

David City Public School Board of Education
Regular Board Meeting
Wednesday, July 8, 2026 7:00 PM
Board Meeting Room at the High School
750 D St.
David City, NE 68632-1724

1. Call Meeting to Order
 - 1.1. Pledge of Allegiance
 - 1.2. Open Meetings Statement
 - 1.3. Attendance/Absence Approval
2. Student and Staff Involvement
3. Public Forum
4. Consent Agenda
 - 4.1. Approve Minutes of the Previous Meeting(s).
 - 4.2. Approve Claims Against the District
 - 4.3. Financial Reports
5. Board Committee Reports
6. Board Workshop/Conference Reports
7. Discussion and Action Items
 - 7.1. Discuss, consider, and take action on the updated policy 4025 professional boundaries.
 - 7.2. Discuss, consider, and take action on the updated policy 5421: Use of Restraints and Seclusion.
 - 7.3. Discuss, consider, and take action to move the September board meeting due to board member conflicts.

- 7.4. Discuss the district's future facility plans.
- 7.5. Discuss, consider, and take action to purchase the properties located at 673 E St in David City, 695 E St in David City, and 457 7th St in David City (Parcel IDs 120001253, 120001246, 120001267), and authorize Dr Chad Denker, Superintendent, to sign all related paperwork on behalf of the district.
- 7.6. Discuss, consider, and take all necessary action with regard to selecting the Construction Manager at Risk method of construction delivery for a proposed multiple school facility additions and renovations project under the Political Subdivisions Construction Alternatives Act.
- 7.7. Discuss, consider, and take all necessary action with regard to adopting the Construction Manager at Risk selection criteria and the evaluation point values for a proposed multiple facility additions and renovations project.
- 7.8. Discuss, consider, and take all necessary action with regard to appointing members to the Construction Manager at Risk selection committee for a proposed multiple school facility additions and renovations project.
8. Personnel
9. Future Discussion and Action Items
10. Adjournment

David City Public School Board of Education Special
Board Meeting
Wednesday, June 24, 2026 7:00 PM
Board Meeting Room at the High School
750 D St.
David City, NE 68632-1724

Notice of the meeting was given in advance by publication and posting to meet the legal requirements for public notice of meeting. The meeting notice was published in the Banner Press and/or Columbus Telegram, publications established for general circulation within the district and posted on the front door of each school building and at the David City Post Office. Notice of this meeting was given in advance to all members of the Board of Education. A current copy of the agenda for said meeting was available in the Superintendent's office and on the district's website. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

1. Call Meeting to Order

Stephanie Summers called the meeting to order at 7:00pm.

1.1. Pledge of Allegiance

Stephanie Summers asked all attendees to stand and recite the Pledge of Allegiance.

1.2. Open Meetings Statement

Stephanie Summers informed all attendees that a copy of the Nebraska Open Meetings Law was posted and available for inspection.

1.3. Attendance/Absence Approval

All board members and Dr. Denker, Mrs. Athow, Ms. Romshek, and Mr. Lindsley were in attendance.

2. Public Forum

No public comment.

3. Discussion and Action Items

3.1. Discuss, consider, and take action to grant Dr Denker authority to work with Clark Enersen to develop architectural and mechanical drawings for possible additions at both DC Elem and DC High School, and to replace the HVAC and lighting.

Stephanie Summers made the motion to approve to grant Dr Denker authority to work with Clark Enersen to develop architectural and mechanical drawings for possible additions at both DC Elem and DC High School, and to replace the HVAC and lighting. Donnie Moravec seconded the motion. Motion passed 6-0.

3.2. Discuss, consider, and take action to grant Dr Denker authority to contact potential construction manager-at-risk companies to interview for possible facility projects.

Kasey Kuhlman made the motion to grant Dr Denker authority to contact potential construction manager-at-risk companies to interview for possible facility projects. Marcus Thoendel seconded the motion. Motion passed 6-0.

4. Adjournment

Kasey Kuhlman made the motion to adjourn at 8:01pm. Klay Kasik seconded the motion. Motion passed 6-0.

