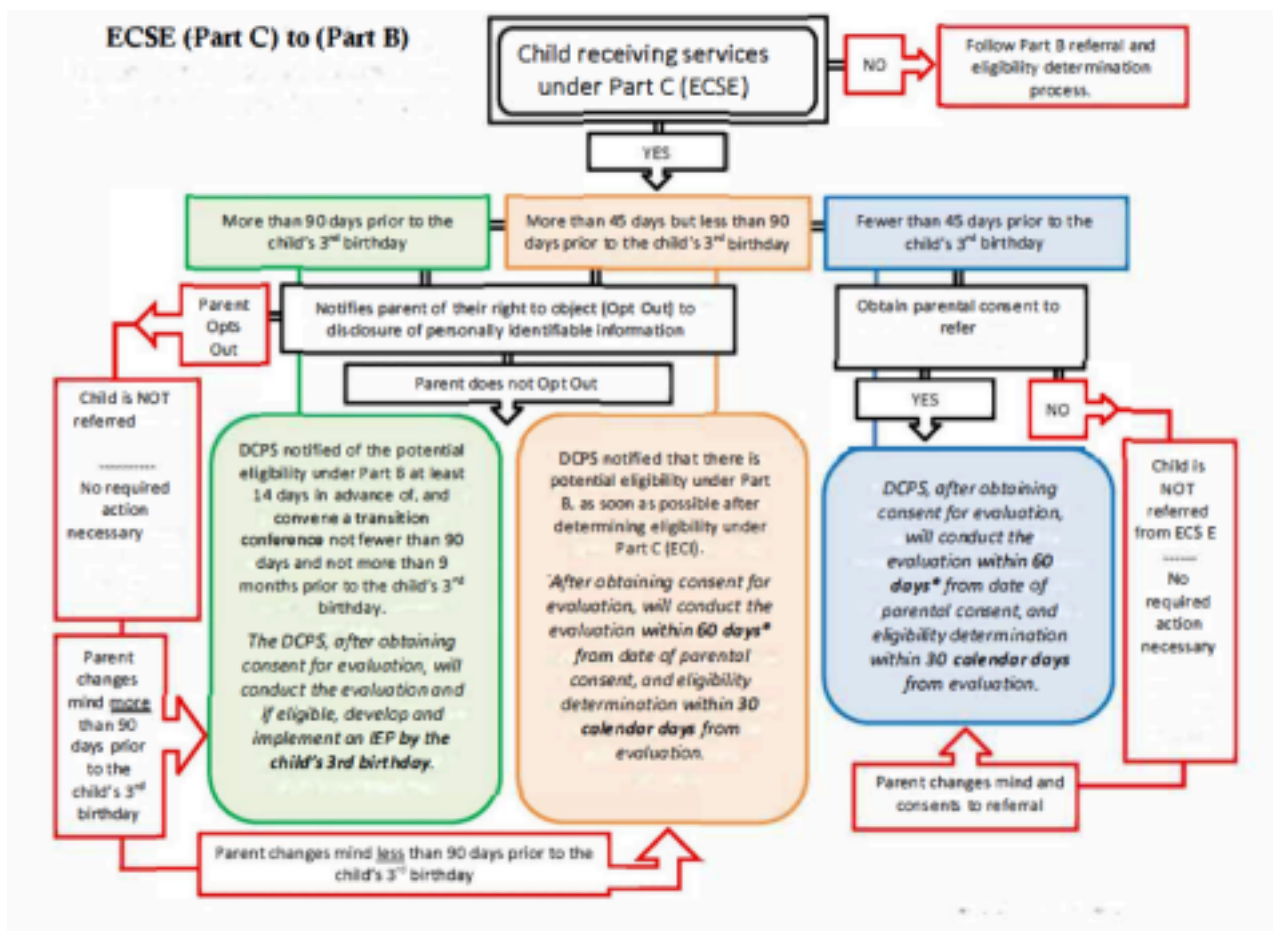
MATERIALS: IFSP forms from SRS.

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 **alternate/additional** 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 SAT 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 ensures 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.

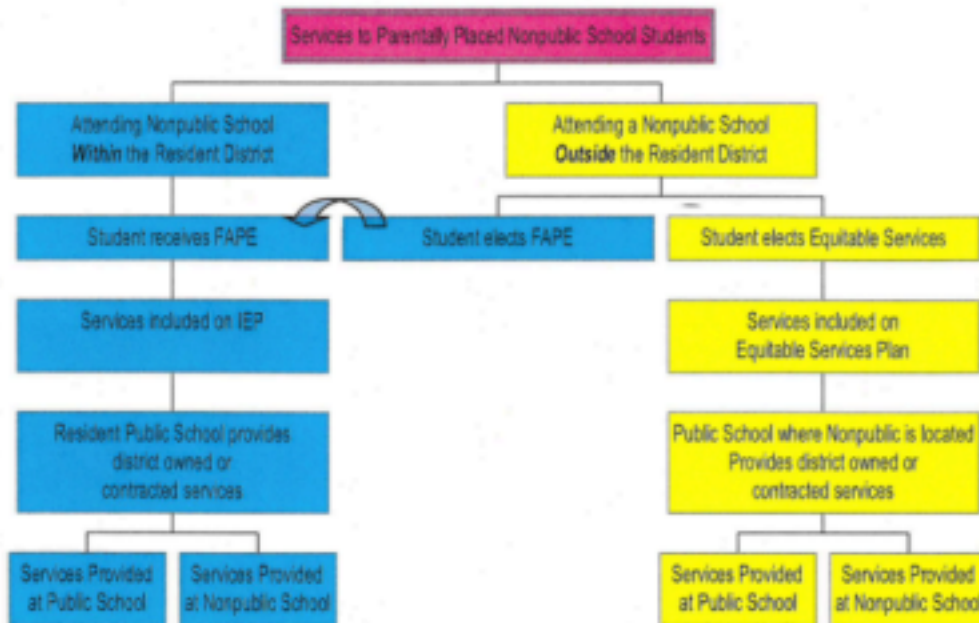
DCPS evaluates and documents in a student's IEP, the team's decision relating to ESY. DCPS ensures that extended school year services are available as necessary to provide a child with a free appropriate public education. The need for ESY is determined by the child's IEP team on an individual basis. 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

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.

What Does It Look Like



Parentally-placed children with disabilities attending an approved and/or accredited non-public school which is located outside of his/her resident district:

- ♦ May elect to receive equitable services from the public school within which the non-public school is located (services plan)

OR

- ♦ May elect to receive FAPE from the public school district of which they are a resident (IEP)

Parentally-placed children with disabilities attending an approved and/or accredited non-public school or an exempt home school which is located within his/her resident district:

- ♦ Are only entitled to receive the provision of FAPE from his/her resident public school district

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:

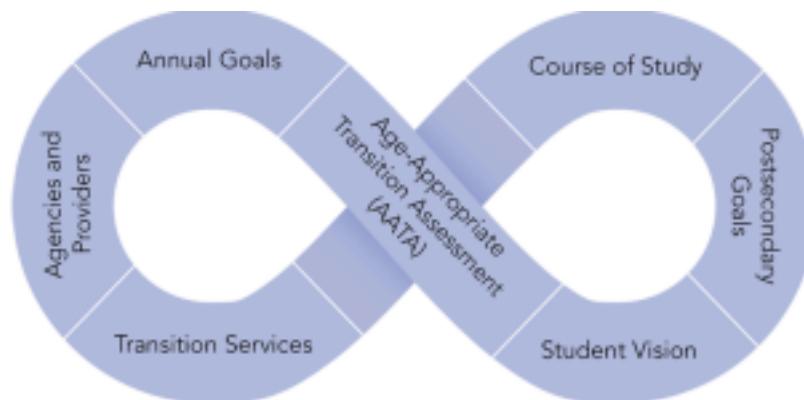
1. What is the student’s long term goal in the area of post-secondary education or training?
2. What is the student’s long term goal in the area of employment?
3. What is the student’s long term goal in the area of independent living/community participation (when appropriate)?

