

MALCOLM PUBLIC SCHOOLS, DISTRICT #148
BOARD OF EDUCATION REGULAR MEETING AGENDA
Monday, December 19, 2022 7:00 PM
SCHOOL DISTRICT BOARD ROOM

{{Name: Agenda Item Name}}

1. **Call Regular Board Meeting to Order - Roll Call**
2. **Consent Agenda**
3. **Communication From the Public: Communications in general or about a specific agenda item.**
4. **Unfinished Business**
5. **New Business**
 - 5.1. Take All Necessary Action in Adopting Policy 2120A Evaluation Instrument Superintendent
 - 5.2. Take All Necessary Action in Deeming Old Library Books Excess Property.
 - 5.3. Discuss and take All Necessary Action in Approving the 2021-2022 Audit.
 - 5.4. Discuss, Consider and Take All Necessary Action in Adding an Elementary Counselor Position
 - 5.5. Discuss, Consider and Take All Necessary Action in Approving the Contract for the School Resource Officer
 - 5.6. Discuss, Consider and Take All Necessary Action in Approving the Academic Calendar for the 2023-2024 School Year
 - 5.7. Discuss, Consider and Take All Necessary Action in Approving the 2022-2023 Annual Report
 - 5.8. Consider, Discuss and Take All Necessary Action on the Westfall Gym Floor Proposal.
 - 5.9. Discuss and Take All Necessary Action on Westfall Gym Bleachers
 - 5.10. Discuss, Consider and Take All Necessary Action in Approving ER (enforcement regulation)-6280.2 Brand Identity Guide
 - 5.11. Official Notice of the Superintendent's Intent to Return for the 2023-2024 School Year
 - 5.12. Discuss, Consider and Take Any Necessary Action Regarding Pre-School Tuition
 - 5.13. Superintendent's Annual Evaluation
 - 5.14. Discuss, Consider and Take All Necessary Action on a Compensation Package for Julia Lostroh
6. **Reports and Discussion Topics**
 - 6.1. Administration Reports and Discussion Topics
 - 6.1.A. Principals
 - 6.1.B. Superintendent
 - 6.1.B.1. Jack Tarr Thank You
7. **Enter into Executive Session if needed**

(This item will be on the monthly agenda in case something comes up that we need to discuss in an executive session)
8. **Adjournment**

NOTICES:

COPY OF OPEN MEETINGS ACT: The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the Bulletin Board on the North wall of the meeting room.

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:

Getting Started: The Board of Education will receive public comment on individual agenda items or communication from any district patron on any issue. When it is your turn to speak during the “Communications from the Public” portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education.

Time Limit: You may speak one time, but please limit comments to 5 minutes or less.

Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board of Education meeting.

General Rules: Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

SCHOOLS

BY: MALCOLM PUBLIC

BOARD OF EDUCATION

Financial Summary
11/30/2022

School Accounts

	General	Lunch	Activity	Bus Deprec	Student Fees
Previous Bal 11/01/2022	\$1,958,067.57	\$82,006.12	\$218,446.38	\$229,523.96	\$36,032.00
Receipts Nov 2022	\$520,350.19	\$45,638.10	\$19,412.59	\$668.70	\$1,235.00
Disbursements-Nov 2022	\$665,970.09	\$37,874.42	\$38,854.48	\$0.00	\$0.00
Cash in Cking 11/30/2022	\$568,364.66	\$4,651.11	-\$6,907.04	\$10,795.73	\$37,267.00
Invested:November 2022	\$1,701,691.77	\$89,240.70	\$201,797.69	\$230,184.71	

Lanc. Co. Treasurer:

	General	Bond	QCPUF	Spc Bldg
Previous Bal 11/1/2022	\$50,066.42	\$1,914.30	\$0.00	\$3,707.73
Receipts - Nov 2022	\$55,790.21	\$2,253.88	\$0.00	\$4,305.12
Disbursements Nov 2022	\$50,359.46	\$1,936.84	\$0.00	\$3,750.78
Cash on Hand 11/30/2022	\$55,497.17	\$2,231.34	\$0.00	\$4,262.07

NSDLAF (Investment)