STUDENT FEES

2025-2026

Bank of the Valley, Account Number 062836

Date		Credits	Debits	Balance
9/1/2024	Starting Balance			\$385.17
9/30/2025	Interest	\$0.94		\$386.11
9/30/2025	Balance			\$386.11
10/3/2025	FFA Dues	\$398.00		\$784.11
10/20/2025	FFA Dues	\$215.00		\$999.11
10/21/2025	FFA Dues	\$2.00		\$1,001.11
10/22/2023	FFA State Assn		\$443.00	\$558.11
10/31/2025	Interest	\$1.69		\$559.80
10/31/2025	Balance			\$559.80
11/5/2025	FFA State Assn		\$217.00	\$342.80
11/30/2025	Interest	\$0.87		\$343.67
11/30/2025	Balance			\$343.67
12/1/2025	FCCLA State Assn	\$298.00		\$641.67
12/22/2025	FCCLA Dues		\$300.00	\$341.67
12/31/2025	Interest	\$1.32		\$342.99
12/31/2025	Balance			\$342.99
1/31/2026	Interest	\$0.83		\$343.82
1/31/2026	Balance			\$343.82
2/27/2026	Interest	\$0.76		\$344.58
2/28/2026	Balance			\$344.58
3/31/2026	Interest	\$0.83		\$345.41
3/31/2026	Balance			\$345.41
4/30/2026	Interest	\$0.81		\$346.22
4/30/2026	Balance			\$346.22
5/31/2026	Interest	\$0.84		\$347.06
5/31/2026	Balance			\$347.06
6/30/2026	Interest	\$0.81		\$347.87
6/30/2026	Balance			\$647.87
	Credit/Debit Totals	\$922.70	\$960.00	

Personnel - All EmployeesProfessional Boundaries Between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using written notes, e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades). **ParentSquare** is the preferred method of communication for all school organizations. Thrillshare, which posts messages to the District's **X account (formerly Twitter)** and Facebook page, is also an appropriate means of communication to keep students, parents, and community members informed of school happenings.
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site, unless the student happens to be a family member or relative.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.

- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent **or guardian and** a school administrator. **Another adult must be present in the vehicle unless an emergency situation exists.**
- **Organizing, supervising, coordinating, or providing transportation in personal vehicles for one or more students to attend school-sponsored or non-school-sponsored activities. Such activities may create the appearance of a district-sponsored trip and expose students, employees, and the district to unnecessary liability. This provision does not prohibit an employee, while acting as a parent or legal guardian, from transporting their own child and that child's friends to activities or events. This provision also does not prohibit an employee from engaging in lawful personal activities outside of contract hours, including providing transportation with parent or guardian permission, provided the employee is not acting on behalf of the district, serving in a supervisory role for the district, or using their position as a district employee to organize, facilitate, or promote the activity.**
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District.

A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

Any employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Legal Reference: LB 1080 (2020)

Policy Adopted: November 11, 2019

Policy Reviewed/Revised: October 12, 2020; March 13, 2023; July 8, 2026



DCPS

Seclusion and Restrictive Hold Reporting Form

Student Name:	Location(s) of Incident:
Classroom Teacher:	Date of incident:

Student Secluded? ☐ Yes ☐ No	How was the student secluded? ☐ Door Shut ☐ Staff Blocked Door	Time Started	Time Ended
Reason for Seclusion: ☐ Provide safety for student ☐ Provide safety for others ☐ Self-regulation			

Physical Interaction? ☐ Yes ☐ No	Escort/Hold ☐ Side Body Hold ☐ 2 Person side body hold ☐ 1 arm hold ☐ 2 arm hold ☐ 2 person 1 arm hold ☐ 2 person 1 arm hold (moving) ☐ Restrictive hold of short stature ☐ Emergency Lift/Carry short stature	Time Started	Time Ended
Reason for Interaction: ☐ Provide safety for student ☐ Provide safety for others			

Precipitating Events:

Description of Incident (including resolution, emergency action taken, property damage):



DCPS

Description of effort made to de-escalate and alternatives to seclusion/physical restraint that were attempted:

- ☐ Verbal Redirection ☐ Physical Redirection ☐ Other (please describe):
☐ Choices Offered ☐ Structured Activity
☐ Cooling Off Location

Was there an injury, outside medical treatment, or hospitalization to students or staff as a result of the incident? ☐ Yes ☐ No

If Yes, please describe:

Any other injuries or marks due to the incident and any action that was taken that is not mentioned?