(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

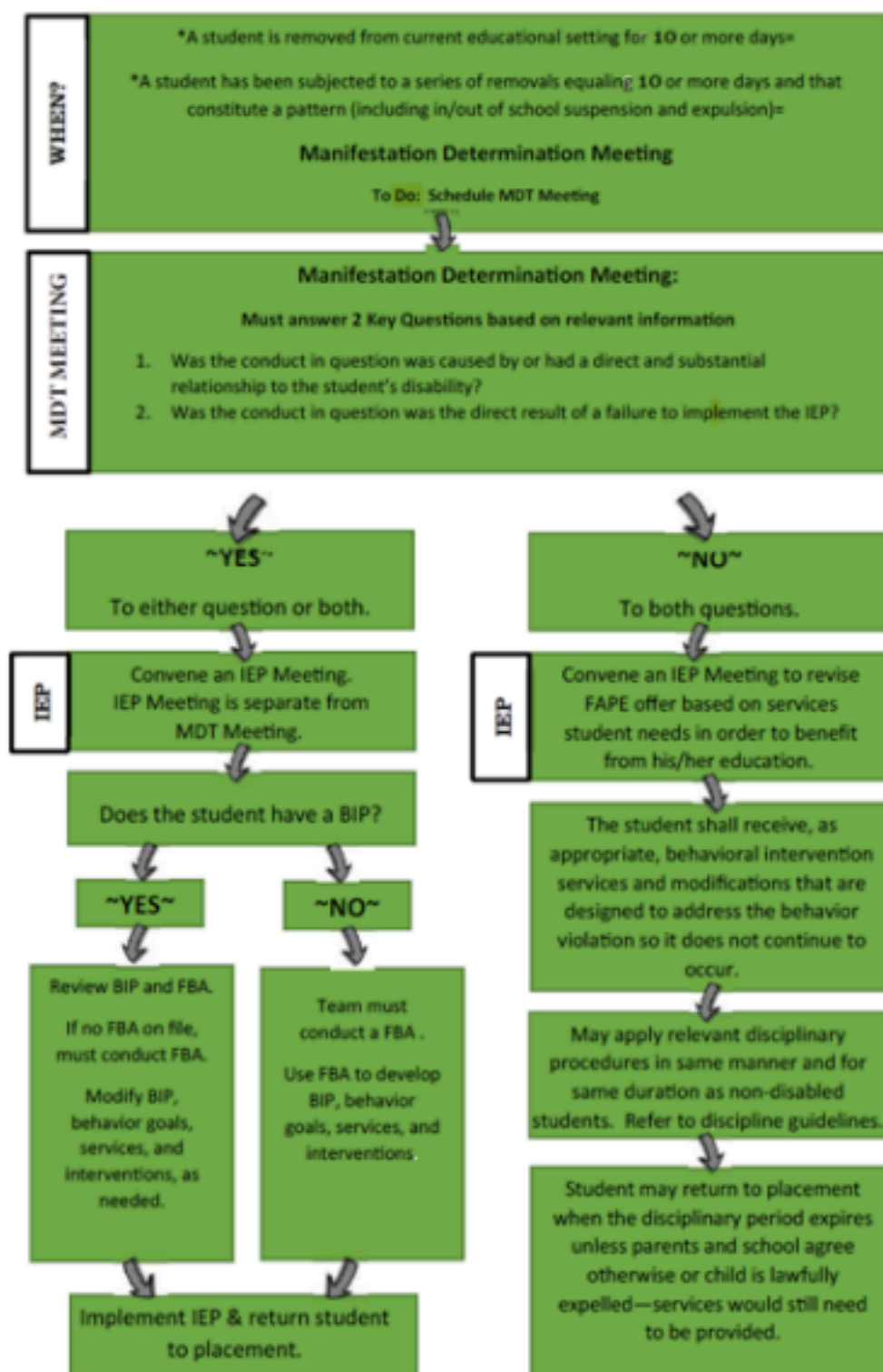
district or approved cooperative; 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises or at a school function under the jurisdiction of the Nebraska Department of Education or a school district or approved cooperative; 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](http://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 **the public** 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.

DEVELOPMENTAL DELAY: 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

DEAF OR HARD OF HEARING:

- * 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.

INTELLECTUAL DISABILITY:

- * 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 is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

TEACHER DISTRICT HANDBOOK 2026-2027

Updated 6-3-2026

**David City Public Schools
750 D Street
David City, Nebraska 68632**

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Foreward

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.

Mission and Vision

District Mission/Vision Statement



All Scouts Have Power

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.

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
Klay Kasik	kasikk@dcscouts.org

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

School Calendar and Schedules

School Calendar

David City Public Schools							2026-2027 School Calendar							Board Approved Wed Nov 12, 2025														
July							August							September							October							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4							1													1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29*	30	31	
							30	31																				
November							December							January							February							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4	5					1	2					1	2	3	4
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28							
														31														
March							April							May							June							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4					1	2	3						1					1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
21	22	23	24	25*	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
														30	31													
Reporting Periods							Student		Teacher			Key																
August 5 - October 13							44		49+			22*	pK-12 P/T Conf 12noon-8pm; No School For Students															
October 14 - December 22							44	88	46	95+		13	End of Quarter Oct 13, Dec 22, Mar 12, May 20															
January 4 - March 12							46		48			7	School NOT in Session															
March 16 - May 20							44	90	46+	94+		28	Staff Prof Dev Day; No School For Students															
Total Days in Session							178		190			11	New Quarter Aug 11, Oct 14, Jan 5, Mar 16															
Teacher Contract Days									186			11-	1:30 Dismissal Aug 11, May 19															
Aug 3 - New Teacher Training							Jan 4 - Staff Prof Dev Day; No School For Students																					
Aug 4 - New Teachers and Mentors Work Day							Jan 5 - 3rd Quarter Begins																					
Aug 5,6,7,10 - Staff Prof Dev Days; No School For Students							Jan 22 - DC W/R Inv; Staff Work Day; No School For Students																					
Aug 10 - Open House; Elem - 5pm; HS - 6pm							Feb 12 - School NOT in Session																					
Aug 11 - First Day of School For Students; 1:30 Dismissal							Mar 5 - School NOT in Session																					
Sept 7 - Labor Day; School NOT in Session							Mar 12 - End of 3rd Qtr (46 Days)																					
Sept 28 - Staff Prof Dev Day; No School For Students							Mar 15 - School NOT in Session; Possible Dist Speech Host																					
Oct 13 - End of 1st Quarter (44 Days)							Mar 16 - 4th Quarter Begins																					
Oct 14 - 2nd Quarter Begins							Mar 25 - pK-12 P/T Conf 10am-6pm; No School For Students																					
Oct 29 - pK-12 P/T Conf 12noon-8pm; No School For Students							Mar 26 - School NOT in Session																					
Oct 30 - School NOT in Session							Apr 19 - Staff Prof Dev Day; No School For Students																					
Nov 13 - Staff Prof Dev Day; No School For Students							May 12 - Seniors Last Day																					
Nov 25,26,27 - Thanksgiving; School NOT in Session							May 15 - Graduation at 1pm																					
Dec 22 - End of 2nd Qtr (44/88 Days)							May 19 - End of 4th Qtr (44/90 Days); 1:30 Dismissal																					
Dec 23 through 27 - NSAA Practice Moratorium							May 20 - Staff Work Day 8am-12n; No School For Students																					
Dec 23 through Jan 1 - School NOT in Session																												
4 snow days already built into the calendar, however, Mar 5 and Apr 19 could be student days if necessary																												

