

**David City Public Schools Teacher Handbook
2008-2009 School Year**

FOREWORD

Section 1 Intent of Handbook

Welcome to David City Public Schools. This handbook is intended to be used by teachers and other certificated staff to provide general information about David City Public Schools and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the David City Public Schools and the David City Public Schools Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the 2008-2009 and subsequent school years unless replaced by a later edition.

Section 2 School Mission Statement

Mission and Goals

1. District Mission Statement:

David City Public Schools, in a shared responsibility with family and community, are focused on education, student growth, and learning.

District Belief Statements:

David City Public Schools' mission is based on the following belief statements:

- Students are our greatest responsibility.
- Every student has the ability to learn.
- An education is a reward for learning.
- Potential is reached by motivating students to grow.
- Students share in the responsibility for their own learning.
- An educational environment builds self-esteem and promotes respect.
- The ability to work and cooperate with other people is essential.
- The dignity, worth, and uniqueness of individuals should be respected.
- Community is a crucial participant in education.
- Life-long learning begins now.

1. 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.

2. Multicultural Policy

Multicultural education is the identification, selection and infusion of specific knowledge, skills and attitudes for the purpose of:

- affirming the culture, history and contributions that shall include but not be limited to African Americans, Asian Americans, Hispanic Americans and Native Americans;
- challenging and eliminating racism, prejudice, bigotry, discrimination and stereotyping based on race;
- valuing multiple cultural perspectives; and
- providing all students with opportunities to "see themselves" in the educational environment in positive ways and on a continuing basis.

To promote and support multicultural education within David City Public Schools, it shall be the policy and practice of this district to create opportunities for all students to achieve academically and socially in an educational environment in which all students and staff understand and respect the racial, cultural diversity and interdependence of members of our society.

3. Complaint Procedures:

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

Complaint procedure:

Step 1. Have a scheduled conference with the staff person involved in the complaint matter.

Step 2. Appeal to the Principal if the matter is not resolved at Step 1. Complaint forms are available at any office.

Step 3. Appeal to the Superintendent if the matter is still unresolved at Step 2.

Step 4. Appeal to the Board of Education if the matter is still unresolved at Step 3. Written appeal should be made within five (5) days of the Superintendent's decision.

Conditions Applicable to All Levels of Complaint Procedure:

All information to be considered at each appeal step should be placed in writing in order to be most effective. Appeal decisions shall be expedited as quickly as possible. A decision at any level should be rendered within ten (10) calendar days unless a legal hearing is requested or required.

Section 3 Members of the Board of Education

Dr. Vic Thoendel - President

Mr. Mark Otte – Vice President

Ms. Linda Carlson – Secretary

Mr. Tom Hayes

Ms. Tami L. Osantowski

Ms. Linda Vandenberg

Section 4 Administrative Staff

Mr. Jerry Phillips – Superintendent

Mr. Bill Lentz – Secondary Principal

Mr. Jim Bathen – David City Elementary Principal

Mr. Tom Jahde - Bellwood Attendance Center Principal, Asst. Secondary Principal

CALENDAR

The calendar in the office is the official school calendar. All events must be recorded on this calendar. Please do not write on this calendar. Schedule your events with the Activities Director as soon as possible.

Daily Schedule:

Period 1	8:10 - 8:57	
Period 2	9:01 - 9:48	
Period 3	9:52 - 10:39	
Period 4	10:43 - 11:30	
Early Lunch Middle Lunch Late Lunch	11:30 - 12:04 12:04 - 12:34 12:27 - 12:57	Middle School
Period 5	11:34 - 12:57	
Period 6	1:01 - 1:48	
Period 7	1:52 - 2:39	
Period 8	2:43 - 3:30	

Early dismissal: 1:30 p.m. dismissal

Period 1	8:10 - 8:47	
Period 2	8:50 - 9:22	
Period 3	9:25 - 9:57	
Period 4	10:00 - 10:28	
Period 6	10:31 - 11:01	
Period 7	11:04 - 11:34	
Early Lunch Mid. Lunch Late Lunch	11:34 - 12:04 12:04 - 12:34 12:27 - 12:57	Middle School
Period 5	11:34 - 12:57	
Period 8	1:01 - 1:30	

2-hour late start:

Period 1	10:10 - 10:57	
Period 2	11:00 - 11:34	
Early Lunch Mid. Lunch Late Lunch	11:34 - 12:04 12:04 - 12:34 12:27 - 12:57	Middle School
Period 5	11:37 - 12:57	
Period 3	1:01 - 1:34	
Period 4	1:37 - 2:05	
Period 6	2:08 - 2:36	
Period 7	2:39 - 3:07	
Period 8	3:10 - 3:30	

Section 2 Severe Weather and School Cancellations

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

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. for announcement during the 10 p.m. news. **For the first time 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 cancelled (bus transportation, pre-school, kindergarten, student activities). Announcements about other Nebraska school closings are included in Nebraska radio and television broadcasts. Students and parents will want to pay special attention to which public school district is being closed.

Known broadcasts are:
KFAB-Omaha – 1100 (continuous full coverage)
KETV Channel 7
KLIR-Columbus-101FM (Continuous full coverage)
KOLN-TV-Channel 10 (limited coverage)
KMTV Channel 3
KPTM
<http://davidcitypublicschools.org>

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 broadcast by the media and 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. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

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

Section 3 Contract Days

Teachers are contracted for 185 days (herein after referred to as the “contract year”). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

Section 4 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

A teacher is employed by David City Public Schools when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 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 April 1 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 April 1 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 May 15 or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-820.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement. Changes in a teacher's placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school 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 week-end day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6 Extended Duty Pay

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid at 1/185th of schedule placement on a per diem basis for such teacher's extended time.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9 Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers 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 appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under a Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor of the 403(b) Plan elected by the teacher has entered in to a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not

limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

Section 11 Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a “salary basis.” Exempt employees are not eligible for overtime or compensatory time. A publication provided by the federal government which provides more information about the FLSA is attached as Appendix “A” to this handbook.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District’s policy is to not permit improper deductions from the salary of exempt employees who are required to meet a “salaried basis” test for the exemption to be applicable. (Teaching professionals are not subject to the “salaried basis” test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent’s designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District’s policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a “salaried basis” test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 ABSENCES FROM WORK

Section 1 Paid Leave - Sick and Personal Leaves

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Requests for Leave

Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important.

A teacher who becomes ill and is unable to work is to contact the Building Principal 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 such advance report of need for leave as possible.

For personal and other leaves, a Request for Leave form is to be submitted on line to the Building Principal at least five school days prior to the leave, or such other advance notice as is practicable under the circumstances.

Return from Leave

Upon return from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement to the Principal from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days or work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator; e.g. one day missed = 1/185th of total salary and fringe benefits.

Section 3 Leaves of Absence

A teacher may apply to the Board of Education for a leave of absence from the teacher's duties. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except for the payment of health insurance benefits as may be required under applicable state or federal laws.

Section 4 Jury Duty/Summons

A teacher who is summoned for jury service shall promptly notify the Principal of such summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur, except that the District may reduce the pay by an amount equal to any compensation, other than expenses, paid by the court for jury duty. Teachers are to notify the Principal of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal and Superintendent of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 5 Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Teachers who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Teachers who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the teacher's regular annual leave.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) provides for 12 weeks of job-protected unpaid leave in a 12-month period to eligible employees in specified circumstances. A publication provided by the federal government which provides more information about FMLA leaves is attached as Appendix “C” to this handbook. Some specifics regarding FMLA leave at David City Public Schools:

a. 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.

b. Employees will be required to substitute remaining applicable paid leave prior to using unpaid leave. In other words, the total of job-protected paid and unpaid leave is 12 weeks.

If you need to take an FMLA leave, or have any questions regarding an FMLA leave, you should contact the Superintendent.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher’s employment position.

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend seven hours and 30 minutes on site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required seven hours and 30 minutes. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on playground, lunchroom and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site work day as 8:00 a.m. to 4:00p.m. Elementary school teachers are to be in the building by no later than 8:00 a.m., to be in their classroom no later than 8:10 a.m., and to remain on duty until 4:00 p.m. Secondary school teachers are to be in the building by no later than 8:00 a.m., to be in their classroom no later than 8:10 a.m., and to remain on duty until 4:00 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. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare written lesson plans which cover at least five days of advance instruction. The plans must be turned in to Building Principals. Please keep the plan book, including lesson plans, class rosters, etc. in a substitute folder on the teacher's desk.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The plan book must give specific reference to other instructional sources immediately available which will enhance the instructional lesson. Standards being taught must be referenced in lesson plans.

Section 5 Daily Class Record Books

Every teacher is required to keep a complete and easily understandable written record of the attendance and achievement of every student in a class record book (sometimes referred to as the grade book). A record of grades and attendance can be kept on the school software program (Schoolmaster). In the Middle/High School, records must be kept on the Schoolmaster site. This class record book must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester.
2. The name and date of entry for each student who enrolls after the semester opens.
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester--dropouts or early withdrawals.
4. A complete record of the attendance of each student enrolled showing:
 - A. Days on which the student was tardy.
 - B. Days on which the student was absent, with a differentiation between excused and unexcused absences.
5. A complete report of all recorded grades for each student. Be sure that you test frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents.

Upon request a student's individual record in the teacher's class record book shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Because the entries in the class record book constitute a source of original entry for information which may be needed in the absence of the teacher, teachers are required to deliver the teachers' class record books to the Principal at the close of the school year for filing in the permanent records. Teachers who return to David City Public Schools and who wish to refer to the previous year's class record book may request the return of the class record book. Such books shall again be brought to the office for permanent filing when the teacher is finished with them, or at the close of the current term.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Bulletin Boards

Each teacher shall be responsible for completing appropriate bulletin board regarding curriculum related matters in their primary classroom. Bulletin boards are to be completely changed no less than two during each school year.

2. Text Book and Room Inventory

All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note 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. Insist that students put covers on their books by the end of the first week after receiving them.

3. Use of Cell Phones

Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.

4. Use of Teacher Aides

Teacher aides provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher aide 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. Teacher aides may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculate grades and record grades. Teacher aides 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.

5. 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.

6. Checking Out of Equipment

All equipment must be checked out through the building principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee.

7. Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.

8. E-mail

Each teacher will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Teachers should check for e-mail through out the 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.

9. Teacher Mail Box

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 communicate regarding school business.

10. 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 for good cause or have made prior arrangements.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited at the David City Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- When you go over safety rules with students note it in your written records (e.g., your lesson plan book or daily reports).

- Review playground and classroom safety rules with students at least once each semester. Also, if any students are absent when you review the rules contact the student(s) to review the same information and also note that contact in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

-Conduct periodic inspections of equipment under your control or in your area of supervision.

- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.

-Check your communication device (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.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

-student fight

-student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern

-a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances

-presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

Office administration must also be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

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. Give one copy to the students, one copy to be sent home to parents, post one copy in the room and provide one copy for the principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting forms. 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. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor 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 when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. 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.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- (a) Placed in a situation that endangers his or her life or physical or mental health;
- (b) Cruelly confined or cruelly punished;
- (c) Deprived of necessary food, clothing, shelter, or care;
- (d) Left unattended in a motor vehicle if such minor child is six years of age or younger;
- (e) Sexually abused; or
- (f) 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. A counselor, the school social worker or an administrator will help you.

Section 11 Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age 7 to 16 to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the Superintendent believes that any child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior. Such services shall include, as appropriate, the services listed under the "Excessive Absenteeism" and "Reporting Habitual Truancy" policies.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The David City Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to "educator" shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.

- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator 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 educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. 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 educator bears particular 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 educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations

Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Role Model

Teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

Section 4 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. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 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 administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7 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. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Article 6 – ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The David City Public Schools Board of Education is committed to providing a quality education for all David City Public School students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

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 students (“LEP or ELL 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/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student’s academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student’s academic achievement for that period. It is recommended that the teacher record at least two grades per week. It is generally preferable (secondary level) to give numerical grades for tests, quizzes, and daily work. **GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS.**

Recording Grades. Each teacher shall record grades in the Daily Class Record. A sufficient number of grades must be recorded in the grade book 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. Any deviation from the approved grade scales must be approved by the building principal.

SECONDARY GRADING SCALE

- A – Superior 93 – 100%
- B – Above Average 86 – 92%
- C – Average 78 – 85%
- D – Below Average 70 – 77%
- F – Failing 0 – 69%
- I – Incomplete

ELEMENTARY GRADE 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.

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. Late entry or a serious injury at an awkward point in the semester would be a couple of examples. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be recorded on a "Reduced Credit/Error Summary" form and be approved by the Principal.

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.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

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.

The end-of-quarter and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, notes should be sent to parents. Arrangements will be made to place these teacher-written notes with the grade report forms. The notes may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes which are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Mid-Quarter Progress Reports To Parents. Mid-quarter progress reports are prepared at or near the middle of the fourth and the thirteenth weeks of each semester at the secondary level. Other reports may be sent home periodically. These reports will be mailed to all parents.

Section 5 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, quarterly Parent-Teacher conferences will be scheduled and held 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. The schedule setting forth the dates and times for the Parent-Teacher conferences for the school years is as follows:

One time shortly after the first and third quarters from 12:00 p.m. to 9:00 p.m. or alternative time to be decided by Superintendent and/or Board of Education. Check the yearly calendar, p. 4.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed within five (5) days of the date of the Parent-Teacher conference.

Section 6 Publication of Student Work and Photos/Videos of Students

Unless parents have requested (in writing) more restrictions, the following rules govern the publication of student work and images of students (video and photographs).

Publication		Student Work (photos, text, audio, video)	Photo/videos of students
Community Newspaper		<ul style="list-style-type: none"> • individual • group • full name • family affiliation 	
School Newspaper/Yearbook		<ul style="list-style-type: none"> • individual • group • full name 	
Submission of student work for participation in contests or for consideration for publication (other than local contests/local paper)		<ul style="list-style-type: none"> • Parent permission • Student permission 	
Local Use (classroom, school) not generally accessible to the public		<ul style="list-style-type: none"> • full use during year created (see next entry for subsequent use) 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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)		<ul style="list-style-type: none"> • full use during year created (first name, last initial, unless full name required for recognition*) 	
Posting online	school web site	<ul style="list-style-type: none"> • identify by class or grade; only first name and last initial if required for recognition* 	
	other educational web sites	<ul style="list-style-type: none"> • tell parent how to access; identify by class or grade; only first name and last initial if required 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

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. 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 work place or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed upon teachers who violate the aforementioned standards of conduct. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products in the District's buildings and on school grounds, all owned or leased facilities and vehicles is prohibited.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;

The frame or receiver of any object described in the preceding example;

Any firearm muffler or silencer;

Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) 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 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;

Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and

h. A teacher may possess 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.

i. 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.

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 a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

In using the computers and the Internet, teachers are agreeing to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.

2. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.

3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District's mission. Teachers are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, gender, national origin or religion. Further, teachers are prohibited from placing such information on the Internet.

4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another

person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.

5. Teachers will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.

6. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.

7. Teachers will not attempt to login to the system as a system administrator.

8. Teachers understand that the intended use of all computer equipment is to meet instructional objectives.

9. Teachers will not waste or take supplies, such as paper, printer ribbons, toner, and diskettes 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 on line 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.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not

be limited to, the immediate suspension or termination of the teacher's Internet account and computer privileges, reprimand, suspension, or termination.

Section 5 Use of School Facilities

Teachers will be issued keys to the school. **Teachers are expected to not lose their keys and to not allow others to have access to or to use their keys.** Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. 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.

Section 6 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones must be made from the office.

Section 8 Visitors

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.

Section 9 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 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well. Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any

activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, teacher 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 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 noninvestigatory 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 brief case, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video Surveillance

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

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

Section 12 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 are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 13 Copyright and Fair Use Policy

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

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

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

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

Section 14 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 15 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 obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place 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. 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 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.

Use of Personal Vehicles

Teachers 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. 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 or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The David City Public Schools does not discriminate on the basis of race, color, national origin, gender, marital status, disability, religion or age 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 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	The U.S. Equal Employment Opportunity Commission (EEOC)
8930 Ward Parkway	1801 L Street, N.W.
Suite 2037	Washington, D.C. 20507
Kansas City, MO 64114	(800) 669-4000; TDD: (800) 669-6820
816-268-0550	
FAX: 816-823-1404; TDD: 800-437-0833	

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix “D” to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: David City Public Schools, 750 D Street, David City, NE 68632_____, (402) 367-4590.

Law, Policy or Program	Issue or Concern	Superintendent
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination

The David City Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

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

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, gender, marital status, disability, religion or age 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, 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 work place, 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, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Complaint and Grievance Procedures

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of David City Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's division is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The No Child Left Behind Act of 2001 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The No Child Left Behind Act of 2001 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.
4. Whether the parent/guardian's 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 NCLB.

Section 8 Student Privacy Protection

The No Child Left Behind Act of 2001 requires the District to 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. In general, employees are expected to comply with these provisions of the NCLB and related Board policy, as follows:

1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
2. Student surveys which involve "sensitive" matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:
 - a. Political affiliations or beliefs of the student or the student's parent;
 - b. Mental or psychological problems of the student or the student's parent;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating or demeaning behavior;
 - e. Critical appraisals of other individuals with whom the student has close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. Religious practices, affiliations, or beliefs of the students or the student's parent.
 - h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Instructional materials—permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term "instructional materials" does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes.

Section 9 Parental Involvement

General - Parental/Community Involvement in Schools

The District's policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

1. provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
2. make textbooks, completed tests and other curriculum materials available for review by parents upon request;
3. permit parents access to their child's records according to law and school policy;
4. encourage parents to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
5. assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
6. permit parents to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
7. notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
8. encourage parents to express their concerns, share their ideas and advocate for their child's education.

Title I Parental Involvement

The District has a separate policy established pursuant to the No Child Left Behind Act of 2001 relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children be given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 Homeless Students

The No Child Left Behind Act of 2001 requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

CLASS AND CLUB OFFICERS

The election of class officers for the senior, junior and sophomore classes is held in the spring. The freshman, eighth and seventh grade officers' elections are held in the fall at their first class meeting.

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.

CLUBS AND CLASS OFFICERS

2008-2009

Senior Class Officers (Sponsor - Mr. Lentz, Mrs. Siffring)

President Vice President

Secretary

Treasurer

Junior Class Officers (Sponsor – Mrs. Sander, Mrs. Backstrom)

President

Vice President

Secretary

Treasurer

Sophomore Class Officers (Mr. VanWinkle, Mr. Thornton)

President

Vice President

Secretary

Treasurer

Freshman Class Officers (Mr. Griffiths, Ms. Messerer)

President
Vice President
Secretary
Treasurer

Choir Officers (Mr. Byrkit)

President Vice President
Secretary
Treasurer
Historian

Class Rep. - Senior

Class Rep. - Junior

Class Rep. - Sophomore

Class Rep. - Freshman

Band Officers (Mr. Byrkit)

President
Vice President
Secretary
Treasurer

FCCLA Officers (Mrs. Zegers)

President
1st Vice President
2nd Vice President
Secretary
Treasurer
Historian
Co-Historian
Publicity Chp.

FFA Officers (Mrs. Kocian)

President
Vice President
Secretary
Treasurer
Reporter
Sentinel
Parliamentarian

Student Council Officers & Representatives (Mrs.Backstrom)

President
Vice President
Secretary
Treasurer
Guard

(Student Council, continued)

Senior Senators
Junior Senators
Sophomore Senators
Freshman Senators
Sophomore Representative
Freshman Representative

National Honor Society (Mrs. Griffiths)

President
Vice President
Secretary
Treasurer
Historian/Parliamentarian

Varsity Cheerleaders/Platinum Dancers (Mrs. Kabourek, Ms. Lensch)

Seniors
Juniors
Sophomores
Freshmen

Flag Corp (Mr. Byrkit)

Seniors
Juniors
Sophomores
Freshmen

COACHING ASSIGNMENTS 2008-2009

Football:

Head: Cortney Couch

Assistants: Todd Carmichael, Gary Schaeffer

Junior High: Brian Hermelbracht, Larry Willis

Volleyball:

Head: Connie Lentz

Assistant: Tiffany Heins

Freshman: Elizabeth Grosc

Junior High: Teri Messerer

Softball:

Head: Tom VanWinkle

Assistant: Randy Komenda

Boys Basketball:

Head: Cortney Couch

Assistant: Tom VanWinkle

Freshman: Mark Kirby

Junior High: Chad Thornton, Brian Hermelbracht

Girls Basketball:

Head: Tracy Behrns

Assistant: Gary Schaeffer

Junior High: Connie Lentz, Roger Nieveen

Wrestling:

Head: Gaylen Kamrath

Assistant: Keith Stara, John Worm, Steve Rerucha

Track:

Head: Larry Willis

Assistant: Todd Carmichael, Brian Hermelbracht, Ronda Gestring, Amanda Toepfer

Middle School: Head Coach Doug Hookie

Golf:

Head: Tom VanWinkle

RESPONSIBILITIES OF COACHES/SPONSORS, PRACTICE SCHEDULES, CONDUCT, STUDENT TRAVEL, PUBLICITY, GAMES REPORTS

Fundamentals

The coach is responsible for teaching the fundamentals of the sport involved.