List of School Personnel who were involved in the incident:

Name	Position	Role in Incident	MANDT certified?

Date of submission: ____/____/____

Team met to review the incident: ____/____/____

Parent or Guardian Notification made by:

Date and Time of Notification:

Copies Sent to:

Name	Title

Signature of Author:

Date: ____/____/____

Students

Use of Restraints and Seclusion

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusions at David City Public Schools.

Definitions

- A. **Physical Restraint**. Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this policy.
- B. **Seclusion**. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior.

Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving.

1. Physical Restraint

- A. **When Physical Restraint May be Used**. Physical restraint may be used in the following circumstances:
- To prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act.
 - A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat.
 - Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing or kicking of the item is not prohibited).

- To move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in circumstances where the student is unable to be moved or removed without the use of physical restraint; and
- In circumstances where the student's IEP or a Behavioral Plan provides for the use of physical restraint in circumstances other than the foregoing. If it is anticipated that physical restraint may need to be used with a special education student, the IEP team is to discuss and include use of physical restraint in the student's IEP if the IEP team determines use of physical restraint to be appropriate. (Note: IEPs or Behavioral Plans should not provide for such physical restraint except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

Physical restraint may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

- B. Conditions. Use of physical restraint shall take into consideration the safety and security of the student.

In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.

- C. Timeline. Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.
- D. Training. Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two (2) years.

Training with respect to physical restraint may be provided either by the School District or by an external entity and shall include, but need not be limited to:

- Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;

- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- Demonstration by participants of proficiency in administering physical restraint.

An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

2. Seclusion

A. When Seclusion May be Used. Seclusion may be used in the following circumstances:

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

Seclusion may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

B. Conditions. Use of seclusion shall take into consideration the safety and security of the student.

Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:

- Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student.
- Be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing).
- If an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable.
- Be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs.
- If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

- An adult who is responsible for supervising the student shall remain within close proximity of the enclosure.
- The adult responsible for supervising the student must periodically check on the student visually if possible.

- C. Timeline. A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.
- D. Training. Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this Guidance.

3. Documentation and Evaluation

- A. Documentation of Use of Physical Restraint or Seclusion. A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall include:

- The student's name;
- The date of the incident;
- The beginning and ending times of the incident;
- A description of any relevant events leading up to the incident;
- A description of any interventions used prior to the implementation of physical restraint or seclusion;
- A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
- A log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
- A description of any injuries (whether to students, staff, or others) or property damage;
- A description of any planned approach to dealing with the student's behavior in the future;
- A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion;
- The date on which the parent or guardian was notified.

The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.

- B. Notification of Administration. The Superintendent or Superintendent's designee shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
- C. Notification of Parent or Guardian. Within 24 hours after use of seclusion or physical restraint, the Superintendent or Superintendent's designee shall send written notice of the incident to the student's parents or guardians, unless the parent or guardian has provided the District a written waiver of this requirement for notification. The parent or guardian shall inform the parent of the date of the

incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.

- D. Evaluation. An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:
- A certified staff person trained in the use of physical restraint, or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
 - The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
 - The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the Superintendent or Superintendent's designee.

Policy Adopted: November 9, 2009
Policy Reviewed/Revised: November 8, 2023; July 8, 2026

MOTION

MOTION by _____ that the Board of Education for this School District should and does hereby select the Construction Management at Risk construction delivery method pursuant to the Nebraska Political Subdivisions Construction Alternatives Act and Board policy for a proposed multiple school facility additions and renovations project, generally to consist of the following: a new High School family consumer science room addition; High School HVAC replacements; a new High School gymnasium addition, including locker rooms, restrooms, commons expansion and possible wrestling room; a new David City Elementary School pre-kindergarten classrooms addition; and David City Elementary School HVAC replacements; and hereby delegates to and directs the Board President, Superintendent of Schools, or designee of either, along with selected legal counsel, to initiate and carry out all actions necessary to comply with the requirements of the Act, including but not limited to the development and issuance of a Request for Proposals for the position of Construction Management at Risk for the project; provided that letters of interest shall not be required.