	Spc Bldg	Bond Fund	QCPUF Checking
Previous Bal 11/1/2022	\$1,794,901.87	\$350,979.99	\$60,340.81
Receipts Nov 2022	\$8,568.42	\$2,830.52	\$0.00
Disbursements Nov 2022	\$0.00	\$291,731.25	\$0.00
Cash on Hand 11/30/2022	\$1,803,470.29	\$62,079.26	\$60,340.81

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY22-23"; Created On: 12/15/2022 11:37:06 AM

Account Code Description	Receipt Number	Customer Name	Description	Date Received	Receipt Amount
Interest on Investments	NovInt	Union Bank Interest	Interest on Investments	11/30/2022	\$7.95
Interest on Investments	StifitNov	Union Bank Interest	Interest on Investments	11/30/2022	\$660.75
					\$668.70

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY22-23"; Created On: 12/15/2022 11:40:42 AM

Account Code Description	Receipt Number	Customer Name	Description	Date Received	Receipt Amount
Other Non-Revenue Receipts	21-118	Patrons/Students	CPR Cert. PSAT	11/18/2022	\$72.00
Rentals of School Equipment, Property and Facilities	21-119	Malcolm Mateys, LLC	Before/After School Rental	11/18/2022	\$755.17
Non-Program Receipts	21-121	Malcolm Lunch Fund	Lunch Payroll	11/18/2022	\$6,362.13
Non-Program Receipts	21-122	Patrons/Students	BCBS Employee	11/18/2022	\$629.64
Preschool Tuition and Fees	21-123	Patrons/Students	Preschool Tuition	11/18/2022	\$2,110.00
Other Non-Revenue Receipts	BadgeEfund	Patrons/Students	Badge Replacement	11/30/2022	\$5.00
Preschool Tuition and Fees	Efunds	Patrons/Students	Pre-school Tuition Fees	11/30/2022	\$1,150.00
Transportation Fees from Individuals	EfundsBus	Patrons/Students	Option Bus Fees	11/30/2022	\$388.89
Taxes Levied/Assessed by the School District	LancNov	Lancaster County Treasurer	Local Collections	11/15/2022	\$50,066.42
Taxes Levied/Assessed by the School District	NovSew	Seward County Treasurer	Local Collections	11/03/2022	\$354.09
State Aid	NovStateAid	State of Nebraska	State Aid	11/30/2022	\$364,391.00
Interest on Investments	NovStifit	Union Bank Interest	Stifit Interest	11/30/2022	\$5,624.20
REAP	REAP	REAP - US Treasury	REAP	11/29/2022	\$7,475.00
Rentals of School Equipment, Property and Facilities	Sprint Finance Payment	Sprint Finance Payment	Sprint Finance Payment	11/30/2022	\$36,372.65
Multiple	State Title1	State of Nebraska	Title I payments	11/01/2022	\$44,594.00
					\$520,350.19

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY22-23"; Created On: 12/15/2022 11:35:31 AM

Account Code Description	Receipt Number	Customer Name	Description	Date Received	Receipt Amount
Daily Sales Reimbursable Meals	20-116	Patrons/Students	Student Lunches	11/09/2022	\$1,666.25
Daily Sales Reimbursable Meals	20-117	Patrons/Students	Student Lunches	11/09/2022	\$2,610.00
Daily Sales Reimbursable Meals	20-118	Patrons/Students	Student Lunches	11/18/2022	\$4,695.00
Daily Sales Reimbursable Meals	Efunds	Patrons/Students	Student Lunches	11/30/2022	\$18,505.50
Federal Nutrition Programs	State Nov1	State of Nebraska	Federal Reimbursement	11/08/2022	\$1,179.15
Federal Nutrition Programs	StateNov2	State of Nebraska	Federal Reimbursement	11/10/2022	\$774.96
Federal Nutrition Programs	StateNov3	State of Nebraska	Federal Reimbursement	11/29/2022	\$15,972.66
Interest on Investments	StifitNov	Union Bank Interest	Stifit Interest	11/29/2022	\$234.58
					\$45,638.10

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY22-23"; Created On: 12/15/2022 11:39:41 AM