Professional Relationships

To insure a smooth working relationship within the athletic department, the following guidelines have been made:

1. The head coach will have in writing definite assignment instructions and an outline of general responsibilities for assistant coaches to follow. Minor details should be covered verbally.
2. Any misunderstandings between coaches should be discussed by them in private and NEVER in front of students. If the matter cannot be settled by the coaches themselves, then the Activities Director/Athletic Director should be called in to help settle the problem.
3. Any coaches wishing to be removed from a sport or to add a sport to their present duties shall submit a written request for such a change to the Activities Director/Activities Director before the February Board of Education meeting.
4. If the Activities Director/Athletic Director feels that a coach's performance has not been satisfactory after suggestions for improvement have been made, then the Director may decide not to recommend the coach for rehiring. This decision will be discussed with the coach before the recommendation is given to the Board of Education.

Practices

1. Practices should never exceed two hours in length.
2. All practices are to be supervised by a member of our coaching staff.
3. No practice will be held on Sunday or special holiday without prior approval of the Activities Director/Activity Director.
4. Practices over the Christmas vacation will follow Board of Education guidelines. Exact days and times of practices will be given to the Activities Director/Athletic Director before school dismisses for the holidays.
5. No practices shall be held with any other school or at any other school without prior approval of the Activities Director/Athletic Director.
6. To allow for community youth group activities on Wednesday nights, all practices in the Activities Center shall be completed so students can be out of the building by 7:00 p.m.

Rules Meetings

All head coaches must attend the NSAA meetings for their sport. If possible, assistant coaches should also attend.

Dress

Coaches should be in appropriate dress for practices and games.

Trips

Coaches need to inform their players of the conduct expected of them while on a bus as well as at the opposing school. Students need to know the leaving time and the point of departure. Make provisions to collect valuables and have them locked up or taken to the bench with you. Be sure when you leave the locker room it is in as good shape as when you entered.

Upon return, be sure all students have secured rides before you leave. Do not leave students unattended in the high school building.

If you will be taking students from school during the day, be sure all faculty members receive a list of students going with you and what time they are to be dismissed.

Coaches are to notify the office at the beginning of each season if they will be missing school time for travel, so substitutes may be arranged.

Publicity

There are several avenues of publicity available to us. Varsity scores should be reported to the TV stations and the state newspapers. All scores should be reported to the Banner Press, the Scoop, the newsletter and of course, to the Activities Director. An effort should be made to recognize individuals who have good games, leading scores, defensive players, rebounders or outstanding hustlers. Kids like to see their name in print, as do their parents, and nothing is more discouraging than having a super performance go unnoticed. Each coach should use the reporting form that can be turned in to the Athletic Director and for publication rather than relying on giving all information over the telephone.

Records

A score report form will be required from you after each contest. A year-end summary with all records established and individual and team statistics will be turned into the Activities Director so that the school records can be kept up to date.

Transportation Request Form

The secretaries will provide you with a transportation request form which will indicate the date of the activity and destination. You will have to provide the leaving time and number of students involved.

Postponements and Cancellations

All postponements and cancellations of David City High School activities will be handled through the Activities Director, or in his absence, another administrator. If you are contacted by another school regarding a postponement or cancellation of one of their events, notify the Activities Director or other administrator immediately so bus cancellations and other arrangements can be made. Any dates set for rescheduling of postponed events will have to be cleared with the Activities Director.

Game Reports

Game information should be placed on the SOCS web page.

BAND AND CHOIR CONSTITUTION

Among the most active of all student groups on campus, the band and varsity choir are open to all high school students, grades 9-12.

Besides technical and musical ability, members of these organizations must have good school spirit, be dependable, personable and above all, dedicated and willing to work.

The band and varsity choir have five main objectives.

1. Aesthetic: To nurture the appreciation of fine music by the rehearsal and performance of all types of repertoires.
2. Intellectual: To develop competent student musicians who, through their search for excellence, learn to understand the beauty of the Arts as expressed by composers past and present.
3. Service: To serve the school and community by providing enthusiastic musical support to appropriate events, enhance the image of D.C.H.S. by participation in statewide clinics and contests and provide the school and community with an opportunity to hear aesthetically pleasing music.
4. Character: To develop a strong moral character by dedication to hard work and the attainment of a high degree of excellence, remembering that a job worth doing is worth doing well.
5. Social: To provide all members with an opportunity for social interaction through the association of other musicians while in school as well as after graduation.

Officers

Besides the director, each organization annually elects officers that help plan trips, social events and in general, act as assistants to the director. The officers are as follows: president, vice president, secretary, treasurer, librarian (volunteer) and one representative from each class. The officers, with the exception of the freshman representative, are elected during the final weeks of the school year to serve the following year. The freshman representative is elected during the first month of the school year.

Rehearsals and Attendance

Rehearsals are held daily during a regularly-scheduled period. School policy is in effect for these rehearsals.

Extra rehearsals are sometimes necessary and are normally scheduled before or after school or in the evening. Extra rehearsals are called only when absolutely necessary and when called, points toward a letter are awarded and the policy toward tardiness and absences are outlined on the letter page.

Each rehearsal is a build up to a final performance, but each rehearsal is a performance of the music; therefore, performance discipline and conduct must prevail during every rehearsal.

It should be remembered that even an excused absence or tardiness is irreparable to the extent that it detracts from the full effectiveness of the rehearsal. A missed rehearsal cannot be "made-up" and may result in repeated effort by the entire group for the one who missed. Remember: An organization is only as strong as its weakest member nor can you build on excuses!

Absences and Tardies

EXCUSED ABSENCES from a rehearsal or performance will be allowed in case of extreme emergency. The director must be notified immediately when an absence will be necessary. Upon returning to school, the member must present a note to the director from the parent or guardian stating the nature of the absence.

In the event the absence is "excused", there is no penalty in grade determination; however, the letter points will be deducted at 20 percent for the absence. (As outlined in the rehearsal and attendance section, attendance is crucial to achieving potential. With this as a guide, 10 excused rehearsal absences and 1 excused performance absence will be the maximum allowed per year.)

UNEXCUSED ABSENCES are any absences other than personal illness or an emergency in the family. An unexcused absence from a rehearsal will lower the letter grade by one degree for that grading period. An unexcused absence from a performance will lower the letter grade by two degrees for that grading period. In addition, any unexcused absence will result in the letter points for that event to be deducted from the student's total. TARDIES occur when a member is not present when roll is taken both in daily class situations and an extra-curricular event. School policy on tardiness in determining grades is in effect. Letter points will be deducted at the rate of one per minute of tardiness.

Uniforms

Our school provides the basic performance uniforms for the organizations. They cost a great deal of money and members are financially responsible for any damage or loss. Each student will receive the uniforms freshly cleaned and altered (if needed) at the beginning of the year. Any necessary repairs will have also been made. The uniforms will also be cleaned, at school expense, once during the school year as announced by the director. Additional cleaning is encouraged but must be done at the student's expense. Certain items of the uniform must be supplied by the member. They are:

BAND CHORUS

White shirt Men - Black pants
Black shoes Black shoes
Black socks Women - Dresses
Dress shoes

Performance Policies

Each organization makes numerous appearances throughout the year. The performances are varied and are generally organized in the following manner:

School performances (calendar schedule)
Off-campus performances (invitational)
Contests, clinics and festivals
Tours

Trips/tours are organized and executed in the following manner:

1. The trip/tour must be a worthwhile endeavor, both musically and educationally.
2. The director must feel that the organization will represent David City High School in the best possible manner, both as musicians and personal ambassadors.
3. A proposed itinerary and expense estimate will be prepared and presented to the principal/superintendent.

4. With the principal's approval, it will be presented to the school board for approval (if necessary).
5. If the school board approves, the organization will continue preparation for the trip/tour both musically and financially.

If at any time any or all of the criteria listed above is not met, the proposed trip/tour will be cancelled until another time.

General Travel Information

Each trip, whether it be downtown or to California, will be subject to the following regulations:

1. We are representing David City High School and school policy on travel will prevail.
2. All members must ride the bus to each performance. Anyone wishing to return with their parents may make arrangements by having the parents contact the director in person at the performance.
3. Departure time from school and approximate arrival time back will be announced prior to each trip.
4. Buses will leave at the announced time. Anyone tardy will be left behind, and the absence will be unexcused.
5. There is much responsibility involved with membership in each organization and the next time will always depend on this time. If you cannot be depended on in every way, you will not remain a member of the organization.

Letter Requirements

Music Department Letters awarded to organization members are given as a token and reward for individual service to the organization and school. It is awarded on these criteria:

1. Service and attendance at extra-curricular events
2. Musical ability
3. Personal appearance
4. Personal representation of the school and band/choir

Letter awards for band and choir will be separate, with a letter in each being possible. First year letter winners will be awarded a chenille letter. Pins to be placed on the letters will then be awarded to students who earn 150 points.

D.C. CLUB CONSTITUTION

Section I. Purpose

Article I. The purpose of the David City High School D.C. Club is to strengthen the athletic program of the school, provide proper recognition for letter persons, maintain a high level of school and team spirit and to encourage participation in varsity athletics.

Section II. Membership

Article I. David City High School athletes and student managers who have been awarded a varsity letter are eligible to be members.

Article II. Dues of \$1.00 a semester shall be paid by all members. New members shall pay a \$5.00 initiation fee plus dues when they join.

Article III. All D.C. Club members must stay active and letter in a sport the following year.

Article IV. If a member misses two meetings in a year without a legitimate excuse, his name shall be stricken from the records. All excuses shall be passed by the D.C. Club council and sponsor.

Article V. It is understood that all members of D.C. Club will not drink or smoke and will keep the training rules of the sport he is taking part in as long as he is in high school and an active member of the D.C. Club.

Section III. Letter Jackets

Article I. A letter person is entitled to wear his/her letter on the left front of the letter jacket.

Article II. The jacket shall consist of a black body with red leather sleeves.

Article III. The letter jackets shall be worn by D.C. Club members only, except in the event of school skits for pep rallies.

Section IV. Meetings

Article I. A meeting will be determined by a quorum of one half of the members. Roll will be taken at each meeting. A sponsor shall be present at every meeting. The rules of parliamentary procedure will be followed.

Article II. Meetings will be held every month as necessary on the day set aside for activity meetings.

Article III. Special meetings can be called when necessary by the president or the sponsor.

Article IV. The sponsors of this organization shall be appointed by the school board.

Section V. Elections

Article I. The election of officers--president, vice president ,treasurer and secretary--shall be held on the last meeting of the school year for the school year following. Seniors shall not nominate or vote for the next school year officers.

Article II. Only a senior, at that time a junior, shall be nominated for election as president.

Article III. The other officers can be of any class if they meet all other qualifications.

Section VI. The duties of the officers will be as follows:

Article I. The president shall preside over the club; he/she will act as the head of the club; he/she may appoint all committees deemed necessary. The president, if he does not execute his duties faithfully and with dispatch, can be impeached. It must be proved that the acting president has not done justice to his/her office. The sponsor will preside over the hearing. The president will have an opportunity to defend him/herself at a trial.

Article II. The duties of the vice president will be to take the place of the president if absent. The vice president shall also head all committees. The vice president shall also help keep order at all times.

Article III. The secretary shall keep the minutes of the meetings and be sure that roll is taken.

Article IV. The treasurer shall collect dues and any money from money-raising projects.

Section VII. Conduct

Article I. All D.C. Club members must follow the guidelines set up by the school's activity code. If a member violates any of the guidelines he/she will no longer be a member of the D.C. Club.

Article II. D.C. Club council shall be formed of the president of the club, two seniors and two juniors. A sponsor should be present at all council meetings.

Section VIII. Activities

Article I. The D.C. Club has the power to have any activity it deems necessary if approved by the administration of the school.

Section IX. Financing

Article I. Financing the club shall be done through any project the club deems necessary.

Section X. Grades

Article I. Grades are a very important part of a member; they should be kept up. If a team member and a member of D.C. Club is ineligible to compete in a sport, he is also ineligible for the membership of the D.C. Club. The D.C. Club should honor the member with the highest grades of the club.

Section XI. Process of Amendment

Article I. The club, whenever 2/3 of the members deem it necessary, shall propose amendments to this constitution. The amendment must be made while all members are present and accounted for.

Section XII. Copies of Constitution

Article I. A copy of this constitution shall be presented to the administration for approval and record.

Section XIII. Scholarships

Article I. D.C. Club will award a \$150 scholarship to one senior girl and one senior boy member. The scholarship will be paid after the successful completion of their first semester of schooling.

Article II. An alternate for each scholarship will be chosen.

Article III. Areas to be considered in the selection of the scholarship winner include: 1) grade point average; 2) financial need; 3) conduct in school, athletics and community; 4) number of sports participated in during their high school career; 5) number of years in D.C. Club; 6) number of scholarships already received.

Article IV. Winners of the scholarships shall be selected by the sponsors based on applications turned in by eligible members.

F.C.C.L.A. CONSTITUTION

Article I - Name and Purposes

Section A. NAME - The name of this organization shall be the David City Chapter of the Family Career and Community Leaders of America, and the letters FCCLA may be used to designate the Chapter, the activities or the members.

Section B. PURPOSES:

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the functions of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family & Consumer Sciences, Family & Consumer Science careers and related occupations.

Article II - Organization

Section A. The David City Chapter of FCCLA is a chartered unit of the State Association of the Family Career & Community Leaders of America.

Section B. This chapter accepts in full the provisions in the constitution and by-laws of the State Association of the FCCLA as well as those of the National Organization of the Family Career & Community Leaders of America.

Article III - Membership

Section A. There shall be two kinds of membership in this chapter: 1) Active, and 2) Honorary

Section B. The program of this chapter shall be carried on by Active Membership.

Section C. Honorary membership in this chapter shall be limited to chapter honorary membership only.

Section D. Active members in good standing may vote on all business brought before the chapter. To be in good standing active members shall:

1. Attend chapter meetings with reasonable regularity.
2. Participate in the activities of the chapter.
3. Pay dues regularly.

Section E. Names of applicants for membership shall be filed with the membership committee.

Article IV - Emblems

Section A. There shall be an official emblem of the chapter, which is the emblem of the Family Career & Community Leaders of America.

Section B. Emblems used for members shall be uniform and shall be officially designated by the National Organization of FCCLA.

Article V - Power of One

Section A. The Power of One provides the framework for individual action projects.

Section B. Power of One projects must be:

1. Related to subjects taught in home economics or have leadership emphasis.
2. In-depth projects, requiring approximately 10 hours to complete each module.
3. Voluntary.
4. Work of the individual member.

Section C. Power of One projects may be in each of the following five modules:

1. A Better You
2. Family Ties
3. Working on Working
4. Take the Lead
5. Speak Out for the Future Homemakers of America.

Article VI – Officers

Section A. The officers of the chapter shall be as follows: President, 1st Vice President, 2nd Vice President, Secretary, Treasurer, Historian, Co-Historian, and Publicity Chairperson.

The chapter parents shall be persons in the community who have evidence of interest in the program. Officers shall perform the usual duties of their respective offices.

Section B. Officers shall be elected annually by a majority vote of the members present at a regular chapter meeting. Outgoing seniors and the advisor will make up the nominating committee.

Section C. The officers of the chapter constitute the executive council. The executive council shall be able to act as necessary for the chapter in accordance with actions taken or adopted from time to time.

Section D. Adults shall not vote nor hold office in the chapter except that of the advisor, chapter mothers and chapter fathers.

Section E. Members must have passed four 5-hour subjects the previous semester to be eligible to run for office.

Article VII - Meetings

Section A. Regular chapter meetings shall be held monthly during the school year on Activity Day and summer meetings at such time and place as are designated by the executive council. Special meetings may be called at any time.

Section B. Delegates to the State Convention shall be the top officers of the local organization. The number of delegates from each chapter of FCCLA shall be set by the State Association.

Section C. Other delegates may be named as necessary for other meetings of the Family Career & Community Leaders of America.

Section D. Members missing over three meetings with unexcused absences are automatically dropped from membership.

Section E. Members will follow the school activities policy to remain in good standing.

Article VIII - Dues

Section A. Chapter dues shall be \$1.00 per member, per year. State and National dues will be set at those levels.

Section B. Chapter, State and National dues shall be paid by all active members.

Article IX - Amendments

Section A. By-laws may be adopted at any regular chapter meeting by two-thirds vote of the active members present, providing such by-laws do not conflict with the constitution and by-laws of either the State Association or the National Organization.

Coronation

To be honored at the Spring Dance, the senior member must have been in Family Career & Community Leaders of America for one full year in addition to the senior year and must have earned two Power of One's.

Officers and Their Duties

President: Preside over all meetings and serve as ex-office member of all committees.

1st Vice President: Takes over in the absence of the President and is in charge of the yearbook. Act as chairperson of the Power of One committee and is responsible for creating interest in Power of One.

Secretary: Prepare and read the minutes of meetings and attend to all official correspondence.

Treasurer: Keep financial records of the chapter and handle all money for the chapter.

Publicity Chairman: Prepare all news for publication and be responsible for the chapter bulletin board.

Historian: Keep an accurate history of the chapter and be custodian of the chapter scrapbook.

Co-Historian: Assist the historian in preparation of the scrapbook.

The FCCLA/HERO Mission is:

To promote personal growth and leadership development through home economics education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through--

Character development;

Creative and critical thinking;

Interpersonal communication; and

Vocational preparation.

DAVID CITY F.F.A. CHAPTER CONSTITUTION

Article I - Names and Purposes

SECTION A. The name of this organization shall be the "David City Chapter of the FFA".

SECTION B. The purposes for which this chapter is formed areas follows:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create the nurture and love of country life.
3. To strengthen the confidence of agricultural youth in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in Agribusiness
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship and foster patriotism.
9. To participate in cooperative efforts.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

Article II – Organization

SECTION A. The David City Chapter of FFA is a chartered local unit of the Nebraska Association of FFA which is chartered by the National Organization of FFA.

SECTION B. This chapter accepts in full the provisions in the constitution and bylaws of the Nebraska Association of FFA as well as those of the National Organization of FFA.

Article III – Membership

SECTION A. Membership in this chapter shall be of three kinds: 1)Active; 2) Associate; 3) Honorary, as defined by the National FFA Constitution.

Graduating active members will receive free membership for one year following graduation from high school.

SECTION B. The regular work of this chapter shall be carried on by the active membership.

SECTION C. Honorary membership in this chapter shall be limited to the Honorary Chapter Farmer Degree.

SECTION D. Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1. The member attends local chapter meetings with reasonable regularity.
2. The member shows an interest in, and takes part in the affairs of the chapter.
3. The member pays dues regularly.
4. The Advisor and President shall determine the active members on a monthly basis. The active members for each month will be posted for that month.

SECTION E. Names of applicants for membership shall be filed with the membership committee.

Article IV – Emblems

SECTION A. The emblem of the FFA shall be the emblem of the chapter.

SECTION B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National Organization of the FFA.

Article V - Membership Degrees and Privileges

SECTION A. Any student who is enrolled in a secondary agriculture education program is entitled to become an active member of their local chartered FFA chapter. Secondary agriculture education programs shall be defined as grades 7-12.

SECTION B. All "Green hands" are entitled to wear the regulation bronze emblem pin. All members holding the degree of Chapter FFA are entitled to wear the silver emblem degree pin.

SECTION C. Green hand Degree. Minimum qualifications of election:

1. Be regularly enrolled in a class in agriculture education and have satisfactory and acceptable plans for a program of supervised farming.
2. Be familiar with the purposes of the FFA and the program of work of the local chapter.
3. Recite from memory the Creed of the FFA.
4. Receive a majority vote of the members present at a regular meeting of the chapter.