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.

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.

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.

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.

Employment, Compensation, and Benefits

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.

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.

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](#)

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.

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.

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 1/186th of schedule placement on a per diem basis for such teacher's extended time.

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.

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.

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.

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.

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.

Absences From Work

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. The teacher will meet with the building principal prior to leave if possible and prepare lesson plans according to long term leave expectations.

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.

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 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 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.

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.

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.

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.

Duties and Responsibilities

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.

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.

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 following building procedures for leaving the building. 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.

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.

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).

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. If a teacher utilizes their personal cell phone to take pictures or video a student, it may become a part of the student's record and subject to subpoena.

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.

Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our 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 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.

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.

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.

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. Per policy [5105](#) the Board of Education authorizes administration to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity.

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.

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 **school 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.

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.

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.

Personal and Professional Conduct

Professional Ethics Standards

[Policy 4190](#)

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.

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.

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.

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.

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](#).

Academic Matters

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.

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.

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.

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.

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)

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).

Publication		Student Work (photos, text, audio, video)	Photo/videos of students
Community Newspaper		• Individual • Group • Full Name • Family Affiliation	
School Newspaper/ Yearbook		• Individual • Group • Full Name	
Submission of student work for participation in contests or for consideration for publication (other than local contests/local paper)		• Parent permission • Student permission	
Local Use (classroom, school) not generally accessible to the public		• Full use during year created (see next entry for subsequent use)	• Full use during year created (without names, if possible, in subsequent years)
Local Use (classroom, school) not generally accessible to the public: Student Work samples saved as models		• 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	
Local Use (accessible/intended for public recognition* or public relations)		• Full use during year created • Full name for recognition	
Posting online	School Website	• Identify by class or grade • Full name for recognition	
	Other educational websites	• Tell parent how to access • Identify by class or grade • Full name for recognition	

* “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.

Use of School Facilities and Equipment

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.

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.

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.

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.

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](#)

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.

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](#)

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.

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.

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.

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. [Policy 1110](#)

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.

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.

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.

State and Federal Programs

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.

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

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.

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.

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.

Disclosure of Student Info to Military Recruiters & 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.

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.

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.

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.
9. The District will provide parents, guardians, and educational decision makers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book. [Policy 5209](#)

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.

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.

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.

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. For each extra duty assignment that a teacher fulfills, one event will be subtracted from the three-event requirement. For example, a teacher who coaches two sports would only be required to work one event instead of three. 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.

Classroom Environment and Organization

A teacher's professionalism is reflected in the learning environment they create and maintain. Classrooms should be welcoming, organized, safe, and conducive to student learning.

The following expectations support a positive and productive learning environment:

- Maintain an organized and professional workspace, including desks, storage areas, and instructional materials.
- Ensure classroom resources, books, and supplies are accessible, orderly, and well cared for.
- Teach and reinforce expectations that promote student responsibility for maintaining a clean and organized classroom.
- Keep instructional displays, whiteboards, and learning spaces current, purposeful, and visually appealing.
- Utilize bulletin boards and displays to showcase student learning, curriculum connections, and school initiatives.
- Address damage, vandalism, or misuse of school property promptly and communicate concerns to administration when appropriate.
- Leave the classroom in a condition that supports the next day's learning and demonstrates pride in the school environment.
- Promote respectful use of classroom furniture, equipment, and learning spaces.
- Follow district procedures for securing classrooms, including locking doors and windows and turning off equipment when leaving for the day.
- Encourage students to take shared ownership of maintaining a clean, safe, and respectful learning environment.
- Report maintenance, safety, or facility concerns in a timely manner.

An organized, well-maintained classroom communicates high expectations, supports student success, and reflects a commitment to excellence in teaching and learning.

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 so 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 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.

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 with permission from administration.
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

Teachers will use the Student Assistance Team referral form on eduCLIMBER to begin the process based on current MTSS procedures.

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

Textbook Selection [Policy 6210](#)

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 district curriculum is aligned to state standards and defines what is taught.
- High-Quality Instructional Materials (HQIM) are selected to support the approved curriculum and are approved by the administration and Board of Education.

- Adoption of instructional materials indicates strong alignment to district curriculum, state standards, and evidence-based instructional practices.
- Teachers are expected to use adopted instructional materials as the primary resource for instruction. Supplemental materials may be used to enhance learning and address student needs.
- Instructional materials are reviewed and purchased according to the district's curriculum review and adoption 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 <u>ALL</u> 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.

David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Secondary School Staff Assignments

Dr. Chad Denker - Superintendent
Stacy Athow - Secondary Principal
Chad Lindsley - Secondary Asst. Principal
Kari Daniels - Special Services Director
Brian Hermelbracht - Activities Director

Heather Allen..... Media Center Asst.	Aliesha Meusch..... Agriculture Education
Amy Backstrom..... Math	Kate Millington..... Language Arts
Lisa Bales..... MS Social Studies	Teri Mohrmann..... Spanish
Tracy Behrns..... Math	Erika Navarro..... SPED Para
Jodi Bruegger..... Admin Assistant	Dillon Nerud..... Social Studies
Joe Brumm..... Choir & Band	Diane Noonan..... Art, Photography
Todd Carmichael..... Science	Jarod Ockander..... Language Arts
Annie Chrisman..... School Psychologist	Jami Olson..... Language Arts
Jessica Creal..... Speech Pathologist	Bob Orta..... Full Time Sub
Michelle Day..... SPED Para	Brittni Palensky..... Admin Assistant
Kathleen Deavers..... Custodian	Myndi Petersen..... SPED Para
Payton DeMers-Sahling..... Language Arts	Tali Reeves..... PE / Health
Jenna Didier..... Business, CTE	Amy Sander..... Science
Morgan Dredge..... MS Science	Sam Schlautman..... Math
Korissa Eaton..... Sped Para	Austin Schafer..... Media Specialist
Adam Ebbeka..... Computer Tech	Aimee Scribner..... SPED Para
Bob Fish..... Counselor	Brandon Sobota..... SPED Gr. 9-11
Matt Fleming..... Asst. Maintenance Director	Doug Stephens..... JAG
Travis Hays..... Maintenance Director	Morgan Styskal..... Business Education
Tiffany Heins..... SPED Seniors - 21	Liz Tvrdy..... SPED Gr. 7-8
Jennifer Johnson..... School Psychologist	Laurel Valentine.... Curriculum & Assessment
Anna Kouba..... Speech Pathologist	Tom VanWinkle..... Social Studies
Pat Kozisek..... Head Custodian	Chad Wiseman..... Physical Education
Cole Martinez.... Family & Consumer Science	Travis Worm..... Physical Education
Jordan McBride..... Industrial Technology	