Account Code Description	Receipt Number	Customer Name	Description	Date Received	Receipt Amount
Taxes Levied/Assessed by the School District	LancNov	Lancaster County Treasurer	Local Collections	11/15/2022	\$3,707.73
Interest on Investments	Nov Inst.	NDSLAF Special Bldg	Interest on Investments	11/30/2022	\$4,860.69
					\$8,568.42

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY22-23"; Created On: 12/15/2022 11:47:05 AM

Account Code Description	Receipt Number	Customer Name	Description	Date Received	Receipt Amount
Taxes Levied/Assessed by the School District	NovLanc	Lancaster County Treasurer	Local Collections	11/15/2022	\$1,914.30
Interest on Investments	StifitNov	NDSLAF Bond Fund	Interest	11/30/2022	\$916.22
					\$2,830.52

**Minutes – Board of Education
November 21, 2022**

The Board of Education, School District #148, Lancaster County, Nebraska, met on Monday, November 21, 2022 at 7:00PM in open and public session at 10004 NW 112th St., Malcolm, Nebraska. The notice of the meeting was published in the minutes of the October 17th, 2022 meeting of the Board, in the October 24, 2022 issue of *“The Clipper”*, and the Seward Independent of November 16th, 2022. Board members present were: Michelle Bice, William England, Chandler Kramer, Tony Nutter, Amy Spellman, Ed Swotek. Administrators present were Ryan Terwilliger, Greg Adams, Amber Dolliver. Chairman Nutter called the meeting to order at 7:00PM and noted that the Open Meetings Act is posted on the north wall of the meeting room.

Bice moved, seconded by Swotek, to approve the Consent Agenda. Ms. Blair presented an updated list of bills and reviewed bills and receipts. Voting by roll call: AYES –Spellman, Swotek, Bice, England, Kramer, Nutter, NAYS – None. Motion passed.

**Financial Summary
10/31/2022**

School Accounts	General	Lunch	Activity	Bus Deprec	Student Fees
Previous Bal 10/01/2022	\$2,073,687.22	\$99,776.52	\$224,986.27	\$228,939.82	\$35,237.00
Receipts -Oct 2022	\$460,786.59	\$44,288.54	\$25,511.68	\$591.57	\$795.00
Disbursements-Oct 2022	\$665,360.59	\$63,277.13	\$21,947.00	\$0.00	\$0.00
Cash in Cking 10/31/2022	\$470,494.60	\$6,111.57	-\$5,241.18	\$10,787.78	\$36,032.00
Invested:October 2022	\$1,958,067.57	\$82,006.12	\$218,446.38	\$229,523.96	

Lanc. Co. Treasurer:	General	Bond	QCPUF	Spc Bldg
Previous Bal 10/1/2022	\$72,547.28	\$3,399.09	\$0.00	\$6,515.04
Receipts - Oct 2022	\$50,307.52	\$1,932.34	\$0.00	\$3,742.69
Disbursements Oct 2022	\$72,788.38	\$3,417.13	\$0.00	\$6,550.00
Cash on Hand 10/31/2022	\$50,066.42	\$1,914.30	\$0.00	\$3,707.73

NSDLAF (Investment)	Spc Bldg	Bond Fund	QCPUF Checking
Previous Bal 10/1/2022	\$1,783,693.76	\$346,467.85	\$60,340.81
Receipts Oct 2022	\$11,208.11	\$4,512.14	\$0.00
Disbursements Oct 2022	\$0.00	\$0.00	\$0.00
Cash on Hand 10/31/2022	\$1,794,901.87	\$350,979.99	\$60,340.81

Communications from The Public –

Student Council representative, Mattie Kucera updated the board on the current projects they have been involved in, Food Bank donations, Jr High dance, these proceeds got to backpack families for Christmas Presents.

Unfinished Business – None.

New Business –

England moved, seconded by Bice, to invest in the high school gymnasium video board project with an amount not to exceed \$50,000. Voting by roll call: AYES- Swotek, Bice, England, Kramer, Nutter, Spellman. NAYS-None. Motion passed.

Swotek moved, seconded by Spellman, to table the 2021-2022 Auditors Report. Voting by roll call: AYES –Bice, England, Kramer, Nutter, Spellman, Swotek, NAYS – None. Motion passed.