SECTION D. Chapter FFA degree. Minimum qualifications for election:

1. Must have held the degree of Green hand for at least one year immediately preceding election to the degree of Chapter FFA and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instructional agriculture education class.
3. Be familiar with the purposes and programs of work of the State Association and National Organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by their own efforts from the supervised farming program and deposited in a bank or otherwise productively invested at least \$150.
8. Receive a majority vote of the members present at a regular local chapter meeting.

SECTION D. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article VI – Officers

SECTION A. The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Parliamentarian, and Advisor. The Advisor shall be the teacher of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of the respective offices.

SECTION B. Officers shall be elected annually by a majority vote of the members present at a regular chapter meeting. Officers will be nominated by a nominations committee which will consist of the Advisor and officers who are not seeking election.

SECTION C. The officers of the chapter together with the chairman in charge of the major sections of the annual program of work shall constitute the Chapter Executive Committee. The Executive Committee shall have the power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

SECTION D. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

SECTION E. Chapter officers must hold the degree of Chapter FFA.

Article VII – Meetings

SECTION A. Regular chapter meetings shall be held once a month during the school year and once a month during the remaining months of the year at such time and place as is designated by the chapter executive committee. Special meetings may be called at any time.

SECTION B. Two delegates shall be elected annually from the active membership to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at other FFA meetings within the state.

SECTION C. A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

Article VIII – Dues

SECTION A. Local dues in this chapter shall be fixed annually by a majority vote of the active members.

SECTION B. Full local, state, and national dues shall be paid by all active members.

SECTION C. No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

Article IX – Amendments

SECTION A. This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active member is present, providing it is not in conflict with the State Association Constitution or that of the national organization of FFA.

SECTION B. Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present, providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

CONSTITUTION OF THE NATIONAL HONOR SOCIETY

ARTICLE I

Name and Purpose

Section 1. The name of this organization shall be the National Honor Society of Secondary Schools (NHS).

Section 2. The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools.

Section 3. The NHS shall be under the sponsorship and supervision of the National Association of Secondary School Principals (NASSP), 1904 Association Drive, Reston, VA 20191-1537.

ARTICLE II

National Council

Section 1. The control of this organization shall be vested in the National Council.

Section 2. The National Council shall consist of 11 members appointed by the Board of Directors of the National Association of Secondary School Principals, one representative chosen from each of the NASSP administrative regions, two at-large principals or assistant principals (from any region), and the NJHS representative, from a middle level school. Regional representatives shall alternate terms between principals and advisers according to the schedule developed by the national office. The executive director of NASSP shall be an ex-officio member of the National Council and shall serve as treasurer of NHS. The Director of Student Activities at NASSP shall be an ex-officio member and shall serve as secretary of the National Council.

Section 3. Members shall be appointed for a term of no more than three years.

Section 4. Six members shall constitute a quorum of the National Council.
(Structure amended December 2001)

ARTICLE III

State and Regional Organizations

Section 1. Local chapters may choose to organize state associations. The state principals' associations may form regional associations as defined by NASSP.

Section 2. Any state or regional association of NHS chapters shall conform to this constitution and shall work with the national office in furthering the purpose of this organization.

Section 3. All state and/or regional associations shall be affiliated with NHS.

Section 4. The state and/or regional affiliate shall not serve as an appeal board for local chapter nonselection or dismissal cases.

Section 5. Bylaws of the state or regional associations must be approved by the secretary of NHS (i.e., Director of Student Activities at NASSP) and must be consistent with this constitution.

ARTICLE IV

Local Chapters

Section 1. Any secondary public school is eligible to apply for a charter for a local chapter. Nonpublic secondary schools accredited or approved by state departments of education or by accrediting agencies approved by the National Council are eligible to apply for a charter for a local chapter. Each school shall have its own chapter except in cases where a school's size precludes the formation of a full Faculty Council. In such cases, a chapter can be shared as long as all other constitutional requirements can be met. A middle level unit in the same building with a high school unit will be appropriate cause for two separate chapters (one each for NHS and NJHS).

Section 2. Each chapter shall pay a chartering fee determined by the National Council.

Section 3. Each school with a chapter shall pay an annual affiliation fee recommended by the National Council and approved by the NASSP Board of Directors.

Section 4. The annual individual member dues paid to a chapter or state affiliate, if any, shall not exceed \$20 (*changed May 2006*) inclusively. The exact amount shall be determined by the executive committee of the chapter and shall be subject to the approval of the chapter membership.

Section 5. Duly chartered local chapters shall conform to this constitution as set forth by the National Council. Failure to do so may result in the loss of the charter.

ARTICLE V

Principal

Section 1. The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 2. The principal shall annually appoint a member of the faculty as chapter adviser, who may serve consecutive terms.

Section 3. The principal shall annually appoint a Faculty Council composed of five members of the school's faculty who may serve consecutive terms.

Section 4. The principal shall receive appeals in cases of nonselection of candidates and the disciplining or dismissal of members.

ARTICLE VI

Chapter Adviser

Section 1. The chapter adviser shall be responsible for the direct, day-to-day supervision of the chapter and act as liaison among faculty members, administration, students, and community.

Section 2. The chapter adviser shall maintain files on membership, chapter history, activities, and financial transactions. The chapter adviser shall send the annual report to the national office.

Section 3. The chapter adviser shall regularly review each member for compliance with Honor Society standards and obligations.

Section 4. The chapter adviser shall help the chapter officers understand and carry out their duties.

Section 5. The chapter adviser shall be an ex-officio, non-voting, sixth member of the Faculty Council.

Section 6. The chapter adviser shall be a member of the faculty, appointed annually by the principal, and may serve consecutive terms.

ARTICLE VII

Faculty Council

Section 1. The Faculty Council shall consist of five voting faculty members appointed annually by the principal. The chapter adviser shall be an ex-officio, non-voting, sixth member of the Faculty Council. No principal or assistant principal may be included on the Faculty Council.

Section 2. The term of the Faculty Council shall be one year. Members may be appointed to consecutive terms.

Section 3. The Faculty Council shall meet at least once a year to review the procedures of the chapter, select members, and to consider nonselection, dismissal, other disciplinary actions, and warning cases.

Section 4. The Faculty Council will develop and revise, when necessary, all chapter procedures for selection, disciplining, and dismissal of members, all of which must remain in compliance with the national guidelines.

ARTICLE VIII

Membership

Section 1. Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a Faculty Council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities.

Section 2. Membership shall be known as active, honorary, and graduate. Active members shall become graduate members at graduation. Graduate members shall have no voice or vote in chapter affairs.

Section 3. The Faculty Council shall reserve the right to award honorary membership to school officials, principals, teachers, NHS advisers, adults, students with disabilities, or foreign exchange students in recognition of achievement and/or outstanding service rendered to the school in keeping with the purposes of the National Honor Society. Honorary members shall have no voice or vote in chapter affairs.

Section 4. Candidates become members when inducted at a special ceremony.

Section 5. Members who are seniors in good standing are eligible to be nominated by their chapters to compete in the National Honor Society Scholarship Program.

Section 6. A National Honor Society member who transfers to another school and brings a letter from the former principal or chapter adviser to the new school adviser shall be accepted automatically as a member in the new school's chapter. Transfer members must meet the new chapter's standards within one semester in order to retain membership.

Section 7. Members who resign or are dismissed are never again eligible for membership or its benefits.

ARTICLE IX

Selection of Members

Section 1. To be eligible for membership, the candidate must be a member of those classes designated as eligible in the chapter bylaws (sophomore, junior, senior). Freshmen (ninth graders) are not eligible. Candidates must have been in attendance at the school the equivalent of one semester. (Some candidates may be ineligible for induction because of the semester ruling. For example, students of military parents, among others, are required to move with parents or guardians that have transferred in their work. The present school principal should seek a recommendation from the previous school principal pursuant to the candidate's selection. On the basis of the recommendation of the previous principal, the Faculty Council may waive the semester regulation.)

Section 2. The national minimum standard for scholarship shall be a cumulative scholastic average of at least 85%, B, 3.0 (on a 4.0 scale), or the equivalent standard of excellence. Candidates shall then be evaluated on the basis of service, leadership, and character.

Section 3. The selection of each member to the chapter shall be by a majority vote of the Faculty Council.

Section 4. A description of the selection procedure shall be published in an official school publication that is widely available in a timely fashion to all students and parents of the school. The selection procedure shall be determined by the Faculty Council and shall be consistent with the rules and regulations of the NHS.

Section 5. The National Council and the NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters.

ARTICLE X

Discipline and Dismissal

Section 1. The Faculty Council, in compliance with the rules and regulations of NHS, shall determine the procedure for dismissal. A written description of the dismissal procedure shall be available to interested parties.

Section 2. Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency. In the case of flagrant violation of school rules or the law, a member does not necessarily have to be warned.

Section 3. The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings.

Section 4. In all cases of impending dismissal, a member shall have a right to a hearing before the Faculty Council. This is considered due process for all members.

Section 5. For purposes of dismissal, a majority vote of the Faculty Council is required.

Section 6. A member who has been dismissed may appeal the decision of the Faculty Council under the same rules for disciplinary appeals in the school district.

Section 7. The National Council and NASSP shall hear no appeals in dismissal cases.

ARTICLE XI

Chapter Officers

Section 1. The officers of the chapter, their duties, and the method of their election shall be determined by the members of the chapter, approved by the Faculty Council and the principal, and described in the chapter bylaws.

Section 2. New officers shall be installed at a special ceremony.

ARTICLE XII

Executive Committee

Section 1. The executive committee shall consist of the officers of the chapter and the chapter adviser.

Section 2. The executive committee shall have general supervision of the affairs of the chapter between its business meetings, make recommendations to the chapter, and determine and perform such other duties as are specified in the chapter bylaws. All actions and recommendations of the executive committee shall be subject to the review of the chapter membership.

Section 3. The executive committee shall have the responsibility for ensuring that chapter activities and procedures follow school policy and regulations. (Note: Selection, discipline, and dismissal procedures remain the sole domain of the Faculty Council, per Article VII, Section 3).

ARTICLE XIII

Meetings

Section 1. Each chapter shall have regular meetings during the school year on days designated by the executive committee and in accordance with school policy and regulations.

Section 2. The regularity of the meetings (i.e., weekly, monthly, bimonthly) shall be designated in the chapter bylaws.

Section 3. The chapter president or other designated student leader may call special meetings approved by the executive committee.

Section 4. Chapters shall conduct meetings according to *Robert's Rules of Order*, (revised edition) in all points not expressly provided for in this constitution or the chapter bylaws.

ARTICLE XIV

Activities

Section 1. Each chapter shall determine one or more service projects for each year.

Section 2. All members shall regularly participate in these projects.

Section 3. These projects shall have the following characteristics: fulfill a need within the school or community; have the support of the administration and the faculty; be appropriate and educationally defensible; be well planned, organized, and executed.

Section 4. Each member shall have the responsibility for choosing and participating in a service project that reflects his or her particular talents and interests. This is in addition to the chapter projects to which all members contribute.

Section 5. Each chapter shall publicize its projects in a positive manner.

ARTICLE XV

Official Insignia

Section 1. This organization shall have an official emblem selected by the National Council. The emblem shall be uniform.

Section 2. The distribution of the emblem and the rules for its use shall be under the exclusive control of the National Council.

Section 3. Each active, graduate, or honorary member in good standing with the chapter shall be entitled to wear this emblem.

Section 4. Any member who resigns or is dismissed shall return the emblem to the chapter adviser.

Section 5. All insignia must be procured from the national secretary of the National Honor Society, 1904 Association Drive; Reston, VA 20191. All insignia are registered with the U.S. Patent and Trademark Office and may not be copied by anyone.

Section 6. The motto of the National Honor Society shall be "*Noblesse oblige.*"

Section 7. The official colors of the National Honor Society shall be blue and gold.

Section 8. A graduate member may purchase a replacement for a lost emblem by verifying membership to the national office.

ARTICLE XVI

Local Chapter Bylaws

Section 1. Each chapter shall write bylaws to amplify sections of this Constitution and to clarify operating procedures of the chapter. Bylaws do not need the approval of the National Council but must be consistent with this constitution.

Section 2. The chapter bylaws shall contain information concerning the election, the duties of officers, the schedule of meetings, member obligations, dues, and the like.

ARTICLE XVII

Amendments

This constitution may be amended at any meeting of the National Council or by mail by an affirmative vote of a majority of the members of the National Council.

BYLAWS OF THE NATIONAL HONOR SOCIETY OF THE DAVID CITY HIGH SCHOOL CHAPTER

ARTICLE I

Name

The name of the Chapter shall be the David City High School National Honor Society.

ARTICLE II

Object and Activities

Section 1. The object of this Chapter shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of our school.

Section 2. The chapter will organize at least one service project each year.

Section 3. Each member shall choose and participate in a service project which reflects his or her particular talents and interests. This is in addition to the chapter projects to which all members contribute.

ARTICLE III

Membership

Section 1. Students to be eligible for membership must be either a second semester sophomore, junior, or senior with an accumulative grade point average of 91.5.

Section 2. Candidates must have been in attendance at the school the equivalent of one semester or have the regulation waived by the principal according to the National Society's guidelines.

Section 3. Candidates will be notified and given a form to fill out showing the activities of the student in school and in the community and stating why they would like to be a member of the society. Parents are to be notified of the students eligibility and a copy of the selection procedures sent to them.

Section 4. All staff members may express their opinions of each candidate.

Section 5. Candidates will be evaluated by the Faculty Council on character, leadership, and service. The selection of each member shall be by a majority vote of the Faculty Council.

Section 6. Candidates elected into the chapter will be inducted in a special ceremony to be held in March.

Section 7. Members must maintain a 91.5 grade point average, and continue to demonstrate the qualities of outstanding service, leadership, and character.

Section 8. Members will attend the Induction Ceremony and help with the special project unless excused by the Chapter Adviser. They will also be required to attend the majority of the monthly meetings.

Section 9. Each member will be responsible for selecting an individual project and reporting to the chapter adviser on their project.

ARTICLE IV

Dismissal

Section 1. Any member who falls below the 91.5 grade average shall be promptly warned. If by the end of the next semester the member fails to meet this standard, he will be notified that he has been dismissed from the Society.

Section 2. Any members who fall below the standards which were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency. A warning need not be given in the case of flagrant violation of school rules or civil laws.

Section 3. The Faculty Council will conduct a thorough investigation into any case that requires disciplinary action. If a member is in violation of the David City High School Activities Code for conduct relating to drugs/alcohol or for conduct relating to tobacco, the member will be immediately dismissed from the honor society. The violation can occur at any time of the year, not just during the school year. In other cases, if four of the five council members feel the member has failed to maintain the standards under which he/she was elected, the member may be dismissed or an alternate disciplinary measure be set for that member.

Section 4. A member shall have a right to a hearing before the Faculty Council in the case of an impending dismissal or disciplinary action.

ARTICLE V

Chapter Officers

Section 1. The Chapter Officers shall be President, Vice President, Secretary, Treasurer and Parliamentarian/Historian. These officers shall perform the duties prescribed by these bylaws and according to *Robert's Rules of Order, Newly Revised*.

Section 2. Any member interested in serving the chapter by fulfilling the duties of an officer of the organization will file for that office with the Chapter Adviser during the month of March.

Section 3. Election of officers will be held at the April meeting. A majority of the votes cast shall be required to elect an officer.

Section 4. Installation of officers will take place at the May meeting of the Chapter.

Section 5. Three officers and the adviser of the Chapter shall make up the executive committee. The executive committee will be guided by the National Honor Society Constitution. (See Article XII)

ARTICLE VI

Meetings

Section 1. Monthly meetings will be held from September through May. Officers will be elected at the April meeting and installed at the May meeting.

Section 2. Meetings shall be governed by *Robert's Rules of Order, Newly Revised* in all cases to which they are applicable and in which they are not inconsistent with these bylaws.

ARTICLE VII

Dues

Section 1. Dues will be set each year by the membership but never to exceed \$10.00.

ARTICLE VIII

Scholarships

Section 1. Seniors interested in applying for the National Scholarship are to notify the chapter adviser. If more than two apply to the adviser, the Faculty Council selects the two candidates to apply for the scholarships.

ARTICLE IX

Amendments to Bylaws

Section 1. The chapter bylaws may be amended by a two-thirds vote of the chapter members. However, bylaws concerning membership, dismissal, and supervisory matters will be amended by a favorable vote of four of the five Faculty Council members.

SELECTION PROCEDURES FOR NATIONAL HONOR SOCIETY

The eligibility requirements are as follows: Students must be either a second semester sophomore or a junior or senior, have been in attendance at David City High School for at least one semester and have a scholastic average of 91.5 or better.

Each student who is eligible will be given an application for membership by the sponsor prior to the selection procedures and will be given a deadline for returning the form.

All forms that are received will be considered for membership.

SCHOLARSHIP 5 points possible

The following points will be given for grade point average:

99	-	100,	5	points
97	-	98,	4	points
95	-	96,	3	points
93	-	94,	2	points
91 - 92, 1 point				

LEADERSHIP AND CHARACTER 5 points possible for each = 10points

The faculty will be given a list of those eligible for membership who did return their applications. They will rate each individual on a 5 point scale; 5 being high. The faculty council will rate the students at the same time. An average of the rating will be used in assigning points.

SERVICE 5 points possible

Another portion of application for membership will involve filling out an activity sheet. It lists all the possible activities which they could have been involved in at David City High School. It also includes a space to list any that were not included. It also gives them an opportunity to list any community and church activities as well as any special recognitions, awards, etc. which they have received. They will receive points on the following basis:

Points awarded for activities

After all of the points have been totaled, anyone receiving 14 or more points will automatically be selected. Anyone not reaching that number of points will be evaluated by the Faculty Council for possible selection.

STUDENT COUNCIL CONSTITUTION

Article I. Name

The name of this organization shall be the Student Council of David City High School.

Article II. Purposes

The purposes of the Student Council shall be to sponsor school activities; to uphold the standards of David City High School; to promote good citizenship; to raise the level of scholastic and recreational achievements; and to promote cooperation between the faculty and the student body.

Article III. Memberships

Section I. Membership in the Student Council shall consist of the Executive Council, three Senators elected by each class, one Representative appointed by each organization or class, and all Ambassadors who have met the membership guidelines.

Section II. Middle school students shall be ineligible to represent their classes as Senators in the David City High School Student Council. However, the President of each middle school class shall be eligible for membership in the Student Council as a Representative. All other middle school students shall be eligible for membership in the Student Council as Ambassadors.

Section III. In the case of a vacant Executive Council or Senate office, the office shall be filled by the person who received the next highest number of votes in the original election. In the case of a vacant office in the House or Representatives, the organization which he or she represents shall have the right to appoint a new Representative.

Section IV. Any member failing to meet a grade average of C shall be removed from the Council. Grades and averages will be checked every nine weeks.

Section V. All members of the David City High School Student Council (Executive Council members, Senators, Representatives, and Ambassadors) shall serve for a term of one school year.

Article IV. Recall of Members

Section I. Any student who is permanently removed from a class or is placed in suspension because of misconduct shall be automatically removed from the Student Council.

Section II. Any student who is a member of the Council who has two unexcused absences from meetings shall be automatically removed from the Council. Excuses shall be granted by the president and the sponsor, and shall be recorded by the secretary.

Section III. All student Council members may be removed from office, due to the lack of the fulfillment of assigned duties, only after a recommendation from the sponsor, and by a two-thirds majority vote of the complete Student Council.

Section IV. Any student who has been removed from the Student Council shall be ineligible for membership in the Student Council on any level for one semester.

Article V. Election of Members

Section I. The Executive Council shall consist of a president and a vice president (both seniors), and a secretary, a treasurer, and a guard (either junior or senior).

Section II. All Executive Council members shall be elected by a vote of the entire student body any time after the beginning of the current school year.

Section III. All Senators for the Student Council shall also be elected by their respective classes any time after the beginning of the current school year.

Section IV. All organizations shall be invited to appoint one member to serve as a Student Council Representative.

Section V. The President of each class shall be eligible for membership in the Student Council as a Representative.

Section VI. Any student not elected as an Executive Board member or a Senator and not appointed as a Representative, shall be eligible to become an Ambassador. Attendance at four consecutive Student Council meetings shall be the admission requirement to be met.

Article VI. Duties of Executive Council Members

Section I. It shall be the duty of the president to:

- a. Preside at all meetings of the Student Council and Executive Committee.
- b. Represent the Council at all public occasions.
- c. See that the functions and plans of the Council are properly carried out.

Section II. It shall be the duty of the vice president to:

- a. Perform the duties of the president in his absence.
- b. Perform any duties delegated to him by the president.