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 Dorcey..... Kindergarten
 Mary Veskrna..... Kindergarten
 Olivia Drozd..... Grade One
 Jaime Selden..... Grade One
 Morgan Smith..... Grade Two
 Charlie Helgoth..... Grade Two
 Jane Epp..... Grade Three
 Isabel Schmid..... Grade Three
 Andra Pracheil..... Grade Four-Science
 Lisa Scoville..... Grade Four-Social Studies
 Amy Moravec..... Grade Five-Science
 Taylor Nietzsche..... 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
 Melissa Glodowski..... Counselor
 Annie Chrisman..... School Psychologist
 Jennifer Johnson..... School Psychologist
 Jessica Creal..... Speech Language Pathologist
 Shelli Oborny..... Special Education
 Madison Makovicka..... Special Education
 Eileen Gahan..... Special Education
 Jordan Lemmons..... Special Education
 Mistyn Kozisek..... Instrumental/Vocal Music
 Joseph Brumm..... 5th/6th Band
 Jared Engel..... Physical Education

Lori Meusch..... Art
 Morgan Schlautman..... Media/Assess/Enrich
 Shantelle Adkisson.....Sped Para
 Kaci Aldrich.....Sped Para
 Lisa Buntgen.....Sped Para
 Nicole Demaray.....Sped Para
 Molly Glodowski.....Sped Para
 Jensen Schulz.....Sped Para
 Laura Kucera.....Sped Para
 Ashlee Marvin.....Sped Para
 Kimberly Palensky.....Sped Para
 Danielle Root.....Sped Para
 Kris Roper.....Sped Para
 Lindsay Slonecker.....Sped Para
 Maureen Stearns.....Sped Para
 Lily Viscarra.....Sped Para
 Kylee McBride.....Sped Para
 Yvonne Wendt.....Sped Para
 Rachel Johnson..... Full-Time Substitute
 Sarah Fadschild..... School Nurse
 Stephanie Dubbs..... Admin Assistant
 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
 Tammy Teply.....Custodian

Bellwood Elementary School Staff Assignments

Dr. Chad Denker - Superintendent
Peggy Romshek - Elementary Principal
Kari Daniels - Special Services Director

Shelby Hein.....Pre-Kindergarten
Sara Ockander.....Kindergarten
Sierra Meysenburg.....Grade One
Payton Gissler-Garcia.....Grade Two
Laura Warriner.....Grade Three
Peyton Eickmeier.....Grade Four
Shelby Tachovsky.....Grade Five
Sherry Nelson.....Grade Six
Mistyn Kozisek.....Music
Amy Williams.....Title I
Pam Brezinski.....Special Education
Morganna Lukert.....Admin Assistant
Missy Glodowski.....Counselor
Annie Chrisman.....School Psychologist
Anna Kouba.....Speech Pathologist
Diane Eloge.....School Nurse
Austin Schafer.....Media Specialist
Emily Neujahr.....Physical Education
Lori Meusch.....Art
Stephanie RoemmichELL
Mary Hough.....Food Service
Jenny Grape.....Sped Para
Paula Perske.....Sped Para
Jessica Colburn.....Sped Para
Jennifer Torpin.....Sped Para
Joyce VavricekSped 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 SOBRETIEPO

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 oculto 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 evaluaciones 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.



DIVISIÓN DE HORAS Y SALARIOS

DEPARTAMENTO DE TRABAJO DE LOS EE.UU. www.dol.gov/agencies/whd

1-866-487-9243



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 cual 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 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 Organizations are Covered?

- Most private employers
- State and local governments (as employers)
- Educational institutions (as employers)
- Unions
- Staffing agencies

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
- Miembros de sindicatos y Solicitantes de membresía en un sindicato
- Aplicantes de trabajo

¿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 género)
- 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 Organizaciones están Cubiertas?

- La mayoría de los empleadores privados
- Instituciones educativas (como empleadores)
- Gobiernos estatales y locales (como empleadores)
- Sindicatos
- Agencias de empleo

¿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 2026-27 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 10, 2026.**

Date: _____

Teacher's Signature

*Return to your building Principal

David City Public Schools

CLASSIFIED EMPLOYEES HANDBOOK 2026-2027



David City Public Schools
Updated 6-4-26
750 D Street
David City, Nebraska 68632
(402) 367-4590
Fax (402) 367-3479
www.davidcitypublicschools.org

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Foreward

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 work agreement 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 "work agreement" 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 work agreement 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 2026-2027 and subsequent school years unless replaced by a later edition.

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.

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

Members of the Board of Education

Name	Contact Information
Stephanie Summers, President	summerss@dcscouts.org
Marcus Thoendel, Vice President	thoendelm@dcscouts.org
Klay Kasik	kasikk@dcscouts.org
Don Moravec	moraved@dcscouts.org
Justin Krafka	krafkaj@dcscouts.org
Kasey Kuhlman, Secretary	kuhlmank@dcscouts.org

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](#).

School Calendar and Schedules

School Calendar

The school calendar is found at Appendix “E.”

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.

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 an 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.

Employment, Compensation and Benefits

Employment

Employment occurs when the employee signs the Employee's Work Agreement 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.

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.

Personnel File

The District will follow the requirements of state and federal law and regulation with regard to an employee’s personnel file.

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.

[Policy 4310](#) [Policy 4310 Rules & Regulations](#)

Compensation

Compensation is paid only as authorized by the Board of Education. 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 work agreement, employees may, at the option of the Board, be paid all salary due in one lump sum.

Benefits

Classified employees are provided benefits in accordance with their employment work agreement 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 work agreement 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.

Payroll and Payroll Deductions

Payroll deductions are made in accordance with law and elections made by employees.

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.

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.

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 and may result in termination.

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.

Absences from Work

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 and the electronic leave system. 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 and submit the request through the electronic leave system. 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.

Paid Leave - Sick and Personal Leaves

Employees are provided with paid sick/bereavement, vacation, and PTO leaves in accordance with their employment work agreement 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.

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 work agreement days for the school year as the denominator.

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.

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.

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.

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.

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.

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.

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.

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 a 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.

Duties and Responsibilities

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.

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.

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.

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. Continued use of the phone, after a professional reprimand, may result in disciplinary action up to and including termination.
 - 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 work agreement.
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.

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).
- Touching students should be limited to that which is 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.

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.

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.

Personal and Professional Conduct

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 work agreement 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.
- 7.

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 of 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.