Bice moved, seconded by Kramer, to Approve the Negotiated Agreement for the 2023-2024 School Year. Voting by roll call: AYES- England, Kramer, Nutter, Spellman, Swotck, Bice. NAYS-None. Motion passed.

Spellman moved, seconded by Swotek, to adopt a New Evaluation Tool for the Superintendent. Voting by roll call: AYES- Kramer, Nutter, Spellman, Swotek, Bice, England. NAYS-None. Motion passed.

Administrative Reports –

Mr. Greg Adams, Jr/Sr. High School Principal

- Kindness week was very successful.
- Jr. High Dance had great attendance.
- Guest Speaker Dr. Adler came during Kindness week and spoke to the students about intimidation, cyber bullying, suicide and the importance of being kind and letting the students know are in control of what kind of school they want.

Mrs. Amber Dolliver, Westfall Elementary Principal

- Veterans Day – 80+ Veterans attended.
- Kindness week was a huge success.
- National Education Week – Recognizing the great things happening in public schools.
- Working on Strategic Plan – Student Achievement, Opportunities and Programming, Whole Child Focus, Communication and Stakeholder Engagement, Personal Effectiveness.
- Preparing for Upcoming events – Dec 6th –K-5 Concert, Dec 8th -6-12 Instrumental Concert, Dec 14th – Vocal Concert.

Superintendent Ryan Terwilliger

- Website App is up and running. We are working out some kinks.
- Working on 2023-2024 Academic Calendar
- Annual Report will come out next month.
- Track patching has been completed.
- Attended State Convention, in Omaha. Briefed the board on the sessions he attended.
 - Tony Nutter, William England, and Ed Swotek also spoke briefly about the sessions they attended.
 - Ed Swotek updated the Board on NASB Business.

England moved, seconded by Swotek, to enter into executive session at 8:25PM for the Evaluation of job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting, Voting by roll call: AYES -Nutter, Spellman, Swotek, Bice, England, Kramer. NAYS None. Motion Passed.

Bice moved, seconded by Swotek to exit executive session at 9:24PM. Voting by roll call: AYES- Spellman, Swotek, Bice, England, Kramer, Nutter. NAYS- None. Motion Passed.

With no further business before the Board, Spellman moved, seconded by Kramer to adjourn by acclamation – ALL. Chairman Nutter declared the meeting adjourned at 9:25PM.

Respectfully submitted,



Alison E. Blair
Recording Secretary

The next regular meeting of the Board of Education will be Monday, December 19th, 2022 at 7:00PM at the District Board Room, 10004 NW 112th St., Malcolm, NE. An agenda will be published the Friday before each meeting.