Section III. It shall be the duty of the secretary to:

- a. Keep the minutes of all meetings.
- b. Keep the minutes of all Executive Council meetings.
- c. Preserve as directed all records of the council and maintain the Student Council scrapbook.
- d. Record all excused absences granted by the president and the sponsor to Student Council members.

Section IV. It shall be the duty of the treasurer to:

- a. Receive all funds from money-making projects of the Council.
- b. Arrange for the payment of all bills as soon as possible.
- c. Keep an accurate record of all receipts and expenditures and give a periodical account to the Council.
- d. Turn over all funds and records to the secretary at the expiration of his or her term of office.

Section V. It shall be the duty of the guard to:

- a. Keep an accurate record of the membership status of each of the Council's members and prospective members.
- b. Periodically check the eligibility for membership of each of the Council's members and prospective members.
- c. Check weekly that the beverage machines are full, and that extra pop and juice are in the storage room. If an order for juice or pop needs to be made, then the office must be notified to place the order. If a deposit needs to be made, it shall be the duty of the guard to pick up the deposit bag from either the office or the treasurer. The guard shall have the right to appoint

another Student Council member to perform the beverage machine duties, but it remains the duty of the guard to ensure the duties are performed.

Article VII. Meeting

Section I. The times and place of regular meetings shall be determined by the Student Council. The quorum shall consist of a majority.

Section II. Special meetings shall be called by the president or sponsor whenever needed.

Article VIII. Committees

Section I. All committee members shall be appointed by the president.

Section II. The Executive Council shall consist of the Student Council's officers.

Section III. Other committees may be added at the discretion of the president whenever needed.

Article IX. Amendments

Section I. An amendment to the Student Council Constitution shall be proposed by a Student Council member and ratified by two-thirds majority vote of the Student Council.

Section II. An amendment shall be proposed by the Student Council one meeting before it is voted on.

Section III. An amendment shall go into effect immediately after its ratification.

Article X. Ratification

Section I. This Constitution shall go into effect when two-thirds of the Student Council gives their approval through a vote and when it has been sanctioned by the principal and the Board of Education.

ORGANIZATIONS WHO PLAN TO HAVE A FOOD STAND

Student workers will be allowed in free to sell concessions at any athletic event.

Sponsors are responsible for taking the money box for their organization to the selling stand and are to return it after the game.

RESPONSIBILITIES OF SPONSORS

Duties and Responsibilities

1. Sponsors provide leadership and organization for the success of the activities.
2. Sponsors attend all organized and approved meetings. Use parliamentary procedure at these meetings.
3. Sponsors clear all activities in the office and schedule all activities on the school calendar.
4. Expenditures must be approved in advance by the sponsor. No student should purchase anything without sponsor's approval.
5. Student committees and activities must be supervised/chaperoned by sponsors.
6. Detailed plans of each activity must be submitted to the office at least one (1) week prior to the event.

Procedures

1. Requests: For approval of an activity, submit a general description of activity - to include nature of event, desired date(s) and time, supervision, transportation (if needed) and estimated cost.
2. School Transportation: Requests must be submitted one (1) week prior to date of use. Priority events and requests first scheduled will take precedence.
3. School Facilities: Use of facilities must be approved. Events first scheduled will have precedence.
4. Finances: If a money box is needed, let the office know the day before the activity.
5. Fund Raising: Solicitations or contributions must be approved by the office in advance.
6. Awards: The sponsors are responsible for ordering all awards and plaques to be presented. These should be ordered well in advance of the presentations. The Activities Director is to be consulted on the legality of any award to be presented.
7. Bands: If a group hires a band/DJ for a dance, it is the responsibility of the sponsor to make arrangements for the contract, payment, setting up and tearing down of the band. Each sponsor is responsible for all actions and welfare of his/her group.

D.C. Club

FFA Jennifer Kocian

FCCLA Tonya Zeggars

Fine Arts Department Margaret Detmer, Keith Byrkit, Jarod Ockander

Mock Trial Ed Sieck

National Honor Society Kristi Griffiths

Dance Squad Pam Kabourek/Brittany Lensch

Scoop Larry Griffiths

Scout Margaret Detmer

Student Council Amy Backstrom

JOB DESCRIPTIONS: Athletic Director and Coaches

In any job there are certain duties and expectations of the people assigned to perform certain tasks. Included in this section is a job description of the Athletic Director, what is expected of all coaches and junior high coaches. It is not the intent to list every detail of the job involved, but offer guidelines and general expectations.

Athletic Director

The Athletic Director, under the supervision of the Principal and Superintendent, is responsible for the administration of the activities program. It is his/her responsibility to insure that the program of activities is provided for and directed in a manner consistent with the philosophy and goals of the school.

Duties and Responsibilities of Athletic Directors

1. Develop an activities calendar for all athletic activities, all non-athletic activities and all organizational meetings.
2. Hire all officials for home contests.
3. Handle all NSAA forms and directives.
4. Assist the principal in evaluating the activity staff and make recommendations to the Board of Education for activity positions.
5. Help interview prospective coaches and activity sponsors.
6. Solicit bids on requisitions for athletic equipment and discuss the ordering of such equipment with the Principal and Superintendent. Order athletic equipment, check it in when received and check the accuracy of athletic bills before passing them on to the secretary for payment.
7. Make all extra duty staff assignments for home game ticket takers, clock operators, bookkeepers, line judges, track helpers, etc. Maintain records of staff performing extra duties at home games and supply such records to the secretary for December and May payments.
8. Help with crowd supervision at home athletic contests.
9. Supervise 1/3 of the away varsity athletic contests.
10. Maintain a continuous inventory of athletic equipment.
11. Handle all conference activity materials.
12. Schedule and conduct coaches' and activity meetings when necessary.
13. Represent David City High School at NSAA meetings and other area meetings involving interscholastic student activities.
14. Serve as a member of the Activity Council to hear testimony involving Activity Code violations.
15. Help activity sponsors develop constitutions, policies and other rules for their organizations that are consistent with school policies.
16. Perform any other duties thus assigned by the Principal, Superintendent or Board of Education.

Head Coach

Below is a list of items the head coach is responsible for. However, this is not an all-inclusive listing. The head coach should:

1. Set goals for the year.
2. Inform all assistant coaches of their assignments and what is expected of them.
3. Inform all junior high coaches as to what skills you expect the players to learn at that level.
4. Inspect all equipment before check-out and remove all unsafe equipment.
5. Inform student managers of their duties.
6. Meet with the team member prospects and discuss physicals, insurance, eligibility rules, activity code, goals and the possibilities of injury.
7. Be sure each participant has a physical card turned in before being allowed to practice.
8. Be sure equipment checked out to each individual fits properly.
9. Turn in a list of participants for eligibility check.
10. Have well organized, written practice schedules.
11. Have written and posted team rules of conduct.
12. Issue uniforms and turn in the roster for programs at least one week before the first contest.
13. Turn in bus request forms so drivers can be secured and buses made available for trips.
14. Be sure results are publicized in local papers, school paper and newsletter.
15. Attend rules meetings.
16. See that students are never left unattended during practice or at games.
17. Set the standards of team conduct on trips.
18. Keep the Athletic Director informed of any problem occurring during the season.
19. Generate good rapport with the players, parents, student body, other coaches and with the community as a whole.
20. Be sure all equipment is turned in at the end of the season.
21. Inspect all returned equipment and make recommendations to the Athletic Director for repair or replacement of equipment.
22. Requisition any needed equipment for next year.
23. Turn in a list of letter winners and participants.
24. Turn in an updated inventory of equipment.
25. Discuss the season and the coaches' evaluation with the Athletic Director
26. Conduct a parent meeting prior to the beginning of the season at which time rules, regulations and expectations will be discussed.

Assistant Coach

It is the job of the assistant coach to perform any tasks assigned to him/her by the head coach and to assist the head coach in any way to insure a smooth progressive season. The assistant coach shall be in charge of the reserve team or freshman team at their games and shall have the same responsibilities as the head coach, such as team behavior, organization, publicity, bus requests, etc. At the end of the season, the assistant should meet with the head coach to discuss player progress during the year and make recommendations for the off-season program.

Middle School Coaches

Below is a list of items the junior high coach is responsible for. However, this is not an all-inclusive listing. The junior high coach should:

1. Set goals for the year.
2. If there is more than one coach, meet to discuss what aspects of the sport each will be responsible for.
3. Meet with the head coach in the sport to determine what skills will be expected of players when they move up to the next level of competition.
4. Ask the head coach in the sport for any help in drills or techniques.
5. Inspect all equipment before check-out and remove all unsafe equipment.
6. Inform student managers of their duties.
7. Meet with team member prospects to discuss physicals, insurance, activity code, goals and the possibilities of injury.
8. Be sure each participant has a physical card turned in before being allowed to practice.
9. Be sure equipment checked out to each individual fits properly.
10. Have well organized written schedules.
11. Have written and posted team rules of conduct.
12. Issue uniforms and turn in a roster for programs at least one week before the first contest.
13. Turn in bus request forms so drivers and buses may be secured.
14. Be sure results are publicized in local papers, school paper and newsletter.
15. See that students are never left unattended during practice or at games.
16. Set the standards for team conduct on trips.
17. Keep the Athletic Director informed of any problems occurring during the season.
18. Generate good rapport with the players, parents, student body, other coaches and the community as a whole.
19. Be sure all equipment is turned in at the end of the season.
20. Inspect all returned equipment and make recommendations to the Athletic Director for repair or replacement of equipment.
21. Requisition any needed equipment for next year.
22. Turn in an updated inventory of equipment.
23. Discuss the season and the coaches' evaluation with the Athletic Director
24. Conduct a parent meeting prior to the season at which time rules, regulations and expectations will be discussed.

EXPECTATION OF COACHES:

Rapport

A coach must early on develop a good rapport with any number of individuals and groups--with the team members, with parents, with the other coaches, with the administration, with officials and with the spectators. This does not mean the coach has to run a popularity contest, but needs to maintain a good relationship with each of these groups if the program is to run smoothly and have a positive image.

Cooperation

In our situation where we constantly share facilities with others, it is of utmost importance that coaches cooperate with all involved. Cheerful give and take is expected, and what is best for the entire school program should take precedence over what is good for only one program.

Leadership

The coach is the model upon which participants try to follow. The coach needs to be in control at all times. Your actions, language, emotional displays, enjoyment of what you are doing and respect for other coaches, officials and team members will be passed on to your team members. You must lead the way in observation of school rules, training rules, NSAA rules, rules of the game and in ideals of good sportsmanship both at home and away. You must be the motivator of your team to reach the goals established by you and your team.

Improvement

Just as you strive to improve your teaching abilities, you should strive to improve your coaching abilities. Keep up on what is going on in your sport. Seek help from your fellow coaches, attend coaching clinics, read current literature, join professional organizations and watch the performance of students you coach.

COACHING EXPECTATIONS

Goals

Before the start of each season the coach should have certain goals that he/she would like to attain for both himself/herself and the team. A plan should be outlined for attaining these goals.

Organization

The key to any activity is being organized. Pre-season planning is very important to insure that the season gets off to a good start. Each practice session needs to be carefully planned in advance to get the most out of the time allowed. With the possibility of injury, there is no place for the hazard.

Equipment

The coach is responsible for seeing that adequate equipment in good repair is provided for the athletes. An inventory must be kept and suggestions for replacement or repair must be turned in to the Athletic Director.

Injuries

Everything possible must be done to prevent injuries to the students. Drills must be carefully examined for possible dangerous situations that should be eliminated before they occur. A coach must follow the Medical Policy outlined below. Coaches will be expected to keep SAC (Standardized Assessment of Concussions) test results with them during practices and games. **See also "Standardized Assessment of Concussions", "Student Accident Reporting"**

ACTIVITY LETTER REQUIREMENTS

Each activity sets their requirements for earning a letter in their activity. (See specific activities for tentative requirements). Final requirements will be given to participants by the head coach or sponsor.

ACTIVITIES PHILOSOPHY AND PURPOSE

The David City Public School's Mission is to "provide processes which educate, prepare, and challenge students to keep pace with the changing global society." 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:

- a. Physical, mental and emotional growth and development
- b. Acquisition and development of special skills in activities of each student's choice
- c. Team play with the development of such commitments as: loyalty, cooperation, fair play and other desirable sociable traits
- d. Directed leadership and supervision that stresses self-discipline, self-motivation, excellence and the ideals of good sportsmanship that make for winning and losing graciously
- e. Activities that will generate a feeling of unity among students, faculty and community
- f. Achievement of goals set by the individual as well as the team and the school
- g. Provisions for worthy use of leisure time in later life, either as a participant or spectator
- h. Participation by the most skilled that will enable these individuals to ascertain possibilities for future vocational pursuits

ACTIVITY PRACTICE RULES

Definitions:

Open Building - No organized activity, however, there must be a staff member present to provide supervision.

Practice - A. Non-required - Students will not be penalized for not attending.
 B. Required - Students are expected to attend.

1. If classes have begun and are cancelled - There will be non-required practice only for town students and rural students who are staying in town and whose parents have notified an administrator.

2. If there is no school on a school day because of weather a non-required practice may be held, with administrator approval for those who can and want to attend.

GUIDELINES FOR PRINTING PROGRAMS FOR EVENTS

To be efficient and helpful we are proposing the following information needed for programs to be done by the office.

1. Programs **MUST** be turned into the office 5 working days prior to the date that the program is needed or we cannot guarantee a program for your event.
2. When listing students, names need to be alphabetical according to class, not how they appear according to class in your grade book.
3. Submit a rough draft of how you want the program to look plus the art work for the cover design.
4. If you are sharing a program with another organization, please group your students together so there is only one list of total students.

Example:

Program Information

Sponsors or Instructors

Time and Date

Students (Alphabetical)

Seniors

A _____

B _____

Juniors

A _____

B _____

Sophomores

A _____

B _____

Freshmen

A _____

B _____

Number of Programs Needed _____

GENERAL MEDICAL POLICY FOR ATHLETICS

Regardless of the safety procedures followed or the warnings issued, there will be injuries involved in athletic competition whether it be sprains or permanently disabling injuries. The following guidelines are provided for coaches, administrators and other school personnel.

All participants must be covered by some form of medical insurance, either provided by their parents or by one of the plans provided through the school.

Good, safe equipment will be provided for the students who participate in athletics. A yearly check of this equipment will be made by the coach in charge of the activity and any recommendations for repair or replacement will be given to the Activities Director shortly after the conclusion of the season.

Each coach in charge of a sport will, as part of the orientation for the sport, inform all participants of the possibility of injuries during the season. The coach will point out the types of injuries most likely to occur. This information will also be given to the parents.

If an injury occurs, the coach in charge will:

- a. Give immediate first aid.
- b. If necessary, call for an ambulance and alert the doctor and the hospital. A coach will accompany the athlete to the hospital, in absence of his/her parents.
- c. The parents will be notified as soon as possible.
- d. An injury report form will be filled out and any serious injuries will be reported to the administration.
- e. Consult with the attending physician to determine treatment and follow-up therapy.

The PHYSICIAN must make all decisions as to whether the injured athlete may continue to participate or not. The PHYSICIAN must also decide when an injured athlete may return to practice and to participation thereafter. A Physician's Athletic Injury Report will be put on file and adhered to.

The coach in charge will fill out, or help fill out, all required insurance forms.

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.

LEGAL IMPLICATIONS

The coach, the administration and the Board of Education may be held accountable for the manner and procedure in which injuries are handled. The coach is required to perform adequate first aid for all injuries and NO MORE. Good common sense in handling the situation is a must. In order to discourage lawsuits, the following practices must be followed:

1. Good supervision of the locker room, shower, training area, weight room and the practice session must be provided at all times. **Students cannot be left unsupervised while in a practice session.**

2. No student will be allowed to practice or participate without a signed, up-to-date physical form and a parent's or guardian's permission form on file.
 3. The attending physician's instructions will always be followed.
 4. Equipment and facilities must be regularly checked by the coach in charge to assure safety at all times.
 5. Coaches will not recommend drugs, medicines or local anesthetics for participants.
 6. Coaches will use only therapeutic methods for which they are qualified, and only if the physician approves.
 7. Good common sense will be used in all situations when handling injuries or sudden illness. Don't panic!
- All participants will be covered by the Liability/Lifetime Catastrophic Medical Plan provided by the Board of Education and endorsed by the NSAA.

POLICY FOR USE OF THE VIDEO TAPING EQUIPMENT

1. When there is an away activity and a home activity, the away activity will have first priority on the use of the athletic department's camcorder.
2. It is the responsibility of the HEAD COACH to insure the person operating the equipment has received proper instruction in the use of the equipment. Any malfunctions in the equipment after its use will be the responsibility of the HEAD COACH in the activity that used it last.
3. It is the responsibility of the HEAD COACH to see that the equipment is transported safely to the site of the activity and back to the school. At no time is the equipment to be left unattended at an event or is it to be left in any vehicle overnight or for any length of time.
4. Since all activities are part of the students' educational experience, and since only about five percent of the time is spent in actual competition against an opponent, it is highly encouraged to use the video taping equipment during practice sessions as well as in competitive situations.

AMERICAN HISTORY EDUCATION POLICY

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; and 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 pupil shall memorize the "Star Spangled Banner" and "America"; 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 textbooks, 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.

AMERICANISM

All grades, K-6, shall devote at least one hour per week to exercise or teaching periods for the following purpose:

- a. The recital of stories having to do with American history or deeds and exploits of American heroes.
- b. The singing of patriotic songs and the insistence that every pupil shall memorize the "Star Spangled Banner" and "America."
- c. The development of reverence for the flag and instruction as to proper conduct in its presentation.

ANNOUNCEMENTS AND ADVERTISEMENTS

No announcements should be made before any school group, unless permission is given by the principal or superintendent.

2. Any circular or advertising displays within the school building shall be approved at the office before being posted.

ASSESSMENTS

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. The following are the District's rules and regulations regarding the purpose and use of assessment.

6140-R

Instruction Assessment

Since effective instruction depends on high-quality assessment, this district expects all assessments to provide accurate information about student achievement. Each assessment must meet five standards of quality. It must:

1. arise from a clearly articulated set of achievement expectations;
2. serve an instructionally relevant purpose;
3. rely on proper methods;
4. sample student achievement in an appropriate manner, and;
5. control for all relevant sources of bias and distortion that can lead to inaccurate assessment

Any assessments not meeting these standards are to be discarded.

It is the expectation of this school district that all assessments will be directly linked to specific instructional uses and thus to student academic well-being. Two types of use are considered appropriate: (1) assessment as a source of information for decision-making, and (2) assessment for the purpose of promoting higher levels of student achievement.

With respect to the former, several levels of decision-making and decision-makers are considered important to student academic well-being: classroom level (students, teachers, and parents), instructional support level (principals, curriculum specialists, support teachers and guidance personnel) and policy level (superintendent, school board, citizens, and taxpayers). The district will allocate assessment resources and devise assessment, evaluation, and communication programs to meet the information needs of all of these users.

With respect to the use of assessment in promoting high student achievement, the district acknowledges that assessment can serve as a powerful tool. By involving students in the assessment and evaluation of their own achievement, under direct supervision, teachers can use assessment to help students understand the meaning of academic success and meet the highest achievement expectations.

Any assessments that cannot be specifically linked to student academic well-being through effective decision-making or instruction should be discarded. In this district, we expect that each student must master the knowledge base, attain appropriate levels of reasoning proficiency, develop the skills, master the product development capabilities, and attain the motivational dispositions needed to meet these achievement standards. District staff will devise an articulated curriculum from kindergarten through high school designed to divide responsibility for helping student make continuous progress toward these targets. Further, the district will create an

assessment and communication system that permits continuous and thorough tracking of student progress.

A variety of assessment forms are considered appropriate for use within this district, including selected response (multiple-choice, true/false, matching, and fill-in), essay assessments, performance assessments (based on observation and judgment), and direct personal communication with the student.

All staff are expected to understand all of these options and know-how, and when, to rely on each within their context. In addition, each staff member must know how to use each method to sample student achievement appropriately, and how to avoid bias and distortion of assessment results when developing and implementing each method. Given these understandings, staff are encouraged to experiment with innovative applications of these methods in the development of evermore accurate assessments of student achievement.

Adopted: July 10, 2000

Student Attendance Rules and Regulations – Absences From School

Definition: Any absence other than direct participation in a school-sponsored activity will be recorded as an absence from school.