Work Agreement Obligations: Employees shall adhere fully to the terms of a work agreement or appointment.

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.

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.

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.

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.

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.

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.

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.

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 will not wear clothing which students would not be permitted to wear at school. The school issued identification badge is to be worn and visible while on duty. The administration may establish more detailed guidelines for individual employees should that be necessary.

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.

Use of School Facilities and Equipment

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

State and Federal Programs

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

The U.S. Equal Employment
Opportunity Commission (EEOC)

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.

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.

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

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.

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.

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.

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.

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.

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.

David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

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 SOBRETIEPO

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 oculto 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 evaluaciones 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.



DIVISIÓN DE HORAS Y SALARIOS

DEPARTAMENTO DE TRABAJO DE LOS EE.UU. www.dol.gov/agencies/whd

1-866-487-9243



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 cual 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 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.**



DIVISIÓN DE HORAS Y SALARIOS
DEPARTAMENTO DE TRABAJO DE LOS EE.UU.
1-866-487-9243
dol.gov/agencies/whd/espanol

ESCANEAR





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 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 Organizations are Covered?

- Most private employers
- State and local governments (as employers)
- Educational institutions (as employers)
- Unions
- Staffing agencies

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
- Miembros de sindicatos y Solicitantes de membresía en un sindicato
- Aplicantes de trabajo

¿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 género)
- 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 Organizaciones están Cubiertas?

- La mayoría de los empleadores privados
- Instituciones educativas (como empleadores)
- Gobiernos estatales y locales (como empleadores)
- Sindicatos
- Agencias de empleo

¿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

2026-2027 School Calendar

Board Approved Wed Nov 12, 2025

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

Reporting Periods

Reporting Periods	Student	Teacher
August 5 - October 13	44	49+
October 14 - December 22	44 88	46 95+
January 4 - March 12	46	48
March 16 - May 20	44 90	46+ 94+
Total Days in Session	178	190
Teacher Contract Days		186

Aug 3 - New Teacher Training

Aug 4 - New Teachers and Mentors Work Day

Aug 5,6,7,10 - Staff Prof Dev Days; No School For Students

Aug 10 - Open House; Elem - 5pm; HS - 6pm

Aug 11 - First Day of School For Students; 1:30 Dismissal

Sept 7 - Labor Day; School NOT in Session

Sept 28 - Staff Prof Dev Day; No School For Students

Oct 13 - End of 1st Quarter (44 Days)

Oct 14 - 2nd Quarter Begins

Oct 29 - pK-12 P/T Conf 12noon-8pm; No School For Students

Oct 30 - School NOT in Session

Nov 13 - Staff Prof Dev Day; No School For Students

Nov 25,26,27 - Thanksgiving; School NOT in Session

Dec 22 - End of 2nd Qtr (44/88 Days)

Dec 23 through 27 - NSAA Practice Moratorium

Dec 23 through Jan 1 - School NOT in Session

4 snow days already built into the calendar, however, Mar 5 and Apr 19 could be student days if necessary

Key

22*	pK-12 P/T Conf 12noon-8pm; No School For Students
13	End of Quarter Oct 13, Dec 22, Mar 12, May 20
7	School NOT in Session
28	Staff Prof Dev Day; No School For Students
11	New Quarter Aug 11, Oct 14, Jan 5, Mar 16
11-	1:30 Dismissal Aug 11, May 19

Jan 4 - Staff Prof Dev Day; No School For Students

Jan 5 - 3rd Quarter Begins

Jan 22 - DC W/R Inv; Staff Work Day; No School For Students

Feb 12 - School NOT in Session

Mar 5 - School NOT in Session

Mar 12 - End of 3rd Qtr (46 Days)

Mar 15 - School NOT in Session; Possible Dist Speech Host

Mar 16 - 4th Quarter Begins

Mar 25 - pK-12 P/T Conf 10am-6pm; No School For Students

Mar 26 - School NOT in Session

Apr 19 - Staff Prof Dev Day; No School For Students

May 12 - Seniors Last Day

May 15 - Graduation at 1pm

May 19 - End of 4th Qtr (44/90 Days); 1:30 Dismissal

May 20 - Staff Work Day 8am-12n; No School For Students

District Handbook- (Student)

- **Arrival At School/Dismissal From School** (removed sentence in red from this paragraph) 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.
- Students will be admitted to the school building at 7:30am. **Prior to that time, the school is not responsible for supervision of the students.** 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.
- Lunch prices updated
- **Section 6 Search and Seizures (Added sentence in green)**
- 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. **Per policy [5105](#) the Board of Education authorizes school staff to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity.**
- **Secondary - Sentence in red deleted**
- 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.**
- **Section 13 School Library Materials and Parent Access [Policy 5209](#) - Added this section**
- **Section 15 Handbook Accessibility - Added this statement**
- David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Teacher District Handbook

- **Added statement in green.** 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. **The teacher will meet with the building principal prior to leave if possible and prepare lesson plans according to long term leave expectations.**
- Teachers may not leave school during duty hours without ~~approval of the Principal.~~ following building procedures for leaving the building. ~~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.

- **Student Searches - Added sentence in green**

- 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. *Per policy 5105 the Board of Education authorizes administration to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity.*

- **Use of Cell Phones - added wording in green**

- Teachers shall not use personal cell phones for any non-school purpose during student contact time. *If a teacher utilizes their personal cell phone to take pictures or video a student, it may become a part of the student's record and subject to subpoena.*

-

- **Section 11 Bulletins and Announcements - Policy is now linked**

- 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. [Policy 1110](#)

- **Section 9 Parental Involvement - Added #9**

- **General - Parental/Community Involvement in Schools**

- 9. The District will provide parents, guardians, and educational decision makers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book. [Policy 5209](#)

● **Admission to Extracurricular Events - Added statement in green from negotiated agreement**

- 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. For each extra duty assignment that a teacher fulfills, one event will be subtracted from the three-event requirement. For example, a teacher who coaches two sports would only be required to work one event instead of three. 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.

Care of the Room - replaced this section with current wording in Classroom Environment and Organization

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.

Classroom Environment and Organization

A teacher's professionalism is reflected in the learning environment they create and maintain. Classrooms should be welcoming, organized, safe, and conducive to student learning.

The following expectations support a positive and productive learning environment:

- Maintain an organized and professional workspace, including desks, storage areas, and instructional materials.
- Ensure classroom resources, books, and supplies are accessible, orderly, and well cared for.
- Teach and reinforce expectations that promote student responsibility for maintaining a clean and organized classroom.

- Keep instructional displays, whiteboards, and learning spaces current, purposeful, and visually appealing.
- Utilize bulletin boards and displays to showcase student learning, curriculum connections, and school initiatives.
- Address damage, vandalism, or misuse of school property promptly and communicate concerns to administration when appropriate.
- Leave the classroom in a condition that supports the next day's learning and demonstrates pride in the school environment.
- Promote respectful use of classroom furniture, equipment, and learning spaces.
- Follow district procedures for securing classrooms, including locking doors and windows and turning off equipment when leaving for the day.
- Encourage students to take shared ownership of maintaining a clean, safe, and respectful learning environment.
- Report maintenance, safety, or facility concerns in a timely manner.