Board member _____ seconded the MOTION. After discussion and on roll call vote, the following Board members voted in favor of passage and adoption of the above Motion:

_____.

The following Board members voted against the same:

_____.

The following Board members were absent or not voting:

_____.

The above Motion, having been consented to by two-thirds (2/3rds) or more of the members of the Board of Education of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Law.

DATED this 8th day of July 2026.

BUTLER COUNTY SCHOOL DISTRICT 12-0056,
a/k/a DAVID CITY PUBLIC SCHOOLS

BY: _____
President, Board of Education

ATTEST:

Secretary

MOTION

MOTION by _____ that the Board of Education for this School District should and does hereby adopt and approve the Construction Manager at Risk selection criteria and evaluation weights for a proposed multiple school facility additions and renovations project as follows:

No.	Selection Criteria	Maximum Point Value
1	The financial resources of the construction manager to complete the project	2.5
2	The ability of the proposed personnel of the construction manager to perform	20
3	The character, integrity, reputation, judgment, experience, and efficiency of the construction manager	20
4	The quality of performance on previous projects	20
5	The ability of the construction manager to perform within the time specified	10
6	The ability and resources of the construction manager to recruit qualified contractors for the Project	10
7	The construction manager's proposed efforts schedule and fee for the Project	15
8	The previous and existing compliance of the construction manager with laws relating to the contract	2.5
	TOTAL (Not more than 100).	100

Board member _____ seconded the MOTION. After discussion and on roll call vote, the following Board members voted in favor of passage and adoption of the above Motion:

_____.

The following Board members voted against the same:

_____.

The following Board members were absent or not voting:

_____.

The above Motion having been consented to by a majority of the members of the Board of Education this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Law.

DATED this 8th day of July 2026.

BUTLER COUNTY SCHOOL DISTRICT 12-0056,
a/k/a DAVID CITY PUBLIC SCHOOLS

BY: _____
President, Board of Education

ATTEST:

Secretary

MOTION

MOTION by _____ that the Board of Education for this School District should and does hereby appoint the following persons to the Construction Manager at Risk Selection Committee to evaluate the proposals received from firms in response to the Request for Proposals for a proposed multiple school facility additions and renovations project:

- (a) Member(s) of the School District's Board of Education:
 - Stephanie Summers
 - Marcus Thoendel
 - Kasey Kuhlman
 - Justin Krafka
 - Don Moravec
- (b) Member(s) of the School District's administration or staff:
 - Chad Denker, Superintendent of Schools
 - Brian Hermelbracht, Activities Director
- (c) The School District's architect or engineer:
 - Tim Ripp, Clark & Enersen, or designee
- (d) Any person(s) having special expertise relevant to selection of a construction manager under the Nebraska Political Subdivisions Construction Alternatives Act who is not employed by the School District, and who shall not be employed by or have a financial or other interest in a construction manager who has or may have a proposal being evaluated:
 - Tahner Thiem
- (e) A resident(s) of the territory served by the School District, other than an individual included in (a) through (d) above, who is not employed by the School District, and who shall not be employed by or have a financial or other interest in a construction manager who has or may have a proposal being evaluated:
 - Darrell Allen

Board member _____ seconded the MOTION. After discussion and on roll call vote, the following Board members voted in favor of passage and adoption of the above Motion:

_____.

The following Board members voted against the same:

_____.

The following Board members were absent or not voting:

_____.

The above Motion having been consented to by a majority of the members of the Board of Education this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Law.

DATED this 8th day of July 2026.

BUTLER COUNTY SCHOOL DISTRICT 12-0056,
a/k/a DAVID CITY PUBLIC SCHOOLS

BY: _____
President, Board of Education

ATTEST:

Secretary