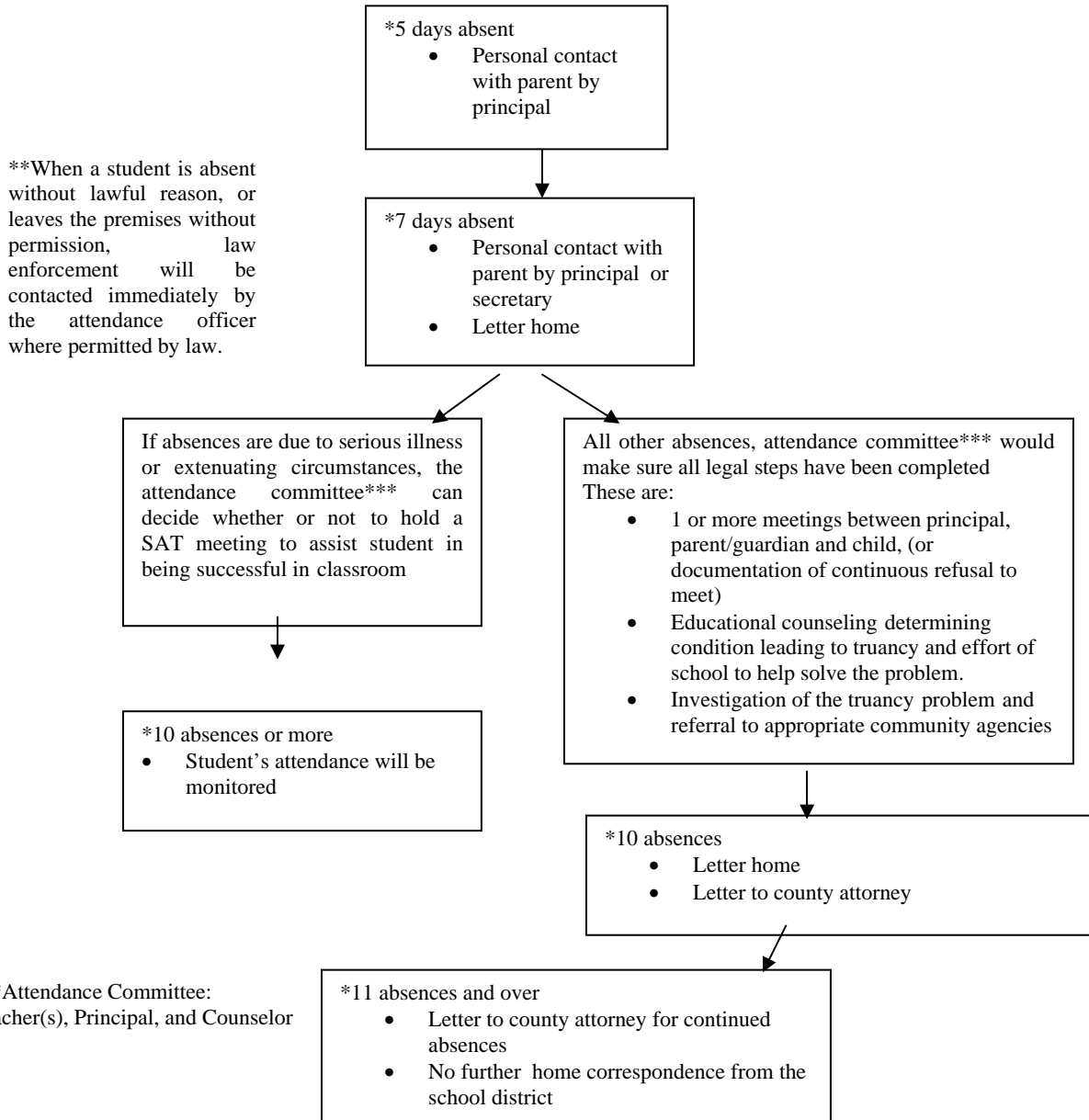
Any enrolled student, up to age 18, is **truant** when he or she:

- engages in excessive absences (per state law, Neb.Rev.Stat. 79-209),
- leaves the school premises during the school day without permission, or
- fails to attend school without lawful reason.

Building principals shall act as truancy officers.

The following flow chart exhibits the procedures to be followed by school personnel regarding absences from school. The purpose of this policy is to help the student achieve their academic goals through regular attendance and proper mediation when necessary. **See building handbooks for specifics on absenteeism procedures.**

**David City Public Schools Attendance Procedures for Excessive Absences
Statute specifies 5 absences per quarter requires action
Procedural steps begin with 5 days and continue through the semester**



A. The principal or assistant principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation with the superintendent of schools.

B. If the superintendent of schools deems further action appropriate, said party shall either serve by registered or certified mail or by personal service the student and the student's parents or guardian with a written notice within two (2) school days of the date of the decision. Said notice shall include the following:

1. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion including a summary of the evidence to be presented against the student as submitted by the principal or assistant principal.
2. The penalties to which the student may be subjected and the penalty which the principal has recommended in the charge.
3. The student's right to a hearing upon request on the specified charges.
4. A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.
5. A statement that the administrative representative, legal counsel for the school, the student, the student's parents or the student's representative or guardian shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
6. The student, parent or guardian shall be furnished with said writing, a form or a request for hearing to be signed by such parties and delivered to the Superintendent of Schools in person or by registered or certified mail.

C. Nothing in this policy shall preclude the student, the student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

D. In the event that the superintendent of schools has not received a request for hearing within five (5) school days following receipt of the written notice, the punishment recommended in the charge by the principal or administrator shall automatically go into effect.

E. If a hearing is requested after the end of the five (5) school days following the actual receipt of the written notice, but prior to thirty (30) calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.

F. If a request for a hearing is not received within thirty (30) calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

G. In the event that a hearing is requested within five (5) school days from receipt of the written notice, the superintendent of schools shall appoint a hearing officer.

Hearing Procedure

A. Hearing Officer--The hearing officer shall be any person designated by the superintendent of schools. The hearing officer shall be an individual who has had no involvement in the charge, will not be a witness at the hearing and who has not brought the charges against the student. It shall be the duty of the hearing officer to remain impartial throughout all deliberations. The hearing officer shall be available prior to any hearing held pursuant to this policy to answer any questions the administrative representative, the student, the student's parents or guardian may have regarding the nature and conduct of the hearing.

B. Administrative Representative--The superintendent of schools shall appoint an administrative representative with responsibility to present the facts and evidence. Such administrative representative may be an attorney or may be represented by an attorney, but any such attorney shall not advise the hearing officer or parties who may review the proceedings as their counsel.

C. Notice of Hearing--If a hearing is requested within five (5) school days of receipt of the notice, the hearing officer shall, within two (2) school days after being appointed, give written notice to the administrative representative and the student, the student's parents or guardian of the time and place for the hearing. The hearing shall be scheduled within a period of five (5) school days after it is requested. No hearing shall be held upon less than two (2) school days actual notice to the administrative representative and the student, the student's parents or guardian, except with the consent of all the parties.

D. Continuance--Upon written request of the student or the student's parents or guardian, the hearing officer shall have the discretionary authority to continue from time to time the hearing. In addition, the hearing officer may continue the hearing upon any good cause.

E. Access to Records--The administrative representative, the student, the student's parents or guardian or the legal counsel for the student shall have the right to examine the records and affidavits and the statements of any witnesses in the possession of the school board or Board of Education at any reasonable time prior to the hearing.

F. Hearing Procedure--The hearing will be attended by the hearing officer, the student, the student's parents or guardian, the student's representative, if any, and the administrative representative. Witnesses shall be present only when they are giving information at the hearing. The student may be excluded at the discretion of the hearing officer at times when the student's psychological evaluation or emotional problems are being discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his actions substantially disrupt any orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative shall present to the hearing officer statements, in affidavit form, of any person having information about the student's records, but not unless such information about the student's conduct and the records have been made available to the student, the student's parents or guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian or representative at their request by appropriate school personnel. The student, the student's parents, guardian or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing. Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian or representative,

administrative representative or the hearing officer shall have the right to question any witnesses giving information at the hearing. The student may testify in his own defense in which case he shall be subject to cross-examination. The student, however, shall not be required to testify in his own defense in which case he will not be subject to cross-examination nor will any conclusion be drawn there from.

G. Availability of Witnesses--Since the Board of Education does not have subpoena powers, the hearing officer will not have the authority to subpoena any witnesses to the hearing but shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or legal representative.

H. Record--The proceedings of the hearing shall be recorded at the expense of the school district pending all of the disposition of the matter.

I. Multiple Parties--When more than one student is charged with violating the same rule or having acted in consort with others and when the alleged facts appear to be substantially the same for all such students, a single hearing may be conducted for such students if in the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved.

If during the conduct of such a hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each or any of said students.

J. Within a reasonable time after the conclusion of the hearing the hearing officer shall prepare and submit to the superintendent of schools his written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendation may range from no action, through the entire field of counseling, to long-term suspension, expulsion or mandatory reassignment.

K. Review by Superintendent--The superintendent of schools shall review the findings and recommendation of the hearing officer and in his discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the sanctions to be imposed. However, the superintendent may not impose a more severe sanction than that imposed by the hearing officer.

L. Notice of Determination--Written notice of the findings and recommendations of the hearing officer and the determination of the superintendent of schools shall be made by certified or registered mail or any personal delivery to the student, the student's parents or guardian. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the superintendent shall take immediate effect.

M. Appeal to Board--The student, student's parents or guardian may within fifteen (15) school days following a hearing, submit to the superintendent of schools or the secretary of the Board of Education, a written request for review by the Board of Education.

N. Review by Board of Education--Upon receipt of the request for review of the superintendent's determination, the Board of Education shall either at or before the next regularly scheduled meeting of the Board, hold a hearing on the matter. Such hearing shall be made on the record except that the Board may admit new or additional evidence to avoid a substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education may withdraw to deliberate privately upon the record of any new evidence. Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise during such deliberations which require additional evidence, the deliberating body may reopen the hearing to receive such evidence, subject to the right of all parties to be present. A record of any such new or additional evidence shall be made and shall be considered as a part of the record. Based upon the evidence presented at the hearing before the hearing officer, and such new or additional evidence, the Board of Education shall make a final disposition of the matter. The Board may alter the superintendent's disposition of the case if it finds his decision to be too severe but it may not impose a more severe sanction.

Bomb Threat Procedures

I. When a bomb threat phone call comes in the office, personnel should not hang up the phone. LEAVE THE PHONE OFF THE HOOK. Note the time of the call and any details about the call, such as, man's voice, woman's voice, what was exactly said, and any other comments.

II. Immediately notify the administration - superintendent, high school principal, or elementary principal. The administration will immediately notify the David City Chief of Police and/or Butler County Sheriff.

III. The administration will use the bomb threat procedure to initiate building evacuation. Each staff member should take a quick look around their room (do not move anything - just look) for anything that seems unusual or not normally in the room. If something suspicious is noticed, that staff member should report it to the administration as exiting the school.

The elementary school will move to the basement of the Redeemer Lutheran Church, Bellwood Elementary will move to the Bellwood Methodist Church and the high school will move to St. Luke's Methodist Church. The secondary site for the David City Schools is the David City Auditorium and for Bellwood is the Bellwood Fire Department.

IV. The administration, custodians, and the person who took the call will meet with the Chief of Police to assess the situation.

V. Building searches will be conducted under the supervision of the Chief of Police, and/or Butler County Sheriff, or State Patrol Bomb Squad.

CARE OF THE ROOM

1. A teacher's personality is expressed the way he/she keeps house in his/her own room.

2. The following suggestions may be of value:

- a. Keep your desk clean inside and out.
- b. See that the books in the cupboards and in the bookcases are neatly arranged.
- c. See that pupils are neat and orderly.
- d. Your marker boards should show evidence of cleanliness.
- e. Bulletin boards should be used for that purpose, and not for writing.
- f. Writing on desks should be checked, and removed if it does occur.
- g. When leaving the building at the end of the day, leave your room in perfect order.
- h. Do not let students sit on the desk tops.
- i. Be sure to lock the windows in your room and adjust the shades before you leave at night. If you leave the building after 5:00 p.m., please make certain that the outside door is locked.

3. Floors should be kept clean and tidy for each succeeding teacher and class.

CEREMONIES AND OBSERVANCES

Commemoration of special days and events shall be arranged.

Appropriate exercises may be held for the following: Veteran's Day, Martin Luther King Day, President's Day, Flag Day, Memorial Day. **An educational program 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.

***The 2008-2009 Master Agreement negotiated between the Board of Education and the David City Education Association is located in the appendix at the end of this handbook. Information pertaining to conditions of employment, leave and compensation as well as the salary schedule is located in that document.**

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 following schedule:

- A. \$15.00-\$25.00 (dependant on number of games) Ticket takers/ticket sellers.
- B. \$10.00/Game Score keepers, clock operators, line judges (volleyball games)
- C. \$5.00/Hr. Workers for Wrestling Invitationals. (Approximately 8 Hours per meet.)

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 is to be notified before 7:00 a.m. so that a substitute teacher may be obtained. Please call between 6:00 & 6:30 a.m. if possible. It will be the responsibility of the building principal to obtain a substitute teacher.

2. [Personal Leave--See Salary Schedule Policies.](#)

3. [Professional Leave--See Salary Schedule Policies.](#)

4. Teachers who are absent will always notify their principal or the superintendent at the earliest convenient time.

5. All substitutes will be provided and approved by the principal or the superintendent.

6. [Grievance Procedure](#)

ADMISSION TO EXTRACURRICULAR EVENTS

All teachers and their families will be admitted to extracurricular events free.

CERTIFIED STAFF LEAVE REQUEST FORMS

It is the responsibility of the staff member to complete this form prior to the leave request 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 and personal days, the form is to be completed on-line.**

CERTIFIED STAFF PAYROLL (Policy adopted 1-10-83; revised 12-11-00)

Checks due on June 20 of any year shall be held the same number of days as days late in checking out at the close of the school year. Summer checks shall not be paid in advance unless the teacher is leaving the service of District 56 (with 30 days written notice prior to payroll date).

All full time employees, i.e. employees paid in 12 equal pay installments, will be paid their monthly salaries through a system of direct deposit (ACH--automated clearing house). Salary will be deposited through an electronic system coordinated through the accounting software utilized by the district and the board approved bank depository. Employees will receive a monthly itemization of gross salary, itemized deductions, and net salary. Employer and employees will submit needed documentation to complete such transactions. Part-time employees will have the option of utilizing the direct deposit process or receiving a traditional "paycheck.

CERTIFIED STAFF DUTY HOURS

Teachers are expected to be on call between the hours of 8:00 a.m. and 4:00 p.m. each day Monday through Friday and shall be on duty at their assigned responsibilities on those days from 8:00 a.m. to 4:00 p.m. except on Fridays or before holidays when they may be excused at dismissal, after students for whom you are responsible have left the building. (In addition, teachers may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participating in affairs under the direct sponsorship of the school in accordance with established policy and on as nearly equal basis as possible.

CERTIFIED STAFF NEBRASKA PUBLIC EMPLOYEES RETIREMENT SYSTEMS

ELIGIBILITY REQUIREMENTS FOR SCHOOL RETIREMENT SYSTEM:

1. All employees (certificated and non-certificated) 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 non-certificated) 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 so doing 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.

Following is an example of how to calculate withholding:

Employee's gross salary per month \$1000.00
Employee's contribution to retirement at 7.25% \$ 72.50 (.0731 x 1000.00)
Employer's contribution to retirement at 101% \$ 73.23 (1.01 x 72.50)
Social Security withholding at 7.65% \$ 76.50 (.0765 x 1000.00)
Computation of Federal & State income tax
Employee's gross salary per month \$1000.00
Less employee's contribution to retirement 72.50
Monthly salary subject to Federal & State income tax \$927.50

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. The Employee Contribution Rate for September 1, 2007 through September 30, 2008.

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 \$72,600. 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 building will have a Courtesy Committee representative for the 2008-2009 school year. The guidelines for the committee are as follows:

1. Flowers are to be sent to an employee or spouse who is hospitalized more than overnight.
2. Cards are to be sent to an employee's family when hospitalized. (A little token gift to a child instead, if so desired.)
3. Memorials in the amount of \$10.00 are to be sent to the following: parents, children, spouse, grandparents, brothers, sisters, brother-in-laws, sister-in-laws, parents and grandparents of spouses.
4. Employees should notify committee members of any illness or death that would be covered by any of the above.

Under this plan we do not have to make a contribution each time, and it can be handled quickly.

CRISIS RESPONSE TEAM

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.

David City Public Schools

Crisis Response Team

POLICY

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.

OBJECTIVES

1. Provide an organized procedure to use should a crisis occurs involving a student or member of the staff.
2. Maintain a safe environment for students and staff.
3. Prevent escalations of rumors.
4. Communicate with staff, students, parents and the public.
5. Continue effective instruction and carry out established routines, rules, and regulations within the school building.
6. Meet special needs of individual students by working with parents, school staff, and specialists.
7. Provide support for those directly or indirectly involved.

8. Identify students at risk following a crisis.
9. Attempt prevention of imitative behavior in case of suicide.

GUIDELINES FOR A CRISIS

1. Upon notification of the death of a student or staff member, the superintendent, principal or secretary will notify the chairperson (Donna Behrns - David City elementary, Karen Papa - Bellwood elementary or Keith Byrkit -David City secondary) of the CRISIS RESPONSE TEAM.
2. The Principal will initiate a "call tree" to all faculty and support staff informing them of the death and request their attendance at a special faculty meeting.
3. The chairperson will initiate a "call tree" to crisis team members to notify them to meet.
4. At the meeting, the crisis team will evaluate the crisis and determine the extent of response.
5. A meeting with the Principal will follow crisis meeting, prior to the special faculty meeting to establish a crisis center in the faculty workroom of the designated school building for students.
6. The building chairperson will conduct the meeting in order to:
 - a. review facts and dispel rumors.
 - b. discuss plan for the day and direct faculty on how to proceed with the day.
 - c. direct faculty as to possible student reactions, how to deal with them, and inform faculty of crisis center location and times.
 - d. allow faculty/staff to express feelings and/or concerns
 - e. hand out announcements to be delivered to all classrooms during the same period
7. A designated crisis team member will contact officials (clergy, law enforcement, county attorney, or hospital) in order to get accurate information concerning the death.
8. The Superintendent will be in control of all media communications. When the Superintendent is not available, the Principal will take over media details.
9. A letter from the Principal will be sent home with each student. The letter will notify parents of the death, inform parents regarding stages of grief, list reading materials concerning death that are available within the school system, inform parents that no money will be collected from students at school for flowers, and inform parents what the school policy is.
10. The crisis team representative will conduct an after school staff meeting to:
 - a. identify possible at risk students.
 - b. review events of the day.
 - c. allow expressions of feelings and support.
 - d. announce funeral arrangements (if available).
 - e. inform staff on school policy to attend the funeral.

11. The Principal will arrange for substitutes needed for crisis team members in order to fulfill their responsibilities.

12. Crisis team members will remain available to deal with student need, parent concerns and staff concerns.

CRISIS TEAM MEMBERS' RESPONSIBILITIES

1. Team member who will verify information concerning death.

- a. Tricia Pinneo
- b. Brenda Siffring

2. Team member who will call the team together and conduct staff meetings.

- a. Keith Byrkit
- b. Donna Behrns
- c. Karen Papa

3. Team member who will put together the crisis team packet for staff members and distribute them each year.

- a. Donna Behrns
- b. Keith Byrkit
- c. Karen Papa

4. Team member responsible for all communications to staff and students. i.e. death statements, memos

- a. Judy Dubs
- b. Keith Byrkit
- c. Elizabeth Grosc

5. Team member who will coordinate the in classroom crisis responsibilities. To follow student schedule (in case of secondary student death) or replace teacher (in case of teacher death).

- a. Linda Carlson
- b. Donna Behrns
- c. Keith Byrkit
- d. Karen Papa

6. Team member who will be in charge of counseling center, contacting parents of exceptionally upset students, and determining extension of crisis center hours.