An organized, well-maintained classroom communicates high expectations, supports student success, and reflects a commitment to excellence in teaching and learning.

Crisis Response Team - Linked plan and deleted redundant language

Field Trip Guidelines - added wording in green

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 **with permission from administration.**
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.

Student Assistance Team - added wording in green and deleted the rest

Teachers will use the Student Assistance Team referral form on eduCLIMBER to begin the process based on current MTSS procedures.

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.

Guiding Principles

Guiding Principles - changed wording

- ~~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.~~ The district curriculum is aligned to state standards and defines what is taught.
- High-Quality Instructional Materials (HQIM) are selected to support the approved curriculum and are approved by the administration and Board of Education.
- Adoption of instructional materials indicates strong alignment to district curriculum, state standards, and evidence-based instructional practices.
- Teachers are expected to use adopted instructional materials as the primary resource for instruction. Supplemental materials may be used to enhance learning and address student needs.
- Instructional materials are reviewed and purchased according to the district's curriculum review and adoption cycle.
- David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Classified Handbook

- Contract changed to work agreement
- Linked board policy for grievances
- **Section 4 Grievances and Complaints** Linked board policy for grievances
- Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy or this handbook.
- [Policy 4310](#) [Policy 4310 Rules & Regulations](#)
- Compensation is paid only as authorized by the Board of Education. ~~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~~ [work agreement](#), employees may, at the option of the Board, be paid all salary due in one lump sum.
- Employees will be expected to accurately report hours worked. Falsification of time cards is a serious offense **and may result in termination.**
- 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 **and the electronic leave system.**
- Use of Cell Phones
 - Employees are not to use personal cell phones for any non-school purpose during duty time. Continued use of the phone, after a professional reprimand, may result in disciplinary action up to and including termination.
- David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Secondary Handbook

- Changed all dates
- p. 8 Updated Calendar
- p. 12 Student Appearance-Updated language on letter 'a' to *"Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too revealing or baggy 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."*
- P. 12 Students Appearance-added blankets are not allowed
- p. 13 School Sponsored Dances-added language to the ability to use the wand
- p. 13 Attendance-Updated first paragraph to reflect legislative changes. *"If a student misses more than ten days from school 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 will be taken based on the absences of the student. All absences except those for which the school assumes sponsorship will be recorded as an absence, regardless of the reason. Medically documented absences from a credentialed health professional will*

not count towards a student's truancy accumulation. There is no distinction between excused and unexcused for purposes of this regulation."

- p. 14 Make-Up Work-Removed *"Teachers may also require the student to do extra work to make up for lost time in classroom activities."*
- p. 15 Pre-Arranging for Absences-Changed the language to *"There are times when a family 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. 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, the coach/ sponsor is responsible for communicating with the front office. It is the students' responsibility to communicate the absence to teachers and arrange to make up work that is missed.

For appointments or other obligations as determined by the parent.

1. *This process should be initiated with a parent phone call to the office.*
 2. *The front office will send out an electronic form to be completed by teachers. Any missed work is the responsibility of the student. The purpose of the pre-arrange is to complete work prior to missing the school day or days.*
 3. *Pre-Arranged absences initiated by the parent are still considered excused absences."*
- p. 16 Work Release-added number 7 *"If a student has a day off of their work while school is in session, they will not be allowed to attend school during that time."*
 - p. 16 School Supply List-Updated
 - Pp. 19-23 David City Middle/High School Discipline-Changed the language of the entire plan to...

"David City Middle/High School Discipline

Student Discipline

Administrative and teaching personnel may take reasonable actions regarding student behavior that are necessary to assist the student, support school purposes, and prevent disruption to the educational process. Such actions may include, but are not limited to, counseling, parent conferences, schedule adjustments, detention, additional academic work outside regular school hours, restrictions from extracurricular activities, or requirements that a student participate in counseling, psychological evaluation, or psychiatric evaluation with written parent or guardian consent. Disciplinary consequences may also include In-School Suspension (ISS) or any other consequence determined appropriate by school administration. District administrators may establish building-specific discipline procedures consistent with district policy and applicable law. All disciplinary actions shall comply with federal and state laws, including IDEA, Section 504, Title IX, and Board [Policy 5101](#).

References in this policy to the "Principal" shall include the building principal, the principal's designee, or another authorized school administrator. Any statement, notice, recommendation, determination, or similar action required under this policy shall be considered properly delivered when personally

provided, sent by certified or registered mail, or when actual knowledge is received by the student or parent/guardian.

Any student suspended or expelled under this policy shall not participate in or attend school activities during the period of exclusion, including weekends and school holidays.

Makeup Work for Suspended Students

Students who are suspended shall be given the opportunity to complete classwork, homework, examinations, and other assignments missed during the suspension period. Makeup work must be completed and submitted within two (2) school days following the student's return unless otherwise approved by administration. Parents/guardians and students shall be provided written notice of makeup work expectations at the time of suspension. Suspended students shall not be required to attend the district's alternative program for expelled students solely for the purpose of completing assignments.

Short-Term Suspension

The Principal may suspend a student from school or school activities for up to five (5) school days for conduct constituting grounds for expulsion or for violations of school rules and behavioral expectations that substantially interfere with school purposes, whether the conduct occurs on or off school grounds.

Before imposing a short-term suspension, the Principal shall conduct a reasonable investigation of the incident and determine that suspension is necessary to support school purposes, assist the student, or prevent disruption to the educational environment. Prior to the suspension, the student shall receive oral or written notice of the allegations, an explanation of the evidence, and an opportunity to explain their version of events.

Within twenty-four (24) hours of the suspension, or within an additional forty-eight (48) hours when reasonably necessary, the Principal shall provide written notice to the student and parent/guardian describing the conduct violation and reasons for the suspension. The student and parent/guardian shall also be offered the opportunity to meet with the Principal before or upon the student's return to school. Students serving short-term suspensions shall be allowed to complete missed academic work.

Emergency Exclusion

Students may be emergency excluded from school pursuant to district policy or Nebraska law when the student's conduct presents a threat to the safety of themselves or others or substantially disrupts the educational environment.

Weapons and Firearms

Students shall not possess, handle, or transmit any weapon while on school grounds, in school vehicles, or at school-sponsored activities except as specifically permitted by law or district policy. A weapon is

defined as any object, device, instrument, material, or substance capable of causing injury in the manner it is used or intended to be used.

Students shall not possess, handle, or transmit firearms on school property, in school vehicles, or at school-sponsored activities. The term “firearm” shall have the meaning provided in 18 U.S.C. § 921 and includes weapons designed to expel a projectile by explosive action, firearm frames or receivers, silencers, and destructive devices, excluding antique firearms.

Any student who brings a firearm to school shall be expelled for one calendar year as required by law, although the Superintendent or Board of Education may modify the expulsion on a case-by-case basis. Students who possess or use weapons other than firearms may face long-term suspension, mandatory reassignment, or expulsion.

Administrative personnel are authorized to confiscate weapons or firearms possessed in violation of this policy. Confiscated firearms shall be turned over to law enforcement as soon as practicable. School personnel are required to report firearm violations to administration and law enforcement authorities.