	A	B	C
1	GENERAL FUND EXPENDITURES		
2	December 19, 2022		
3	Payroll	\$325,648.36	Payroll Expenses/Benefits
4	ABC Termite & Pest Control	\$290.00	Bi Monthly Pest Control Service
5	ACT	\$768.00	PreACT Scoring
6	Amazon	\$828.20	Maintenance Supplies, Janitorial Supplies, Teacher Supplies
7	Amplified IT	\$840.00	Syscloud Standard Backup Staff GS
8	Beach, Michael	\$41.23	Reimbursement for Vocal Music
9	Central Nebraska Rehabilitation Se	\$600.63	Vision SPED Services
10	D&K Automotive	\$1,346.99	Suburban Repair/White Van Repair
11	DAS State Acctg.	\$238.13	Internet Service (Oct 2022)
12	Eakes	\$116.33	EGold Fax/Contract Charge/Staples
13	Electronic Contracting Company	\$295.00	Bell System Repair
14	Electrical Engineering & Equipment	\$109.58	Maintenance Supplies
15	ESU #6	\$1,662.43	NWEA/Technology/Professional Development
16	First Concord Group	\$75.00	Flex 125 Adm Fee/Annual Maint. Fee
17	Follett School Solutions	\$1,982.70	HS/WF Hosted Service Renewal
18	Frank, Chad	\$995.00	December 22 JH BBB Stipend
19	Heffelfinger, Ami	\$3,270.00	Psychological Services
20	Hillyard	\$3,482.81	Custodial Supplies
21	Hometown Leasing	1760.44	Monthly Copier Leases - Dec & Jan
22	JW Pepper	\$340.83	Vocal Music
23	Kidwell	\$1,973.00	Mitel Support Agreement
24	Kiner Supply	\$255.56	Maintenance Supplies
25	Ladman, Heather	\$101.16	Reimb. for Art Supplies
26	Lincoln Symphony Orchestra	\$150.00	Young People's Concert Tickets
27	Magic-Writer, Inc	\$34.95	Annual Regulatory Compliance - Monthly
28	Meehl, Jan	\$600.30	November 22 SPED Services
29	Menards	\$300.77	Maintenance Supplies
30	Midwest Towing & Recovery	\$900.00	CDL ELDT/Test
31	NASB	\$250.00	New School Board Members Workshop
32	NCSA	\$1,924.00	Active Dues/Conference Registration
33	Nebraska Landscape Solutions	\$656.60	Ice Melt
34	Nebraska Printing Center	\$715.98	Letterhead/Envelopes
35	Nebraska Safety Center	\$200.00	Level 1 Training - Wisnieski
36	NIFCO Mechanical Systems	\$1,635.32	Repair Leak on Ball Valve on Heating Line
37	Norris Public Power	\$7,850.40	November 2022 Electric Charges
38	NWEA	\$1,502.70	MAP Reading Fluency
39	Omaha Truck Center	8390.53	Inspections/#8 Stop Arm/#15 Repair
40	Otte Oil and Propane	\$1,250.39	Propane
41	Paragon Sanitation, Inc	\$358.05	Trash Service
42	Perry Law Firm	\$400.00	Legal Services
43	Robotham, Evaline	\$205.06	Mileage Reimbursement Nov 2022
44	Romans Wiener & Associates	\$7,000.00	Annual Audit
45	Sapp Bros	\$325.50	Ameri/Blu Def and 5W-30
46	SectorNow, LLC	\$3,670.00	Touch Screen HS Video Board
47	SEI	\$174.00	Door Keypad
48	Seward County Clerk	\$100.00	2022 General Election Cost
49	Seward County Independent	\$3.49	Legal Mtg. Notice
50	Sports Facility Maintenance, LLC	\$8,135.00	Gym Inspections
51	Squier, Jon	\$702.50	Fall Mileage Reimbursement
52	Sweet, Dallas	\$349.06	Meals/Uber Reimbursement Nashville Covention
53	Super Saver	\$307.08	Lifeskills/ FCS Groceries
54	Terwilliger, Ryan	\$1,074.91	Reimb. for Fall Mileage/Parking/Food
55	Tractor Supply Co	\$399.97	Chain Saw/Antifreeze
56	TSA Consulting Group	\$83.33	Retirement Plan Administration
57	Unite	\$534.16	Distance Learning Cable
58	Unity School Bus Parts	\$283.45	Mirrors/Amber & Red Markers
59	Verizon	\$158.55	Cellphone Service
60	Village of Malcolm	\$6,095.71	Water/Sewer Service/Ballfield Lights
61	Visa	\$375.00	RedCross, Quiz Bowl
62	Wal-Mart - Capital One	\$198.25	FCS Supplies/Life Skills Sped
63	Wex	\$5,752.63	School Vehicle Fuel
64	Wilkins, Sharon	\$285.00	November Mileage Reimbursement
65	Windstream	\$819.65	Phone Service
66	Wing Construction	\$455.00	Adjust WF Door
67		\$411,628.67	Total
68	Out of Cycle		
69	U.S. Postal Service	\$338.85	Clipper Postage
70		\$338.85	Total
71	School Lunch Fund		
72	Payroll	\$10,028.00	Payroll Expenses
73	Bimbo Bakeries USA	\$797.82	Baked Foods
74	Cash-Wa Distributing	\$20,133.26	Food Supplies
75	DFA Dairy Brands Corporate, LLC	\$4,728.01	Milk
76	Pepsi	\$132.30	Aquafina
77	Super Saver	\$39.84	Lunch Groceries
78	Sysco	\$1,367.05	Food Supplies
79	Techmasters	\$1,512.73	Dishwasher Repair
80			
81		\$38,739.01	Total
82			
83			



NASB STANDARD
SUPERINTENDENT
EVALUATION





Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						





Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						





Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						





Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						





Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development to fulfill responsibilities and grow in current position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*





Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						





Standard IX: Strategic Planning

The superintendent collaborates with the board to implement and monitor progress of the strategic plan.