- a. Mark Schutt
- b. Amy Sander
- c. Tricia Pinneo
- d. Judy Dubs

- e. Elizabeth Grosc
- 7. Team member responsible for assisting Principal in preparing information to be sent home.
 - a. Tricia Pinneo
 - b. Brenda Siffring
 - c. Karen Papa
- 8. Team member responsible for contacting family of deceased with condolences and offer of assistance.
 - a. Keith Byrkit
 - b. Amy Sander
- 9. Team member who will coordinate funeral attendance by crisis team or staff members.
 - a. Donna Behrns
 - b. Keith Byrkit
- 10. Team member who will assist Principal in getting students into regular classes in order for teachers to read death announcement.
 - a. Mark Schutt
 - b. Linda Carlson
- 11. Team member who will do follow up. (i.e. anniversaries, accident dates)
 - a. Tricia Pinneo
 - b. Brenda Siffring
 - c. Karen Papa
- 12. Team members who will be responsible for clearing lockers and desks.
 - a. Donna Behrns
 - b. Keith Byrkit
 - c. Elizabeth Grosc

GENERAL RECOMMENDATIONS

1. In the event of a crisis, the school system will continue to function as normally as possible and will not close due to that death.
2. There will be no school sponsored activities concerning the death with the exception of the crisis center. (i.e. visiting the funeral home, attending the funeral, visiting the family)
3. All scheduled school activities should proceed as planned.
4. Students should not be dismissed from school unless a parent is notified.
5. Students may attend the funeral if their parents have notified the school office. (This information should be included in the letter to the parents.)

6. All memorials will be directed to the family and the family can then direct it to the Superintendent.
7. Class collections will not be taken for memorials. (This information should be included in the letter to the parents.)
8. Funeral or memorial services will not be held in the school during school hours.
9. This policy should be publicized as soon as possible and be put into the student handbook.
10. The David City Schools' Crisis Response Team members can be contacted regarding a crisis through either the Superintendent of Schools, building Principals, or personally at the following numbers.

Superintendent

Mr. Jerry Phillips Home 367- 3876
School 367- 4590 / 367-3187

David City Elementary Principal

James Bathen Home 367-3874
School 367-3779

Secondary Principal

Bill Lentz Home 367-4599
School 367-3187

Bellwood Center / MS Principal

Tom Jahde Home 538-3165
Bellwood School 538-4805
David City School 367-3187

Elementary Counselor

Tricia Pinneo Home 526-2333
Bellwood School 538-4805
David City School 367-3779

Secondary Counselor

Brenda Siffring Home 549-2572
David City School 367-3187

Keith Byrkit Home 367-6036

David City School 367-3187

Crisis Team Members

Donna Behrns Home 367-3348
Linda Carlson Home 367-6251

Judy Dubs Home 367-4244
Elizabeth Grosc Home 564-7044
Keith Byrkit Home 367-6036
Office 367-3859
Karen Papa Home 539-2007
Amy Sander Home 542-2207
Pastor Mark Schutt 367-0316

RESPONSIBILITIES

The responsibility of the crisis response team is to respond to and handle the crisis.

The responsibility of the administration and staff is to maintain the school in as normal a manner as possible.

Administrative Responsibilities

Superintendent:

1. Upon notification of a crisis, contact the crisis team leader immediately.
2. Assist crisis member in verifying information concerning crisis.
3. Initiate a calling tree for a pre-school staff meeting (if principle is unavailable).
4. Contact school board president.
5. Meet with crisis team after the initial team meeting but prior to staff meeting.
6. Prepare any necessary media communications.
7. Support the crisis team in their response to the crisis.
8. Continue to run the school as if it were a normal day.
9. Attend the after school staff meeting with the crisis team.
10. Handle any memorial requests according to school policy.
11. Keep crisis team leaders updated on events and circumstances(to inform staff).

Building Principal

1. Upon notification of a crisis, notify the crisis team leader immediately.
2. Notify the superintendent that the crisis team is in action (if first notified).
3. Assist in verifying information of crisis (if superintendent is unavailable).
4. Initiate a calling tree for a pre-school staff meeting (if possible).
5. Determine and hire substitute teachers for crisis team members.
6. Meet with the crisis team and Superintendent for the pre-school staff meeting.
7. Handle media if the superintendent is unavailable.
8. Assist the crisis member in preparing a letter to students' parents concerning the crisis. (including no flowers and memorials & parent notification of students attending funerals)

9. Assist the crisis member in getting students in regular classrooms for death announcement.
10. Be highly visible to show presence, support, and control of situation.

11. Identify students and staff in need of crisis center.
12. Hire substitute teachers for teachers attending funeral(s).
13. Remove the name of deceased from possible school mailing lists.

Staff

1. Attend pre-school staff meeting.
 2. Strictly follow instructions on reading death notice.
 3. Dispel any rumors.
 4. Lead class discussions to allow students to dialogue about death.
- See OPEN-ENDED QUESTIONS FOR CLASSROOM DISCUSSION
Ask counselors for additional materials.
5. Notify students as to the Crisis Counseling Center
 6. Identify students in need of counseling. See YOUNG PEOPLE AND GRIEF
 7. Escort or have another student escort distressed students to counseling center.
 8. Identify and admit own need for grief counseling. See TAKE CARE OF YOURSELF
 9. Generate activities to reduce impact of crisis.
 10. Structure and shorten assignments.
 11. Postpone testing.
 12. Encourage students to write letters or cards which can be brought to the counseling center for delivery to the family.
 13. State and reinforce the stability of a routine: ". . .school will go on." After allowing appropriate time for sharing of feelings and discussion, return to scheduled instructional activities each day.
 14. Notify counselors and members of the Crisis Team for further information.
 15. Suggest reading materials from the enclosed list on death.

OPEN-ENDED QUESTIONS FOR CLASSROOM DISCUSSION

1. What was it like for you when you heard the news?
2. Did/Will you discuss it at home? How did it go?/ How do you think it will go?
3. If you were a member of _____'s family, what do you think you would want at a time like this?
4. How can you students help each other through this?
5. What other losses have you experienced?
6. What do we know about how (cultural group) respond to this type of loss? How can we respond in ways that are culturally respectful?
7. Who can share a memory of the last time they saw _____?
8. Who can share a past memory they had with _____?

YOUNG PEOPLE AND GRIEF

The grieving process is a normal, natural, and healing result of loss; and pain is to be expected. Young people of all ages exhibit grief and reactions. Guilt, anxiety, anger, fears and sadness may be universal, and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of common reactions to loss may help you recognize behavior for what it is- - grieving.

POSSIBLE GRIEF REACTIONS:

*Anger.

*Aggression/acting out: starting fights, outbursts of temper, drop in grades, change of peer affiliation.

*Explosive emotions: gentle tears, wrenching sobs, extremes in behavior.

*Physiological changes: fatigue, trouble sleeping, lack of appetite, headaches, stomach pains.

*Idealization of the deceased.

*Sadness/emptiness/withdrawal: overwhelmed by feelings of loss when realizes person is not coming back; feels extremely vulnerable.

* Guilt/self-blame: "If only...." "Why didn't I ..."; feels responsible for the loss; seeks self-punishment.

*Disorganization: restless, unable to concentrate, uncontrollable tears, difficulty focusing.

*Relief: Natural feeling after long illness; can be difficult to admit; may think they are the only one so feels guilty.

*Lack of feelings: protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt.

HOW TO HELP A YOUNG PERSON EXPERIENCING GRIEF:

*Use the terms "died/dead/death" rather than phrases like "passed away" or "take from

us." Give an honest explanation for the person's death, avoiding cliches or easy answers. Straightforward, gentle use of the words helps a person confront the reality of the death.

*Explain and accept that everyone has different reactions to death at different times. The reaction might not hit until the funeral or weeks later.

*Reassure students that people grieve in different ways and that all responses are OK -- there is no "normal" way to react to a death. Give permission to cry. Let them know it's OK not to cry also.

*Permit or encourage the young person to talk about the person who has died. Both at the moment of loss, but especially after the funeral, this is a vital part of the healing process. Often we want to protect the first step of acceptance and of healing.

*Do not attempt to minimize the loss or take the pain away. Phrases like "Don't worry, it will be OK," "He had a good life," or "He is out of pain" are helpful. Grief is painful. There must be pain before there can be acceptance and healing. It is very difficult to do, but it is most helpful to acknowledge the person's pain and permit them to live with it without trying to take it away or make it "better."

*Encourage the young person to talk about their feelings. Encourage communication first in family, but also be aware of other support people such as clergy, school staff, trusted adult friends, trusted peers and crisis center staff.

* Discuss with the student what they can do to help each other
-- reach out to each other/listen to each other
-- accompany an upset friend to talk to someone
--let an adult know if a friend is very upset and might need to be sought out

*LISTEN with your heart. Listening to the feelings of the young person is most important. Listen through the silences. Your just being there, showing you care by your listening is more important than knowing what to say or even saying anything at all.

*Help the young person decide about attending the funeral. The funeral can be a way to say goodbye, but abide by the young person's wish and express understanding if she/he chooses not to go. Recommend the student consult parents first.

A GRIEVING PERSON NEEDS:

*To cry.

*To be held.

*To talk.

*To be listened to.

*To feel caring around them, to be with people they care about.

*To understand how others may react.

* To have all questions answered truthfully.

DON'T:

*give advice, be judgmental, criticize, blame.

*do most of the talking.

*lie or tell half-truths to others.

*use euphemisms like gone away, resting, asleep.

*be afraid to admit to a student that you don't know all the answers.

*avoid the student.

* minimize the loss.

*change the subject.

*use cliches such as, "Oh well, we all have to die sometime."

*say, "I know how you feel."

*believe a young person thinks the same as an adult.

*attempt to become a substitute for the deceased person.

*think that a student's busy activity level means she/he is being disrespectful or disinterested; she/he may simply need to move.

READING LIST

See: A list of reading materials that are recommended for assisting families in dealing with death. Those bookmarked by ** can be found in one the David City Public Schools' libraries.

[BOOKS FOR YOUNG CHILDREN](#), [BOOKS FOR INTERMEDIATE CHILDREN](#),
[BOOKS FOR OLDER CHILDREN](#), NONFICTION FOR [Young Adults AND ADULTS](#),
[BOOKS FOR PARENTS](#)

BOOKS FOR YOUNG CHILDREN

Buscaglia, Leo. *The Fall of Freddie the Leaf*
The story of how life itself is immortal.

Carlstrom, Nancy White. *Blow Me A Kiss, Miss Lilly*.
The death of an elderly friend.

Clifton, Lucille. *Everett Anderson's Goodbye*.
A young child struggles through the stages of grief after his father's death.

Cohn, Janice. *I Had a Friend Named Peter*.
A young child's best friend is killed in an accident.

**DePoala, Tom. *Nana Upstairs and Nana Downstairs*.
Dealing with the death of a grandparent.

Fassler, Joan. *My Grandpa Died Today*.
The death of a grandfather.

Gould, Deborah. *Grandpa's Slide Show*.
Family memories are important after the death of a grandfather.

**Johnson, Joy and Marv. *Where's Jess?*

Powell, E. Sandy. *Geranium Morning*
A young child deals with the death of his father.

Sanford, Doris. *It Must Hurt A Lot*.
A child's pet dog dies.

**Stiles, Norman. *I'll Miss You Mr. Hooper*.
The death of a very special Sesame Street Friend.

Tejima. *Swan Sky*.
The life and death of a young swan.

**Wilhelm, Hans. *I'll Always Love You*.
A little boy's pet dog dies.

**Varley, Susan. *Badger's Parting Gifts*.
Badger's friends deal with his death.

NONFICTION FOR YOUNG ADULTS AND ADULTS

**Hendin, David. *Death as a Fact of Life*.

**Landau, Elaine. *Death Everyone's Heritage*

**Langane, John. *Death Is A Noun*.

**Lifton, Robert Jay. *Living and Dying*.

**Moody, Raymond A. *Life After Life*.

**Richter, Elizabeth. *Losing Someone You May Love*.
Psychological aspects when a brother or sister dies.

**Veninga, Robert L. *A Gift of Hope*

Why do some people survive a crisis while others give up? A Gift of Hope is a book that goes to the spiritual and emotional core of heartbreak as it attempts to answer these crucial questions. A Gift of Hope navigates us through grief.

BOOKS FOR PARENTS

Alderman, Linda. *Why Did Daddy Die?*
Helping children cope with the loss of a parent.

Gaffney, Donna A. *The Season of Grief*.
Helping children work through loss.

Gravelle, Karen and Charles Haskins. *Teenagers Face to Face with Bereavement*.
Helping teenagers work through loss.

Lombardo, Victor S. and Edith Foran. *Kids Grieve Too*.

Rofes, Eric. *The Kids Book About Death and Dying*.
By and for kids.

Wass, Hannelore, and Charles A. Corr. *Helping Children Cope With Death*.
Guidelines and Resources.

BOOKS FOR OLDER CHILDREN

**Angell, Judie. *Ronnie and Rosey*.

Newly arrived at Uniondale's Junior High, 13 year-old Ronnie meets Robert rose (Rosey) and

Eve Racanelli. The three become a tight group, a comedy team they call the three R's. Suddenly things change drastically.

**Bios, Joan. *A Gathering of Days*.

Journal of a 14-year-old girl. It records daily events of her small New Hampshire town, her father's remarriage, and the death of her best friend.

**Blume, Judy. *Tiger Eyes*.

Davey and her family move to New Mexico to try to recover from the death of her father. Slowly she realizes she must hold on to her father's love rather than dwell on his death.

**Brown, Irene. *Answer Me, Answer Me*.

When gram, her only relative dies, Bryan leaves home for the first time to seek the family she's never known.

**Cleaver, Vera. *Where the Lilies Bloom*.

A spunky 14-year-old girl holds her orphaned family together after the death of their father.

**Cormier, Robert. *The Bumble Bee Flies Anyway*.

Sixteen year-old Barney Snow has only fleeting memories about his past. Now he is a voluntary patient at the institute for experimental medicine.

**Craven, Margaret. *I Heard the Owl Call My Name*.

A moving account of a young vicar, fatally ill, working among the Indians.

Forman, James. *The Big Bang*.

The death of an older brother.

**Greenbert, Jan. *A Season In-between*.

At a time when her life is consumed by the exhausting task of growing up, Carrie's stable home life is drastically altered.

**I'Engle, Madeleine. *A Ring of Endless Light*.

Vicky Austin is filled with strong feelings as she must deal with death. . . and life.

**Mazer, Harry. *The Island Keeper*.

Devastated by her sister's death and unable to deal anymore with her manipulative and uncaring father and grandmother, Cleo runs away to a deserted island her father owns in Canada where she hopes to prove herself.

**Mazer, Harry. *When the Phone Rang*.

The phone rings, and Billy, along with his brother and sister, are told their parents are dead.

**Mazer, Norma Fox. *After the Rain*.

After discovering her grandfather is dying, fifteen-year-old Rachel gets to know him better than ever before and finds the experience bittersweet.

Naughton, Jim. *My Brother Stealing Second*.
The death of an older brother.

**Oneal, Zibby. *A Formal Feeling*.
Haunted by the death of her mother, Anne isolates herself from family and friends and tries to lose herself in jogging and ice skating.

**Peck, Richard. *Father Figure*.
The sudden death of his mother forces 17-year-old Jim to come to grips with his feelings about his father, who deserted him and his young brother long ago.

**Peck, Richard. *Remembering the Good Times*.
Trav, Buck and Kate are best friends. But in beginning their high school years, they find the transition to be shaky. When one commits suicide, the surviving two ask themselves and society: How well did we know our best friend?

**Peck, Richard. *Close Enough to Touch*.
Matt Moran lost Dory, his first and only love. He's trapped holding on to the yesterday that was Dory and doesn't want to get out. That is, until he meets Margaret Chasen, who refuses to indulge his self-pity.

**Peck, Richard. *A Day No Pigs Would Die*.
The story of a 12 year-old Shaker farm boy who learns through the crisis of slaughtering his pet pig, to assume responsibilities forced on him shortly thereafter by his father's death.

**Strasser, Todd. *Friends Till the End*.
David comes to an understanding of death through his friend Howie who is coping with leukemia.

Ure, Jean. *One Green Leaf*.
Teenage friends deal with the loss of a friend.

Winthrop, Elizabeth. *Knock, Knock, Who's There?*
Sixteen year-old Sam and his younger brother, Michael, mourn their father's death. The boys and their mother live together like strangers. They come to understand that their mother needs help and begins to see how much they all really need each other.

BOOKS FOR INTERMEDIATE CHILDREN

**Blume, Judy. *Tiger Eyes*.

Davey and her family move to New Mexico to try to recover from the death of her father.

**Byars, Betsy. *Good-bye, Chicken Little*.

*Clifford, Eth. *The Remembering Box*.

The death of a grandmother, family love and tradition.

**Creehe, Sharon. *Walk Two Moons*.

Donnelly, Elfie. *So Long, Grandpa*.

The approaching death of a grandfather and the relationship he shares with his grandson.

**Jukes, Mavis. *Blackberries in the Dark*.

A young man's visit to his grandmother's home brings back memories of his grandfather who died in spring.

**Marino, Jan. *Eighty-eight Steps to September*.

Dealing with terminal illness and the death of a sibling.

Orgel, Doris. *Whiskers Once and Always*.

A young girl's pet dies.

**Paterson, Katherine. *Bridge to Terabithia*.

A fourth grade boy deals with the death of his best friend.

**Simon, Norma. *We Remember Philip*.

*Smith, Doris Buchanan. *A Taste of Blackberries*.

The loss of a special friend.

**Stevens, Margaret. *When Grandpa Died*.

DISMISSING OF CHILDREN

Children who leave school at a time other than the regular dismissal time are to be dismissed to parents through the office. Dismissal notes from the parents should be brought to the school in advance and sent to the office for approval.

EFFECTIVE COMMUNICATION

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 LOAN

Equipment may only leave the building upon administration approval.

FIELD TRIP GUIDELINES

The following guidelines should be used when planning a fieldtrip:

1. Educational in nature and related to curriculum.
2. Reasonable in distance.
3. Well-planned and supervised.
4. Parents should be involved.

Duties of Board of Education

1. Operate the Public School

The Board of Education shall carry out the duties imposed on it or authorized by law. It shall also determine policies and programs which are for the purpose of providing the best schools and educational programs possible for pupils of the district and surrounding area.

Qualifications of the David City Public Schools shall always be maintained above the minimum standards set by the North Central Association of Colleges and Secondary Schools and the State Department of Education.

2. Superintendent of Schools

The Board shall employ a superintendent of schools, who shall serve as the executive officer of the Board and as head of the school system.

3. Official Actions

Official actions may be taken only at a regular or special meeting of the Board. In cases of emergency, the superintendent, secretary or president may poll members individually on actions to be taken, but such actions shall be ratified in official manner at the next meeting of the Board. A Board member or group of Board members as individuals cannot give a decision on matters affecting the school to residents of the district, patrons of the school, teachers, employees, pupils or persons having business with the school when not in a regular or special meeting of the Board, unless authorized by the Board to do so. Action on matter shall be taken only after hearing the recommendations of the superintendent.

In general practice, whenever a teacher or other school employee, resident of the district, school patron, pupil or person having business with the school makes a request to a Board member as an individual for some action or a change in some action on the part of school officials or the Board, the member should be willing to listen to such requests but cannot commit himself or herself to a course of action until the matter is presented in a Board meeting;

The Board member should urge the person also to discuss the matter with the superintendent of schools. A policy shall be established on the effective management of complaints.

- a. To delegate to the superintendent responsibility for all administrative functions, except those specifically reserved through Board policy for the Board chairperson. Those reserved areas might include: conducting Board meetings and public hearings, approving the agenda and minutes of other activities incidental to, and associated with serving as presiding officer of the Board.
- b. To support the superintendent fully in all decisions that conform to professional standards and Board policy.

- c. To hold the superintendent responsible for the administration of the school through regular constructive written and oral evaluations of the superintendent's work. Effective evaluation is an ongoing effort and should be linked to goals established by the Board with the assistance of the superintendent.
- d. To provide the superintendent with a comprehensive employment contract.
- e. To give the superintendent the benefit of the Board's counsel in matters related to individual Board members' expertise, familiarity with the local school system and community interests.
- f. To hold all Board meetings with the superintendent or a designee present.
- g. To consult with the superintendent on all matters, as they arise, that concern the school system and on which the Board may take action.
- h. To develop a plan for Board/Superintendent communications.
- i. To provide the superintendent with sufficient administrative help, especially in the area of monitoring teaching and learning.

4. Election and Employment of School Personnel

All teachers and other school employees shall be employed by the Board of Education through official action taken at a regular or special meeting of the Board of Education. Except for his own election, the Board shall not appoint or elect any person to a regular position until it has first received from the superintendent of schools a recommendation for a person or persons to fill the position.

Organization and Meetings of the Board of Education

1. Organization

The Board shall elect from among its members in January of each year a president and a vice president. A secretary shall also be designated by the Board, who may be a member of the Board, the superintendent of schools, or an employee of the Board of Education.

The treasurer of the school shall be designated by the Board in January of each year. The treasurer shall be paid an amount set by the Board of Education.