Long-Term Suspension

The Principal may impose a long-term suspension of more than five (5) school days and up to twenty (20) school days for conduct constituting grounds for expulsion under district policy and Nebraska law.

Expulsion

Expulsion means exclusion from attendance at all district schools, activities, and property for a period determined by Nebraska law. Expulsions may extend through the remainder of the semester, through the following semester, or into the next school year depending on the timing and severity of the misconduct. The district may modify or terminate an expulsion when appropriate.

Upon completion of an expulsion, the district shall accept eligible academic credits earned through accredited educational institutions during the expulsion period.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment

In accordance with the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 through 79-296, students may be subject to long-term suspension, expulsion, or mandatory reassignment for conduct occurring on school grounds, in a school-owned, leased, or contracted vehicle being used for a school purpose, in a vehicle driven for a school purpose by a school employee or designee, or at any school-sponsored activity or athletic event.

Grounds for disciplinary action include, but are not limited to, the use of violence, force, coercion, threats, intimidation, or similar conduct that substantially interferes with school purposes. The Board recognizes that the misuse of synthetic media, including deepfakes, may constitute similar conduct. Students may also be disciplined for willfully causing or attempting to cause substantial property damage,

theft or attempted theft of property of substantial value, or repeated acts of damage or theft involving school or personal property.

Disciplinary action may also result from causing or attempting to cause personal injury to a student, school employee, or school volunteer, except in cases involving accidents, self-defense, or actions reasonably taken to protect another person. Threatening or intimidating another student for the purpose of obtaining money or valuables is prohibited. Knowingly possessing, handling, transmitting, or using a weapon or dangerous object is also prohibited and subject to disciplinary consequences under district policy and Nebraska law.

Students may face disciplinary action for the unlawful possession, use, sale, dispensing, or being under the influence of controlled substances, imitation controlled substances, alcohol, or substances represented to be controlled substances. For purposes of school discipline, “under the influence” includes any level of impairment, including the odor of alcohol or impairment caused by stimulants or intoxicating substances. Public indecency, as defined by Nebraska law, bullying, cyberbullying, sexual assault, attempted sexual assault, or any unlawful conduct that interferes with school purposes or endangers students or staff may also result in long-term suspension, expulsion, or mandatory reassignment.

Repeated violations of school rules or policies that substantially interfere with school purposes may also result in disciplinary action. Such conduct includes, but is not limited to, profane, abusive, discriminatory, or threatening language or behavior; dress code violations that are unsafe, disruptive, or inappropriate; violations of school bus expectations; possession, use, sale, or distribution of tobacco products, vape devices, electronic nicotine delivery systems, imitation tobacco products, drug paraphernalia, or imitation controlled substances; possession, creation, dissemination, or use of pornography, sexting images, or synthetic media such as deepfakes; hazing activities; bullying or cyberbullying through electronic communication; violations of the district’s acceptable technology use policy; possession or use of simulated or look-alike weapons; false statements made during school investigations or Title IX proceedings; violations of audio or video recording policies; and violations of any board policy, handbook expectation, or school rule established by district staff.

Cyberbullying includes the use of electronic communication, social media, texting, email, or other digital platforms to threaten, harass, intimidate, embarrass, or humiliate another person. This may include repeated unwanted communication, posting threats or offensive remarks, spreading rumors, impersonating another individual online, disclosing personal information, or encouraging others to ridicule or harass another student.

Hazing includes any activity expected of a student joining or participating in a group, team, or organization that humiliates, degrades, abuses, or endangers the student physically, emotionally, or mentally, regardless of the student’s willingness to participate. Hazing behaviors may include physical abuse, forced consumption of substances, sleep deprivation, humiliation, harassment, dangerous stunts, sexual misconduct, or other activities that jeopardize student safety or well-being.

Discipline for Off-Campus Behavior

Students may also be subject to discipline for conduct occurring off campus when such behavior causes, or is reasonably expected to cause, a substantial disruption to the educational environment. Disciplinary responses may include counseling, parent or guardian conferences, detention, schedule adjustments, restriction from extracurricular activities, In-School Suspension (ISS), short-term suspension, emergency exclusion, long-term suspension, expulsion, or any other consequences deemed appropriate by administration and permitted by law. Failure to comply with assigned disciplinary consequences may result in further disciplinary action, up to and including expulsion.

Reporting to Law Enforcement

School administration may report student conduct to law enforcement when required by law or when the conduct interferes with school purposes or endangers the health or safety of students or staff.”

- p. 16 Work Release-Changes how students receive credit to “*Students will be granted 5 credit hours for each class period worked with a maximum of 15 credits in a semester. To earn credit, students must complete all other requirements and end the year in good standing with their employer.*”
- p. 25 Added Energy Drinks section-”*Energy drinks are discouraged for student consumption during the school day due to potential health, safety, and behavioral concerns, including but not limited to increased heart rate, anxiety, decreased attention, and disruption to the learning environment.*

If a student is found in possession of or consuming an energy drink in violation of school expectations, the item may be confiscated and the student may be required to dispose of it. Repeated violations may result in disciplinary action, including parent contact, detention, or other consequences deemed appropriate by administration.”

- p. 27 Honor Roll-Changes language to “*Students that have a 93-point grade average will be placed on the high honor roll. Students that have an 86-point grade average will be placed on the honor roll.*”
- p. 29 Participation in graduation ceremony-Changed 2nd paragraph to “*During the graduation ceremony the Senior Class President or other designated speaker will give the Welcome Address. Other seniors recognized as Summa Cum Laude or higher will be eligible to give an address. Those speakers will be selected by the senior class sponsors and approved by the Principal. 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 and approved by the Principal.*”
- p. 31 Class Promotion/Retention-changed the language to match Board Policy 5201
- Adjusted lunch and breakfast prices

- p. 30 Added Early Completion language from Board Policy 5206
- p. 34 Added Locker Room Policy-*“Locker rooms are provided for student use during Physical Education classes and school-sponsored activities. Locker rooms will not be opened prior to 7:55 a.m. and are only available to students who are currently participating in a class, practice, or school-approved activity requiring locker room access.*

Locker rooms must remain locked at all times when not actively in use and must be directly supervised by authorized school staff whenever students are present. Students are expected to use locker room facilities in an appropriate, respectful manner and follow all directions provided by supervising staff.

Students are encouraged to utilize assigned school lockers for the secure storage of personal belongings. Each student is provided a locker and a combination, and students are responsible for keeping their belongings secured at all times. Students are expected to properly lock their lockers and are solely responsible for any items stored inside.

Unauthorized access to locker rooms or failure to comply with locker room expectations may result in disciplinary action.”

- p. 40 Consequences for violation of activity code-changed language to

“Note: Violations accumulate during a student’s middle school years and will restart when the student enters 9th grade.

First Offense

Any student who is in violation of the activity code for the first time will miss the next 2 scheduled school activities / events in which they are able to participate in. If a student is involved in multiple activities (i.e. Speech and Basketball) they will sit out the first two scheduled events. They will also be placed in a one-on-one counseling session with a selected school staff member (a minimum of 4 sessions).