Please provide evidence to support the superintendent’s leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	





Superintendent Goals

This component of the evaluation tool may contain a changing list of annual goals from year to year for the board to provide feedback on.





Superintendent’s Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



INTERLOCAL AGREEMENT

THIS AGREEMENT is entered into by and between the County of Lancaster, Nebraska, a political subdivision of the State of Nebraska, on behalf of the Lancaster County Sheriff's Office, hereinafter referred to as "the County," and Lancaster County School District 148, Malcolm Public School, hereinafter referred to as the "School".

WHEREAS, the Interlocal Cooperation Act, Neb. Rev. Stat. § 13-801 *et seq.* permits units of local government in the State of Nebraska to cooperate with other localities on a basis of mutual advantage and thereby provide services in a manner that will best serve local communities; and

WHEREAS, the Lancaster County Sheriff (LSO) is charged with the responsibility of law enforcement in the County; and

WHEREAS, the County believes the presence of LSO School Resource Officers from the Lancaster County Sheriff's Office will be of assistance to the County, LSO, and the School.

WHEREAS, the School desires to have an LSO School Resource Officer serve Malcolm Public School during the calendar year; and

WHEREAS, the County is willing to provide an LSO School Resource Officer to the School to serve Malcolm Public School in consideration of certain amounts to be paid by the School as established pursuant to the terms of this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed between the parties as follows:

- 1) Length. The term of this Agreement is August 1, 2022 through July 31, 2025.
- 2) Purpose. The purpose of this Agreement is to provide one LSO School Resource Officer to serve Malcolm Public School ("School"). The LSO School Resource Officer will visit the School with equal frequency as the other schools assigned, during hours that they are in session, and during school events as requested by the School.
- 3) Responsibilities.
 - A. The County will have the following duties and responsibilities:
 1. LSO will provide one (1) full time sworn peace officer/deputy with the Lancaster County Sheriff's Office to function as the LSO School Resource Officer. Such deputy may be dispatched away from his/her LSO School Resource Officer duties in the case of an extreme emergency that requires his/her presence elsewhere. This Agreement shall not prevent such deputy

from providing LSO School Resource Officer services to other schools in Lancaster County.

2. LSO School Resource Officer shall establish and maintain a liaison between School personnel, LSO personnel, and elements of the juvenile justice system. LSO School Resource Officer shall serve as a resource to School employees, students, and parents/guardians of students on law enforcement related issues concerning crime prevention and investigations. The LSO School Resource Officer shall not be involved in the enforcement of school rules or act as a school disciplinarian. The LSO School Resource Officer may provide assistance when: (a) required by law under Neb. Rev. Stat. §§ 79-262 and 79-293 or other state or City/County/Security Agency law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.
3. School and the LSO Resource School Officer will address disciplinary and law enforcement situations in accordance with the applicable School and LSO policies provided in **Attachment A**, attached hereto, and incorporated herein by this reference. Such policies include, but are not limited to, addressing when a parent or guardian will be notified or present if a student is subject to questioning or interrogation, addressing when a student will be advised of constitutional rights, student and parent complaint processes, etc.
4. LSO School Resource Officer will perform his/her duties in full LSO deputy uniform. This uniform will include safety equipment designated for use by sworn field personnel pursuant to Lancaster County Sheriff's Office policies and practice.
5. The parties further agree that the LSO Resource Officer will distribute his/her time during the school week between two schools in Lancaster County at the discretion of the LSO Resource Officer.
6. The following actions may be taken at the sole discretion of the LSO School Resource Officer, his/her supervisor, or the Lancaster County Sheriff:
 - A. The LSO School Resource Officer may take appropriate law enforcement action when situations arise requiring the exercise of police authority;