2. Committees

The Board of Education shall appoint from its members a committee of three, to be known as the committee on Americanism as indicated by part 79-213 of Nebraska School Laws in June of each year. The Board shall also appoint any other committee required by law. However, no standing committees of any other type shall be appointed. Special committees may be appointed to perform some particular duty or responsibility. A special committee will cease to function when its duty has been performed.

3. Compensation

Members of the Board of Education shall not receive compensation, nor will they receive expense money for attending meetings of the Boards of Education. The Board may authorize expenses of its members to attend National, State or Regional meetings of Board of Education organizations, or other professional educational conferences, or to visit other schools to examine their plants or programs.

4. Time of Meetings

Regular meetings of the Board will be held normally on the second Monday of each month at 7:30 p.m. Meetings may be held prior to the second Monday by Board action. Special meetings may be called by the President or by two Board members, with notice given to all, as provided by law.

5. Order of Business, Regular Meeting

Unless altered by the Board itself, the order of business at a regular meeting shall be:

- a. Reading of minutes by previous regular meeting and any intervening special meetings by the secretary.
- b. Approval of minutes.
- c. Action on bills presented by the secretary.
- d. Consideration of agenda matters pending before the Board.
- e. Presentation of new items for Board consideration by superintendent and/or Board members.
- f. With the approval of the Board, receive reports from school personnel, faculty committees or community groups

6. Order of Business, Special Meeting

Unless altered by the Board, the order of business at special meetings shall be:

- a. Statement of purpose of meeting.
- b. Consideration of agenda for which the meeting was called.

7. Meetings Public

All regular and special meetings of the Board shall be open to the public as provided by law.

8. Executive Sessions

By a majority vote, the Board of Education may hold executive sessions of the Board during the regular and special meetings. Only persons authorized by the Board may attend executive sessions.

9. Audit

All books of account and general financial records of the David City Public Schools shall be audited annually. This audit shall be made by a firm of auditors approved by the State Department of Education. The auditing firm shall furnish a complete financial statement of the district after each audit.

10. Bonding

The treasurer and other personnel who are responsible for school funds shall be appropriately bonded at a sum to be determined by the Board of Education.

GRIEVANCE PROCEDURE

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.

Definition of terms

1. Grievance - Claim based upon an event or condition which affects the welfare and/or terms and conditions of employment of a teacher, or group of teachers, and/or the interpretation, meaning or application of any of the policies, rules, regulations or terms of this agreement.
2. Grievant - Teacher or group of teachers making the claim.
3. Party in interest - Teacher or group of teachers making the claim, and any person who might be required to take action, or against whom action might be taken, in order to resolve the claim.
4. The term "days" shall mean days when school is in session except that when a grievance is filed on or after May 15, "days" shall refer to Mondays through Fridays, excepting legal holidays.
5. No grievance shall be recognized unless it is filed at the appropriate level within fifteen (15) days after the occurrence of the event which is the subject of the grievance.
6. The inclusion of time limits in this policy is for the purpose of insuring prompt actions. In circumstances where the grievant does not pursue the next step of the procedure within the time period specified, unless there is a mutually agreed extension of time, the grievance shall be deemed settled and no further action shall be required. In the absence of a written reply to a grievance by the appropriate administrator within the required time period, the grievance shall be considered to have been denied and the grievant may submit the grievance in writing to the next level.
7. No reprisals of any kind shall be taken against any employee who utilizes the grievance procedure.

8. All grievance meetings and hearings under this procedure shall be conducted in private and shall only include the administration's representatives and the grievant and his/her designated representatives. All parties shall have the right to record the proceedings of any hearing or meeting at all formal steps of the grievance procedure. Hearings before the Board of Education shall be closed, unless both parties agree to an open meeting.

PROCEDURES

Level One

The grievant shall first make an appointment, within 15 days of the incident, to discuss the matter with his or her principal or immediate supervisor. Every effort will be made to resolve the grievance informally at this level. The principal or immediate supervisor shall give an oral response to the grievant within five (5) days after the initial discussion.

Level Two In the event the grievant is not satisfied with the disposition of the grievance at Level One, the grievant shall put the grievance in writing, sign it, and submit it to the principal or immediate supervisor within five (5) days after the oral response at Level One. The principal or immediate supervisor must submit a written answer within five (5) days after receipt of the written grievance.

GRIEVANCE FORM A

Step 2
FORMAL GRIEVANCE PRESENTATION

(To be completed by aggrieved person)

AGGRIEVED PERSON DATE OF FORMAL PRESENTATION

HOME ADDRESS OF AGGRIEVED PERSON

SCHOOL _____ PRINCIPAL _____

SUBJECT AREA OR GRADE _____

NAME OF ASSOCIATION SCHOOL

REPRESENTATIVE _____

STATEMENT OF GRIEVANCE:

ACTION REQUESTED:

(Signature of Aggrieved)

Type or Print

DECISION OF PRINCIPAL

(To be completed by principal within 3 days of formal grievance presentation)

AGGRIEVED PERSONS _____

DATE OF FORMAL GRIEVANCE PRESENTATION _____

SCHOOL _____ PRINCIPAL _____

DECISION OF PRINCIPAL (OR OTHER ADMINISTRATOR) AND REASONS THEREFORE:

DATE OF DECISION _____ (Signature of Principal)

AGGRIEVED PERSON'S RESPONSE: (To be completed by aggrieved within 3 days of decision.)

I accept the above decision of principal (or other administrator).

I hereby refer the above decision to the Association's Professional Rights and Responsibilities Committee for appeal to the superintendent of schools.

DATE OF RESPONSE _____

(Signature of Aggrieved)

Level Three

In the event the grievant is not satisfied with the resolutions of the grievance at Level Two, the grievant may submit the written grievance within five (5) days thereafter to the superintendent. The superintendent of schools will respond in writing to the written grievance within five (5) days thereafter.

GRIEVANCE FORM B
Step 3

FORMAL GRIEVANCE PRESENTATION
(To be completed by aggrieved person)

AGGRIEVED PERSON _____

DATE OF PRESENTATION _____

HOME ADDRESS OF AGGRIEVED PERSON _____

SCHOOL _____ SUPERINTENDENT _____

SUBJECT OR GRADE _____

NAME OF ASSOCIATION SCHOOL REPRESENTATIVE _____

STATEMENT OF GRIEVANCE:

ACTION REQUESTED:

_____ (Signature of Aggrieved)

Type or Print

DECISION OF SUPERINTENDENT

(To be completed by superintendent within 5 days of formal grievance presentation)

AGGRIEVED PERSONS _____

DATE OF FORMAL GRIEVANCE PRESENTATION _____

SCHOOL _____ SUPERINTENDENT _____

DECISION OF SUPERINTENDENT (OR OTHER ADMINISTRATOR) AND REASONS THEREFORE:

DATE OF DECISION _____

(Signature of Superintendent)

AGGRIEVED PERSON'S RESPONSE: (To be completed by aggrieved within 3 days of decision.)

_____ I accept the above decision of superintendent.

_____ I hereby refer the above decision to the Association's Professional Rights and Responsibilities Committee for appeal to the Board of Education.

DATE OF RESPONSE _____

(Signature of Aggrieved) _____

Level Four

In the event the grievant is not satisfied with the disposition of the grievance at Level Three, the grievant may submit the written grievance to the Board of Education who will convene a grievance committee. The grievance committee will consider all relevant evidence presented in connections with the grievance and may request individuals to testify before the committee. Within twenty (20) days after receipt of the written grievance, the grievance committee shall report to the Board of Education, and within five (5) days the Board of Education shall provide written response determining what action, if any, should be taken to resolve the grievance.

GRIEVANCE FORM C
Step 4

REVIEW BY BOARD OF EDUCATION

AGGRIEVED PERSONS _____

DATE OF FORMAL GRIEVANCE PRESENTATION_____

PR AND R COMMITTEE REFERRAL TO BOARD:

_____The attached Grievance is hereby appealed to the Board of Education for a review and hearing.

(Signature of Grievant)

DATE OF REFERRAL TO BOARD_____

(Signature of PR AND R Chairman)

BOARD RESPONSE: (To be completed by Board of Education Chairman within 5 days after Board hearing with aggrieved and Association and R Committee representatives; Board hearing to be held within 25 days after receipt of appeal.)

DATE APPEAL RECEIVED BY BOARD OF EDUCATION_____

DATE HEARING HELD BY BOARD OF EDUCATION_____

DECISION OF BOARD OF EDUCATION AND REASONS THEREFORE:

DATE OF DECISION_____(Signature of Board Chairman)

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.

Before you assign a topic for reports or special study, please check with the library media specialist to see what materials are available. If the supply is limited, ask to have the books placed on reserve.

The specialist would like to work with you and your class before your class does any research projects. We are not teaching library skills classes stand alone units but are trying to tie them into assigned projects.

Since the Media Specialist is not always in the building, please verify that someone will be in the library to supervise students prior to sending them to the library. Do not send students to the library with nothing to work on and make sure they have a pass.

When you check out materials and equipment please return them as soon as you are finished.

LUNCH AND LUNCHROOM RULES

The cost of meals at the lunch room for grades K-6 is \$1.75 or \$8.75 per week, for grades 7-12 is \$2.00 or \$10.00 per week, and for adults it is \$2.75 per day or \$13.75/ per week. *Extras are \$0.75 each/smaller portion \$0.50.* Breakfast is \$1.00 for students K-12 and \$1.50 for adults. On inclement weather days students will remain in their classroom and the teachers and paras will supervise.

Keep the grade order in going to the lunchroom, beginning with Grade 1. Teachers remain with your group until they are into the lunchroom.

Lunchroom Rules

1. No food is to be taken from the lunchroom.
2. No trading of food, including milk.

Please go over these rules with your students. Encourage the children to use their manners. It is your duty as well as the lunchroom supervisors' to correct any misbehavior.

MULTICULTURAL EDUCATION POLICY

Rationale:

The United States of America is a nation of individuals who have roots throughout the world. It is also a society of many racial, ethnic, language and cultural groups. An appropriate acknowledgment and appreciation of these facts, along with a development of a sense of self-esteem and respect for the dignity and worth of all people are among the goals of education in a free society.

The school should prepare its students to appreciate, support and function in a pluralistic society. Through the perspective of multi-cultural education, educators can recognize and provide for that diversity within the curriculum, instruction, guidance and staff development components of the school program.

Policy:

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 historical and modern-day United States of America by observing the following objectives:

1. To select materials and methods that will eliminate bias and stereotype in our schools.
2. To conduct in-service programs for our staff that will help them to understand a multicultural approach and to reflect it in their teaching and administrative duties.
3. To encourage all students to grow in self-esteem and to understand and develop their academic and human potential.
4. To guard against the grouping of students that reflect racial, ethnic, language and cultural bias.

PARKING

Do not park your car in the visitor parking area on the eastside of the high school, or in the gravel parking lot on the west side that blocks other cars. Please do not double park in this lot and leave enough parking space for the unloading area. The parking lot on the east side of the school is for authorized or handicapped parking only. Parking spots are available through the Student Council.

PARTIES

1. All classes and organizations desiring to hold a school activity shall present their plans to the principal before the activity, including the name of the teachers acting as sponsors. Approval must be obtained from the principal before the event is scheduled. Be sure to have your event on the weekly school calendar or in the Double or Triple Scoop.

2. Care should be taken that excessive levies are not assessed for school parties.
 3. Any student event, party, trip and so forth must be requested by the sponsor. Approved events will be scheduled and published in the Scoop. This procedure will avoid all schedule conflicts which might otherwise result.
- All expenses involved in such events must be met by assessment or admission charge. No assessment or admission charge is to be required of guests or sponsors.
- Parties will be scheduled, whenever possible, on evenings preceding non-school days. Parties held on such evenings terminate at 11:00 p.m. Parties on evenings followed by school days will terminate at 10:00 p.m.
4. In making arrangements for these school functions, the routine of the school should not be disturbed.
 5. If you need a bus or buses for an out-of-town or evening activity, you must make arrangements with the superintendent. All activities during the school day are made with the principal.

SCHOOL FUNDS

1. 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.
2. Annually (and at times requested by the Board) the superintendent will submit to the Board a report of receipts, disbursements and the balance of the activity fund and of the accounts comprising the fund.

Class Dues will not be assessed. Students can be assessed their share of an expense as a last resort.

PERSONNEL COMPLAINT PROCEDURES

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.

The following procedures will be followed in implementing this policy:

1. Complaints against faculty members shall be filed with the building principal. The school board shall be notified of all complaints.

2. All complaints must be filed in writing with the building principal within ten (10) working days of an incident during the school term or within ten (10) working days of an incident during the school term or within ten (10) working days of the conclusion of the school year.

3. Upon receipt of a signed complaint against any faculty member, the principal shall meet privately with the faculty member and discuss the complaint. The faculty member may respond to the complaint in writing. The principal shall have the right to request any written documentation from either party he deems necessary in considering the proper solution.

4. If the principal feels that the complaint has grounds for further action, a meeting may be held between the principal, faculty member, superintendent and complaining party. The principal shall write a summary report of this meeting and distribute copies to all parties involved.

5. If the faculty member, superintendent, or complainant feels the complaint has not reached a satisfactory solution, the complaint may be brought to the school board for further consideration.

6. Each teacher, at the beginning of the school year, shall be apprised of the process outlined above.

7. Any decision made by the board under this policy shall be final.

DAVID CITY PUBLIC SCHOOL PERSONNEL COMPLAINT FORM

When did this occur? (Be specific)

What or Who are the source/sources of this complaint?

If this employee requests a hearing before the Board of Education would you be willing to testify before the Board regarding this complaint?

DATE OF COMPLAINT FILING

SIGNATURE OF COMPLAINANT

PROFESSIONAL GROWTH

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 recertification 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 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.

"Professional Growth Committee" - A Professional Growth Committee will be appointed by the Superintendent. The make-up of the committee will consist of our three principals and six teachers. Each building will have equal representation. The terms of committee members will be two years.

"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.

PROFESSIONAL ACTIVITY	MAXIMUM POINTS ALLOWED PER YEAR	MAXIMUM POINTS ALLOWED PER PERIOD (6 YEARS)
<u>Formal Class work</u>		
College or university courses*	24 (1 semester hour = 4 pts.)	24
Auditing courses	4 (1 semester hour = 1 pt.)	4
<u>Professional Meetings</u>		
Curriculum Conferences & Conventions	4 (1 pt. per day) Can include Assessment Development	8
Workshops	4 (Must be applicable to Professional assignment - 1 pt. for each 1/2 day)	12
TV & Radio In-Service Programs	4 (1 pt. for every 6 hours viewing or listening)	4
In-service	1	6
Professional Presentations	4 (Number of points to be determined by Growth Committee)	4
<u>Other Approved Activities</u>		
Research	4 (Number of points to be determined by Growth Committee)	4
Publication	4 (Number of points to be determined by Growth Committee)	8
Travel	2 Unique travel experiences for self, with or without students	6
School Visitations other than DCPS	2 (1 pt. per day)	4
Summer employment	2 (Activities directly related to the educator's field--200 hrs. equal 1 pt.)	4
Serving as a Cooperating Educator	6 Only one time in six year period	6
Coaching Clinics	Does not fit criteria	

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.

REPORTING OF SUSPECTED NEGLECT AND ABUSE

The District does expect teachers to follow the statutory requirements for the reporting of suspected child abuse and neglect. Generally this should involve reporting to the building principal for documentation and reporting. No teacher should, however, think that they are barred from good-faith reporting directly to The Department of Health and Human Services.

RELATIONSHIP TO EXTRACURRICULAR ACTIVITIES

1. Each teacher is responsible for the supervision and welfare of his/her group during scheduled activities.
2. Use of school building:
 - a. The buildings may be used during the day for regular school purposes as planned in the Daily Class Schedule. Teachers may return at other times, but are not to have pupils return without permission from the school administration.
 - b. Unsupervised students should not be in the building after 4:00 p.m.
 - c. All evening or weekend group meetings are to be scheduled in advance and the sponsor will complete a building use form (on line) to be approved by the school administration.
 - d. The last person to leave the building will be held responsible to see that all windows are closed, all lights are turned off and that all outside doors are locked.
3. Teachers sponsoring different school activities must keep in mind regular meeting dates that are scheduled so as not to take students out of one activity for another. Check the school calendar in the office.

RELATIONSHIP TO SCHOOL AND COMMUNITY

1. Community - Exhibit a spirit of friendliness and sociability and attend the organizations to which you belong--church, Jaycees, Commercial Club, Rotary, Lodge, Sertoma, etc.
2. School - Take an ACTIVE role in school activities. Your presence is appreciated at all school functions by participants and the community.

Things that can be done to help develop school morale:

1. Cooperate and show a desire to see other's points of view.
2. Refrain from criticism of one another. Look for good points.
3. Take a part in shouldering extra duties.
4. Show loyalty, genuine friendliness and willingness to lend a helping hand to one another.
5. Show a spirit of "one for all and all for one."
6. Give support in carrying out worthwhile and new ideas.
7. Approach one another with a sense of humor and recognition for all.
8. Take a real interest in activities sponsored by others, and help them in every way you can.
9. Recognize the successes of others.
10. 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 RED activity requisition form must be completed and given to Betty Betzen. The Sponsors of all clubs, classes or organizations MUST SIGN 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 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, Betty will complete a purchase order. If an emergency exists, Betty will make a telephone call or fax the order, staff members will NOT make the telephone calls.

When orders arrive, Betty 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

Pupils or school organizations may not, as a part of their school activities or work, sell commercial products, solicit subscriptions or advertising, solicit funds from the community except for their own publications or programs, or sell tickets to school-sponsored events or refreshments at school activities.

Groups may sell items or services where the people come to the seller. Students are not to go from door to door or business to business selling things which do not come under the Board of Education approved list.

ROOM /BUILDING MODIFICATION / ADDITION REQUESTS

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 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 may be subject to a background check for abusive or violent behaviors.

STUDENT ASSISTANCE TEAM

The specific guidelines for Student Assistance Teams (SAT), shall be as follows:

1. Teachers request a referral form from the school counselor (head of the SAT, and here after referred to as the Team leader) and mark it to show the areas of concerns. Second and third referrals are not only welcome but necessary. The teacher gives the completed form back to the Team leader.
2. Information gathering: Information is gathered by the Team leader. The proper forms are used to gather information about the student. Forms are given to others besides the person referring the student. The forms are to be returned to the Team leader in a timely manner. At this time, the PARENT IS CONTACTED by the Team leader and asked to provide information that may help with the referral. The CHILD IS ALSO VISITED WITH by the Team leader in order to gain the student's perspective on the concern.
3. A meeting time is established and the information gathered (see#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, the assistant leader, the principal, the referring teacher, other grade level teachers, previous year's teacher, and anyone else interested in assisting the child. Parents are welcome to be included in the process.
4. At the meeting, the **problem-solving** sheet will be used to guide the process. It will be the goal to pinpoint the specific problem and target ONE behavior 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 5-minute brainstorming session to suggest possible solutions will be held and all ideas will be written down (without discussion) for later consideration. After the brainstorming, the solutions suggested will be evaluated and a plan will be made. 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. A meeting sheet will be filled out and signed by all parties involved in the plan.

6. PARENTS WILL THEN BE CONTACTED AGAIN TO SHARE THE PLAN AND GAIN THEIR ASSISTANCE IF NEEDED.

7. At the follow-up meeting, the Team will review the interventions used, decide if they are working, make any modifications, or rewrite the plan completely. A gold follow-up sheet will be filled out and signed by all the parties involved. It will also be decided if another meeting is needed or if the plan will just be continued indefinitely.

8. PARENTS WILL BE CALLED AGAIN TO INFORM THEM OF THEIR CHILD'S PROGRESS.

STUDENT RECORDS (see also "Student Records" in High School Student Handbook)

1. The teacher is to keep a set of records electronically or in the daily class record book of the class recitations, tests, examinations and notebooks. This serves as a justification for the final grade, and in case of misunderstanding between the teacher and the pupil, or the teacher and parent, and assists in making the final grade for the permanent records. The Grade Book is to be turned in at the office at the end of the school year for permanent filing. Remember that a student should not be failed at the end of the school year if the pupil and the parent have not received warning during the year. Please use incompletes to indicate work not completed.

2. High school teachers will assist the principal in compiling the attendance record by making a correct report of class attendance for each period.

3. Report cards should be issued following each nine (9) week period.

- a. Reports should be accurately and conscientiously made. They represent a serious estimate of the pupil's degree of success.
- b. The teacher should be prepared to defend all decisions as given on the report to parents.
- c. Mid-term progress reports will be mailed to all high school students who show a change in grades or below average work at the mid-term of each term. Please send reports when students show improvement.