Second Offense

Any student who is in violation of the activity code for the second time is unable to participate in the next 4 school events that they are able to participate in. They will 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. The student must also address teammates/organization concerning the nature of the offense. This suspension can be reduced to three calendar weeks if the student participates in a weekly counseling session 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.

Third Offense

Any student who is in violation of the activity code for an offense for the third time will not be allowed to attend or participate in any school 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 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 to be a member of or attend any activities at DCHS."

- Removed medical consent form since it is now on FinalForms

Elementary Handbook - anything highlighted in yellow is what we changed.

- Names of staff updated
- School lunch prices updated
- **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. 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. Even if it is before school hours, parents must sign in at the office.
- Ages of clubs adjusted at Bellwood to add 6th grade
 - Students are sent to clubs based on their age level
 - K-2 club
 - 2-6 club
- **SCHOOL DISMISSAL - information added to align with procedures**
- **BELLWOOD ELEMENTARY**
 - The students who ride the 1st bus are dismissed to the lobby. When the driver is ready for them, they will load the bus. Staff check off who boards 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. Staff check off who boards the bus.
- **DAVID CITY ELEMENTARY**
 - Students who ride the bus are dismissed to the office lobby to line up for the bus and will be checked off as they board the bus.

- **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. When a student is absent due to a medical appointment, illness, or other health-related reason, please submit a copy of the doctor's note to the school office.

- **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 or deny participation should exceptional circumstances prevail.

- **PETS - changed wording from top paragraph to wording below**

- 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.

- For the safety and well-being of all students, including those with allergies, pets are not permitted at school or in classrooms. Students are welcome to share pictures, videos, or stories about their pets as part of a classroom activity with prior teacher approval. Please do not bring pets to school at any time.

- **TEACHER AND STAFF SUPERVISION - Reworded from top paragraph to highlighted wording**

- Each staff member in this system has full authority over every student in this school.
- Each staff member in this school has the responsibility and authority to support, supervise, and address the behavior and safety needs of all students. Students are expected to follow directions and demonstrate respect toward any staff member, regardless of their assigned classroom or role.

- **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.
- Parents may be asked to help monitor pending background check approval.
- Parents who are asked to sponsor the field trip will be given a list of expectations to be followed.
- Privileges for students participating in the field trip may be revoked due to discipline/academic issues. This will be based on a joint teacher/principal decision and communicated to the parents.
- Student cell phones are not allowed on field trips and must remain at school.

- “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 USE OUTSIDE OF SCHOOL HOURS - added this section**

- The school playground is closed to public use on school days from 7:30 a.m. to 4:00 p.m.
- Outside of these hours, the playground may be used by the public; however, there is no school supervision provided. Students and community members are expected to use the equipment safely, respect school property, and demonstrate appropriate behavior.
- The playground and surrounding school grounds are monitored by video surveillance. Video recordings may be reviewed to investigate incidents involving misconduct, property damage, vandalism, or violations of school rules.
- Four school wide expectations include:
 - BE SAFE
 - BE RESPECTFUL
 - BE RESPONSIBLE
 - BE A GOOD SCOUT
 - These 4 expectations apply to all areas of the school.

- **TIME-OUT ROOM - added this section**

- The room is intended to provide a safe, supervised environment that supports student learning, behavior regulation, and academic success. The door may be closed to reduce distractions, noise, student dignity, or if the child is trying to harm staff. Parent notification will be made by one of the following options: phone, text, email, letter, and/or citation form.
- The room may be used for a variety of educational and student-support purposes, including:
 - Serving as a calm-down or de-escalation space (Time-Out)
 - Completing classroom assignments or assessments
 - Providing a quiet area for students to rest
 - In-School Suspension (ISS)
 - Seclusion (Danger to self or others)

- **SECLUSION - added this section**

- Seclusion may be used in the following circumstances:
 - When a student’s behavior is so out of control that the student’s behavior creates a risk of injury to the student or others;
 - When a student’s behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;

- When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
 - The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. (Note: IEPs or Behavioral Plans typically do not provide for use of seclusion except in those circumstances where the professional staff determines that other intervention strategies would not be effective).
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 - For more detailed information on restraint and seclusion, please see [board policy 5421R](#)
- **HOMEWORK TICKET - Changed wording to highlighted wording below**
 - Homework Ticket procedures will begin in the first quarter for students in grades 3-6 who do not complete their homework. 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.
 - Homework Tickets may be issued to students in grades 3–6 for incomplete assignments, homework left at home, or homework left at school. Students receiving a Homework Ticket must contact a parent/guardian to explain the missing work and arrange transportation following detention
- **PERSONAL ELECTRONIC DEVICES - added this section**
 - Elementary students are not allowed to use personal electronic devices during school hours (cell phone, tablet, smart watches, etc.) If a child brings a device to school, it must be shut off and be kept in the child's locker. 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.

Handbook Accessibility

- David City Public Schools is committed to ensuring that all students, parents, and community members can access district information. Alternative formats of this handbook, including accessible electronic versions, large print, Braille, and audio formats, are available upon request. Please contact the district office for assistance.

Preschool Handbook

- Changed names and updated tuition prices
- Child's backpack daily so that your family does not miss out on important information. Information will also be sent via ParentSquare, 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.

This whole section about behavior was added:

Behavior Support and Regulation

When a student becomes dysregulated, the following supports may be utilized within the classroom to help the student regain self-control and return to learning:

- Calm-down area in the classroom
- Breathing and self-regulation techniques
- Use of fidgets or sensory tools
- Reading social stories
- Taking a brief walk or movement break
- Time-out within the classroom

If these strategies are not successful, the student may be provided with a temporary change of environment, such as a supervised break in the office or Time-Out Room.

Time Out Room

The Time-Out Room is a safe, supervised space designed to help students regulate their emotions and behaviors so they can successfully return to learning and classroom activities.

The door may be closed to reduce distractions, decrease noise, maintain student privacy, or help ensure the safety of students and staff. The room may be used for:

- Calming down when a student is upset or overwhelmed
- Taking a break from classroom stimulation
- Resting in a quiet environment when needed
- Receiving additional support to regain self-control
- Seclusion only when necessary to maintain safety

Seclusion

Seclusion is a safety intervention used only when a student's behavior creates an immediate risk of harm to themselves or others and less restrictive interventions have not been successful.

Seclusion may be used when:

- A student is attempting to harm themselves or others.
- A student's behavior is creating an unsafe environment that cannot be managed through other strategies.
- A student is unable to regain control after other calming and de-escalation techniques have been attempted.
- A student has an Individualized Education Program (IEP) or Behavior Intervention Plan that includes the use of seclusion under specific circumstances.

Seclusion is used only for the amount of time necessary to ensure safety. Staff will continuously monitor the student, and the student will return to classroom activities as soon as they are calm and able to participate safely.

Parents/guardians will be notified when significant behavioral interventions, including seclusion, are utilized. Notification may be made by phone call, text message, email, written communication, and/or behavior report.

- For more detailed information on restraint and seclusion, please see [board policy 5421R](#)

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SPECIAL EDUCATION

No significant changes were made as state and federal law do not frequently change. Updates to dates and minor verbal changes are highlighted. Accessibility statement added to the end of

the document. This is not a 'handbook', it is a guidance document for members of the special education team.