- B. The LSO School Resource Officer may conduct patrol activity in and around the campus of School; and
 - C. The LSO School Resource Officer may conduct preliminary and follow-up investigations of crimes that occur on or near the campus of School.
7. LSO School Resource Officer shall employ best practices so that all students are treated impartially and without bias and maintain a high level of confidentiality of all matters regarding the School, staff, and student information.
 8. LSO School Resource Officer shall keep records on each student referral for prosecution in response to an incident occurring at School, on School grounds, or at a School-sponsored event and ensure that such records allow for analysis of related date and delineate: (a) the reason for such referral; and (b) Federally identified demographic characteristics of such student.
 9. Within six (6) months of being assigned to School, LSO School Resource Officer shall have completed a minimum of twenty (20) hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings.
- B. The School will have the following duties and responsibilities:
1. School is ultimately responsible for school discipline and culture.
 2. School staff shall not involve the LSO School Resource Officer in disputes related to issues of school discipline; however, the LSO School Resource Office may serve as a complement to School staff, provide education, or act in the role of a mentor, counselor, or trusted adult as herein provided.
 3. Within six (6) months of an LSO School Resource Officer being assigned to School, a minimum of one administrator in each elementary and secondary school building shall have completed a minimum of twenty (20) hours of training, excluding previous college coursework, focused on school-based law enforcement, including, but not limited to course work

focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

- 4) All matters relating to the LSO School Resource Officer's duties, standards of service, discipline of officer(s), rendition of performance, training, and other such matters incident to the performance of this Agreement and the personnel employed in the performance of this Agreement shall be under the exclusive control of the Lancaster County Sheriff. In exercising this control, the Sheriff shall give due consideration to those reasonable requests of the School which are properly brought to his attention.
- 5) The LSO School Resource Officer shall be a member of the Lancaster County Sheriff's Office, trained by the LSO and under the direct and exclusive control of the Lancaster County Sheriff. He/she shall have all the authority of any other deputy of the Lancaster County Sheriff's Office. The personnel performing such LSO School Resource Officer duties may be reassigned or released, as the Sheriff shall determine, and in accordance with the applicable rules and regulations of the Merit Commission and the Labor Agreement between the County of Lancaster and the Lancaster County Deputy Sheriffs' Association Fraternal Order of Police, Lodge 29.
- 6) The County and its agencies shall assume responsibility for supplying all supervision, materials, communications, and equipment which are necessary for the performance of LSO School Resource Officer services to the School.
- 7) Compensation for the deputy and provision for bonds, fringe benefits, insurance and Workers' Compensation shall be the sole responsibility of the County, except as provided in Paragraph 9(a) Overtime Compensation. The County shall pay all overhead costs, to include: training expenses, record-keeping expenses and all other administrative costs.
- 8) The School shall not be called upon to assume any liability for the direct payment of any salaries, wages, or other compensation for the services of the deputy, including payments for injury or sickness, unless such sickness or injury is caused by the intentional or negligent acts of School administrators or employees, except as provided in Paragraph 9(a) Overtime Compensation.
- 9) Compensation. The School agrees to pay to the County a base annual amount of twenty thousand seven hundred and twelve dollars and thirty-three cents (\$20,712.33) for the first year of the contract (August 1, 2022 to July 31, 2023). The parties agree that the base annual amount will increase 3% each contract year thereafter unless the Agreement is terminated by the parties as provided herein. The County will present the School with a statement for the base annual amount at the beginning of each contract year. The base annual amount for each contract year may be paid in monthly payments throughout the

contract year, or the base annual amount for each contract year may be paid in full and made at the beginning of each contract year. The School shall notify the Lancaster County Sheriff of which of the above payment methods shall be used by the School. If the base annual amount for a contract year is to be paid in monthly payments, then monthly payments shall be due and payable on the 15th day of each calendar month, commencing August 15, 2022. If the base annual amount for a contract year is to be paid in full at the beginning of the contract year, then the school shall make payment to the County within thirty (30) days of the presentment of the statement for compensation by the County.