MILEAGE AND EXPENSES

The District will pay mileage and necessary expense on all school-related trips. This does not include meetings of associations or organizations. Expenses will be paid on trips with prior approval by the superintendent.

Special Education Grades

Grading should be flexible enough to allow for individual differences and graded accordingly. The students should be graded on their own ability with no comparison to other students. The regular teachers, in cooperation with the Special Education teacher, parents, administration, and student will determine the process for grading which will be outlined in the student's IEP.

Standardized Assessment of Concussion (SAC) Test

The Standardized Assessment of Concussion (SAC) Test was developed for athletic trainers, physicians, coaches, and other personnel faced with the responsibility of detecting concussion in athletes immediately after the injury and making decisions as to a player's readiness to return to play. Any DCHS student participating in athletics is required to have completed this test. The test will be given to all incoming seventh grade students and any new student that is participating in athletics. Taking the test establishes a baseline score that is standard for that athlete; if after a blow to the head the athlete cannot score within a certain range on the SAC test, he/she is withheld from competition. This test is not intended to replace a doctor, but to be another evaluation source for the coaching staff. (See also Student Illness and Accidents, Activity Injuries)

STUDENT PREARRANGED ABSENCES

(see also Attendance Policy in Secondary Student Handbook)

Any list turned in for students being gone for any reason must be turned in alphabetically. Example: Seniors--ABC; Juniors---ABC; Sophomores---ABC; Freshmen---ABC. These need to be turned in on the day before the absence. In the case of school sponsored activities, the sponsor will distribute a list of students who will be missing school to all teachers at least two days ahead of the activity. Teachers who have a student on the list whom they feel should not miss class will notify the sponsor immediately.

STUDENT DISCIPLINE

Reference each building's Student Discipline Plan located in the Student Handbook.

STUDENT ILLNESS AND ACCIDENTS

Illness

If any pupil develops symptoms of illness or is injured at school, the parent or guardian or some other person designated in the pupil's enrollment data by the parent shall be notified immediately and if deemed advisable by the school, such person shall be requested to come to the school and get the child. If that is not possible, a school employee may take the child to his/her home or the home of some other person. Unless the parent or guardian expressly forbids, in a case of dire emergency the school may call the physician designated in the enrollment data or a physician for administration of temporary relief.

Student Accident Reports

In cases where a student is involved in an injury accident on school premises or at school-sponsored activities, the accident should immediately be reported to the office. **A student accident report form will be completed by the instructor/supervisor.** One copy will be kept on file with the building principal and one copy will be filed in the student's file. This information is needed in completing insurance forms. Student Accident Report forms can be located in the Secretaries' Offices.

STUDENT INSURANCE

School insurance is offered to each David City Public School student every year. Forms for this insurance have been made available to the parents of each student registered in grades K-12 for the coming year. Students who wish the coverage should bring the envelope into the office and the secretary will receipt the money in and will handle the necessary paper work. Students should make their checks payable to the insurance company (not to the school).

SUPPLY SHORTAGES

Report any shortage of textbooks, workbooks or supplies to the office as soon as possible. Please turn in the name of the company ordered from, the name of the book, grade level and copyright date.

SUBSTITUTE TEACHERS

Contact the Principal as soon as possible when a substitute is needed. Teachers should contact the principal by 6:30 a.m.

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

TEACHER SUPERVISION RESPONSIBILITIES

It is the teacher's responsibility to inform his or her students of rules pertinent to classroom, hall, playground and lunchroom. It is imperative that teachers and the paras be consistent in their expectation of conformity to the rules.

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.

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.

Classroom Supervision

Always be in your classroom 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.

Teacher Supervision After School

Teachers will supervise the departure of students as assigned by the administration.

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.

TELEPHONE

Please use the telephone in the faculty workroom rather than the main office telephone.

Students are not to use the school phone unless absolutely necessary.

TEXTBOOKS

Textbook Selection (Administrative Policy, adopted March, 2003)

It shall be the policy of David City Public School to follow the procedure outlined below when selecting textbooks for the district.

Guiding Principles

- The curriculum determines what is taught, NOT the textbooks.
- Textbooks should be selected to match the curriculum that is approved by the teachers, the Subject Area Committee (SAC), administration and the School Board.
- Selection of a textbook identifies that textbook as one that covers a high percentage of the curriculum of a given subject.
- Additional materials will likely be needed to supplement textbooks.
- Textbooks will be purchased on a rotating basis, with selection aligned with the approved curriculum revision cycle.

Procedures

- The building principals/curriculum director will direct specific subject area teachers toward a review of their specific textbooks during the year their subject's curriculum is revised.
- Building principals and classroom teachers can receive assistance from the curriculum director when researching new textbooks for review.
- All teachers who will utilize the textbooks will make an analysis of textbook samples.
- The following generic format will be utilized to assist teachers in their analysis of textbook samples. This completed form should be presented when the recommended textbook is reviewed by the PMT.

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's 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 the PMT and administration, textbooks ten (10) years old or older should be replaced.
- No textbook will be replaced if less than 4 years old.
- 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.
- In the above circumstance, if one grade level or building is utilizing a textbook which meets the age requirement to retain and is approved as meeting the curriculum requirement, the grade or building utilizing a different textbook will obtain the approved textbook. If possible, the textbooks will be obtained through a company dealing in used books.
- All students should have their own textbooks if used regularly in class.

Adoptions and Timelines

September-March	Curriculum reviews and approvals by teachers, Curriculum Director, and BOE
January-April	Textbook review and selection by teachers, Curriculum Director, BOE*
May-June	Budget preparation and final administrative approval of purchase
June-July	Purchase order and receive

(end of new [3/03] policy)

Adoption*

Textbooks for use in school subjects shall be adopted by the Board of Education. The superintendent shall make recommendations to the Board for textbook adoptions based upon the recommendation of the Curriculum Director. If requested by the Board, they should make available copies of texts to be recommended for examination by Board members prior to action by the Board, and if the text 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

TRANSPORTATION

The pickup, vans and cars are available for use by the faculty. Please check with the Angie Moore when you want to use these vehicles. Keys need to be signed in and out of the office.

VISITORS IN THE SCHOOL

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, 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).

Special Education --Instruction

FREE APPROPRIATE PUBLIC EDUCATION:

The School District ensures that a free appropriate public education is available to all children with disabilities from birth through the school year in which the student reaches 21 years of age, including children who have been suspended or expelled from school.

The requirement to provide a free appropriate public education does not apply with respect to children aged 18-21 to the extent that State law does not require that special education and related services be provided to children with disabilities who, in the educational placement prior to their incarceration in an adult correctional facility were not actually identified as being a child with a disability under the IDEA or did not have an IEP under Part B of the IDEA.

CHILD FIND:

All children with disabilities residing in the School district, including children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical

method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

IDENTIFICATION, EVALUATION AND VERIFICATION:

The School District ensures that children with disabilities are evaluated in accordance with 92 NAC 51-006.

INDIVIDUALIZED EDUCATION PROGRAM:

The School District ensures that an individualized education program (IEP), or an individualized family service plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51- 007.

LEAST RESTRICTIVE ENVIRONMENT:

To the maximum extent appropriate, children with disabilities, including children in public and nonpublic institutions or other care facilities, are educated with children who are not disabled and special classes, separate school, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

PROCEDURAL SAFEGUARDS:

The School District ensures that children with disabilities and their parents are afforded the procedural safeguards required in 92NAC 51-009.

Procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of 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 clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. The School District will comply with such procedures as are required bylaw.

CONFIDENTIALITY:

The School District complies with the requirements contained in 92NAC 51-009 relating to the confidentiality of records and information.

TRANSITION FROM EARLY INTERVENTION SERVICES TO PRESCHOOL PROGRAMS:

Children participating in early intervention programs assisted under Part C of the Individuals with Disabilities Education Act, who will participate in preschool programs assisted under Part B of the Individuals with Disabilities Education Act will experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 51. By the third birthday of the child, an IEP, will be developed and implemented for the child. The School District will participate in transition planning conferences arranged for the child.

CHILDREN IN NONPUBLIC SCHOOLS:

CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS BY THEIR PARENTS: To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in non public elementary and secondary schools, provision is made for the participation of those children in special education and related services in accordance with the requirements contained in 92 NAC51.

The School District's policy relating to child find activities applies with respect to children with disabilities who are enrolled in nonpublic, including parochial, elementary and secondary schools.

CHILDREN PLACED IN OR REFERRED TO NONPUBLIC SCHOOLS BY THE SCHOOL DISTRICT: Children with disabilities in non-public schools and facilities are provided special education and related services in accordance with an individualized education program, at no cost to their parents, if the child is placed in, or referred to non-public schools or facilities by the School District as a means of carrying out the requirements of IDEA or any other applicable law requiring the provision of special education and related services to all children with disabilities. Children served by non-public schools or facilities as a result of a referral by the School District will have all the rights they would have if served by the School District.

PAYMENT FOR EDUCATION OF CHILDREN ENROLLED IN NONPUBLIC SCHOOLS WITHOUT CONSENT OF OR REFERRAL BY THE SCHOOL DISTRICT: The School District is not required to pay for the cost of education, including special education and related services, of a child with a disability at a non-public school or facility if School District made a free appropriate public education available to the child and the parent selected to place the child in such non-public school or facility.

If the parents of a child with a disability, who previously received special education and related services under the authority of the School District, enroll the child in a non-public elementary or secondary school with the consent of or referral by the School District, a court or a hearing officer may require the School District to reimburse the parents for the cost of the enrollment if the court or hearing officer finds that the School District had not made available a free appropriate public education to the child in a timely manner prior to that enrollment.

The cost of the reimbursement may be reduced or denied if at the most recent IEP meeting that the parents attended prior to the removal of the child from the School District, the parents did not inform the IEP team that they were rejecting the placement proposed by the district to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a nonpublic school at public expense; or ten(10) business days (including any holidays that occur on a business day), prior to the removal of the child from the School District, the parents did not give written notice to the School District of the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required if the parent is illiterate and cannot write in English, if compliance with the requirement would likely result in physical or serious emotional harm to the child, if the school

prevented the parent from providing the information or if the parents had not received notice required by 92 NAC 51-009 of the parents responsibility to provide notice to the School District. The reimbursement may also be reduced or denied if prior to the parents removal of the child from School District, the School District informed the parents, through the notice requirements described in 92 NAC 51-009, of its intent to evaluate the child(including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation.

The reimbursement may also be reduced or denied upon a judicial finding of unreasonableness with respect to actions taken by the parents.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT:

The School District ensures that all personnel necessary to carryout the requirements of the Individuals with Disabilities Education Act are appropriately and adequately prepared and to the extent that the School District determines appropriate the district will contribute to and use the Comprehensive System of Personnel Development of the State.

PERSONNEL STANDARDS:

The School District will make an ongoing, good-faith effort to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities, including, where there is a shortage of personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable course work necessary to meet the standards of the State.

PERFORMANCE GOALS AND INDICATORS:

The School District will use performance indicators established by the State to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates and graduation rates.

The School District will provide the Nebraska Department of Education with information necessary to enable the state to carry out its duties, including those duties relating to the performance of children with disabilities participating in special education programs under the Individuals with Disabilities Education Act.

PARTICIPATION IN ASSESSMENTS:

The School District ensures that children with disabilities are included in district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the School District develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in district-wide assessments and develops and, beginning not later that July 1, 2000, conducts those alternate assessments. The School District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities' participation in assessments.

SUSPENSION AND EXPULSION REPORTING:

The School District will report data to the Nebraska Department of Education to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Special Education -- Students

DISCIPLINE ACTIONS FOR SPECIAL EDUCATION STUDENTS

VIOLATION OF RULES FOR STUDENT CONDUCT

Special education students may be suspended for violation of student conduct rules to the same extent as other students, subject to the limitations and procedures imposed by federal and state laws and regulations. The limitations and procedures vary depending on the length of the suspension in question, the nature of other suspensions of the student during the school year, and the student's conduct or rule violation.

1. Suspensions of Less Than 10 Consecutive School Days

A. When the student has not been suspended for 10 days or more during the school year, and this suspension will not cause the student to be suspended for more than 10 days during the school year.

Regular procedures. A special education student may be suspended from school for 10 consecutive school days or less, under the same procedures as students without disabilities. For suspensions of 1 to 5 school days, the process for short-term suspensions shall be followed. For suspensions of 6 to 10 school days, the process for long-term suspensions shall be followed. The length of the suspension should be the same as it would be if the student were not in special education.

Inform IEP Manager. The Building Principal or designee should inform the student's IEP manager of the suspension.

Services During Suspension. Services do not need to be provided to a special education student who is suspended for less than 10 consecutive school days and who has not been suspended for more than 10 days during the school year, except to the extent services would be provided to a student without disabilities.

B. When the student has been suspended for 10 days or more during the school year, or this suspension will cause the student to be suspended for more than 10 days during the school year.

Regular Procedures. The regular procedures for a short-term or long-term suspension, as appropriate, shall be followed.

Inform IEP Manager. The Building Principal or designee should inform the student's IEP manager of the suspension.

Determine if a Change in Placement will occur because of the suspension. The IEP manager shall make a determination of whether a "change of placement" has or will occur as a result of the suspension. The regulations set out the following standard for this purpose: "The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 schooldays in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another." The IEP manager is encouraged to have this determination made by the IEP team, if reasonably possible considering the length of the suspension and scheduling concerns.

Notice of Decision and Safeguards. The student's parents shall be notified of the suspension decision and be given the procedural safeguards notice. This notice should be given on or before the date the decision to suspend is made.

(1) If it has been determined that the suspension will not cause a change in placement.

IEP Meeting to Develop FBA plan and Develop or Review and Modify BIP. An IEP team meeting will be convened if a student does not have a functional behavioral assessment (FBA) or a behavioral intervention plan (BIP) in place, or if an IEP team member expresses concerns in writing to the IEP manager regarding the BIP. The team will: (1) develop a functional behavioral assessment (FBA) plan, if such an assessment had not been conducted before the student engaged in the behavior for which the student is being suspended, and (2) develop, review and, if necessary, modify any existing behavioral intervention plan (BIP).

Services During Suspension. The District will provide services to the student during the suspension to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. The determination of what services are necessary is to be made by school personnel, in consultation with the student's special education teacher(s).

(2) If it has been determined that the suspension will cause a change in placement.

Transmit records. The special education and disciplinary records of the student are to be transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

IEP Meeting to Develop FBA plan and Develop or Review and Modify BIP, and to make a Manifestation Determination and Determine what Services will be provided during the Suspension. An IEP team meeting will be convened. This meeting shall be convened immediately, if possible, but not later than 10 school days after the date on which the decision to take the suspension action is taken. The IEP team shall develop a FBA plan and develop, review and, if necessary, modify the BIP. The IEP team and other qualified personnel shall conduct a

manifestation review, to determine whether the behavior of the student was a manifestation of the student's disability. If it is determined that the behavior of the student was a manifestation of the student's disability, the suspension will not be continued or enforced. If it is determined that the behavior of the student was not a manifestation, the IEP team shall further determine what services must continue during the suspension.

Services During Suspension. The District will provide services to the student during the suspension to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. The determination of what services are necessary is to be made by the IEP team.

2. Expulsions or Suspensions of More Than 10 Consecutive Days.

Regular procedures. The process for long-term suspensions or expulsions will be followed. The length of the long-term suspension or expulsion should be the same as it would be if the student were not in special education. The Building Principal or designee should immediately notify the student's IEP team manager of the decision to recommend the long-term suspension or expulsion.

Inform IEP Manager. The Building Principal or designee should inform the IEP manager when a long-term suspension or expulsion recommendation has been made.

Notice of Decision and Safeguards. The student's parents shall be notified of the suspension decision and be given the procedural safeguards notice. This notice should be given on or before the date the decision to suspend is made.

Transmit records. The special education and disciplinary records of the student are to be transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

IEP Meeting to Develop FBA plan and Develop or Review and Modify BIP, and to make a Manifestation Determination and Determine what Services will be provided during the Suspension. An IEP team meeting will be convened. This meeting shall be convened immediately, if possible, but no later than 10 school days after the date on which the decision to take the expulsion or suspension action is taken. The IEP team shall develop a FBA plan and develop, review and, if necessary, modify the BIP. The IEP team and other qualified personnel shall conduct a manifestation review, to determine whether the behavior of the student was a manifestation of the student's disability. If it is determined that the behavior of the student was a manifestation, the IEP team shall further determine what services must continue during the suspension.

Services During Expulsion or Suspension. The District will provide services to the student during the expulsion or suspension to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. The determination of what services are necessary is to be made by the IEP team.

3. Suspension of 45 Calendar Days (Weapon or Drugs).

Special education students may be placed in an alternative educational setting for 45 calendar days or less if the student either:

- (a). Carries or possesses a weapon (for this provision, "weapon" is defined as anything which may be used for, or is readily capable of, causing death or serious bodily injury, including a pocket knife with a blade of 2 1/2 inches in length or more.)
- (b) Possesses, uses, sells, or solicits the sale of illegal drugs or controlled substances, to or at school (which includes school grounds and vehicles owned, leased, or contracted by the school, and vehicles being driven for a school purpose by a school employee or designee) or a school function.

The following steps will apply:

Regular Procedures. The process for long-term suspensions or expulsions will be followed. The length of the placement in the alternative educational setting should be the same as it would be if the student were not in special education, subject to the 45 calendar day limit. The Building Principal or designee should immediately notify the student's IEP team manager of the decision to recommend the change in placement.

Inform IEP Manager. The Building Principal or designee should inform the student's IEP manager when a long-term suspension or expulsion recommendation has been made.

Notice of Decision and Safeguards. The student's parents shall be notified of the decision to change the student's placement and be given the procedural safeguards notice. This notice should be given on or before the date the decision to make the change in placement is made.

Transmit records. The special education and disciplinary records of the student are to be transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

IEP Meeting to Develop FBA plan and Develop or Review and Modify BIP, and to make a Manifestation Determination and Determine what Services be provided during the Expulsion or Suspension. An IEP team will be convened. This meeting should be convened immediately, if possible, but no later than 10 school days after the date on which the decision to take the expulsion or long-term suspension action is taken. The IEP team shall develop a FBA plan and develop, review and, if necessary, modify the BIP. The IEP team and other qualified personnel shall conduct a manifestation review, to determine whether the behavior of the student was a manifestation of the student's disability. If it is determined that the behavior of the student was a manifestation of the student's disability, the student will not be suspended for a period of more than 10 consecutive days (on a cumulative school year basis) or be expelled. If it is determined

that the behavior of the student was not a manifestation, the IEP team shall further determine what services must continue during the long-term suspension or expulsion, and the alternative educational setting in which the student is to be placed.

Services during Expulsion or Suspension. The District will provide services to the student during the expulsion or suspension in an alternative educational setting. The alternative educational setting will be selected to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in the IEP, and will also include services and modifications to address the behavior designed to prevent the behavior from recurring. The determination of the alternative educational setting is to be made by the IEP team.

4. 45 Day Hearing Officer Placement (Dangerousness).

A State Department of Education Hearing Officer may, through a special proceeding, place a special education student in an interim alternative educational setting for not more than 45 days if a student's current placement is substantially likely to result in injury to the student or others. The Superintendent or designee is authorized to initiate such proceedings when deemed appropriate.

5. Applicability of Regulation.

The procedures and requirements of this regulation are applicable to students who have been determined to be eligible for special education and related services and to students who assert the protections of this regulation or the law and regulations pertaining to the discipline of special education students, if the District had knowledge that the student is a child with a disability before the behavior that precipitated the disciplinary action occurred.

The District may be deemed to have knowledge that the student is a child with a disability if: (1) the parent of the student has expressed concern in writing to personnel of the District that the student is in need of special education and related services; (2) the behavior or performance of the student demonstrates the need for these services; (3) the parent of the child has requested a special education evaluation; or (4) the teacher of the student, or other personnel of the District, has expressed concern about the behavior or performance of the student to the director of special education or to other District personnel in accordance with the District's established child find or special education referral system. Such knowledge will not be deemed to exist if, as a result of receiving the above specified information, the District has either conducted an evaluation of the student and determined that the student is not a child with a disability, or determined that an evaluation is not necessary, and given notice of such to the student's parents in accordance with the regulations concerning evaluation procedures. If an evaluation request is received during the time a student is suspended or expelled, the evaluation is to be conducted in an expedited manner.