A. Overtime Compensation. The procedure for overtime compensation shall be as follows:

1. The School will contact the LSO Support Services Captain to request deputies to work any extra duty, outside of the daily SRO duties, for security at school events.
2. LSO will post extra duty jobs for deputies to sign up and be selected, giving preference to the respective assigned SRO at the school.
3. LSO will pay overtime to deputies who work extra duty events.
4. LSO will submit a monthly invoice to the school that shows each event worked for the month, the total number of hours worked for each event, and the Actual Costs associated with providing those deputies for each event.
 - a. Commissioned, non-exempt personnel: Actual Costs include compensation at the rate of one and one-half (1.5) times the regular hourly rate of the LSO employee, plus benefits calculated at 20.45% of gross pay earned for work under this Agreement.
 - b. Commissioned, exempt personnel: Actual Costs include compensation at the regular hourly rate of the LSO employee, plus benefits calculated at 20.45% of gross pay earned for work under this Agreement.
 - c. Any other costs must be approved in advance by the school superintendent or designee.
5. A spreadsheet showing each employee's hours worked, wages, and benefits shall be included with each invoice.
6. School will remit payment within thirty (30) days of receipt of the monthly invoice.

10) Independent Contractor. It is the express intent of the parties that this Agreement shall not create an employer-employee relationship. Employees of the County shall not be deemed to be employees of the School and employees of the School shall not be deemed to be employees of the County.

- 11) Assignment. Neither the County nor the School shall assign its duties and responsibilities under this Agreement without the express written permission of the other party to this Agreement.
- 12) Hold Harmless. Each party agrees to indemnify and hold harmless, to the fullest extent allowed by law, the other party and its principals, officers, and employees from and against all claims, demands, suits, actions, payments, liabilities, judgments, and expenses (including court-ordered attorneys' fees), arising out of or resulting from the acts or omissions of their principals, officers, or employees in the performance of this Agreement. Liability includes any claims, damages, losses, and expenses arising out of or resulting from performance of this Agreement that results in any claim for damage whatsoever including any bodily injury, civil rights liability, sickness, disease, or damage to or destruction of tangible property, including the loss of use resulting therefrom. Further, each party shall maintain a policy or policies of insurance (or a self-insurance program), sufficient in coverage and amount to pay any judgments or related expenses from or in conjunction with any such claims. Nothing in this Agreement shall require either party to indemnify or hold harmless the other party from liability for the negligent or wrongful acts or omissions of said other party or its principals, officers, or employees.
- 13) Severability. If any portion of this Agreement is held invalid, the remainder hereof shall not be affected thereby if such remainder would then continue to conform to the terms and requirements of applicable law.
- 14) Equal Employment Opportunity. In connection with the carrying out of the activities provided herein, neither the County nor the School shall discriminate against any bidder, employee, applicant for employment, or any other person because of race, color, religion, sex, disability, national origin, age, marital status, or receipt of public assistance.
- 15) Termination. This Agreement may be terminated at any time by either party by giving sixty (60) days written notice.
- 16) Force Majeure. In case performance of any terms or provisions hereof shall be delayed or prevented because of compliance with any law, decree or order of any governmental agency or authority of local, State or Federal governments or because of riots, war, terrorism, explosions, acts of civil or military authority, acts of public enemy, public disturbances, lack of adequate security escorts, strikes, lockouts, labor disputes, earthquakes, fires, floods, Acts of God or any other reason whatsoever which is not reasonably within the control of the Party whose performance is interfered with and which, by the exercise of reasonable diligence, said Party is unable to prevent; the Party so suffering shall immediately give notice to the other Party of the Force Majeure Event. Upon such notice, the obligations of the affected Party under this contract which are reasonably related to the Force Majeure Event may, at its option, be suspended, without liability, the performance of its obligations hereunder during the period such cause continues. The affected Party shall do everything reasonably necessary to

overcome the effects of the Force Majeure Event, mitigate the effect of any delay occasioned by any Force Majeure Event, and ensure resumption of normal performance of this Agreement as soon as reasonably practicable and shall perform their obligations to the maximum extent practicable.

Once the Party is given notice of such Force Majeure Event, that Party shall keep track of the number of days such period continues. Once the Force Majeure Event has ended, the Party shall confirm the length of the period. Once the length has been confirmed, the Party so suffering may either receive a reimbursement for the length of the period or may credit that amount towards any renewal year. If the Party so suffering wants to be reimbursed, the other Party shall issue the reimbursement within forty-five (45) days receipt of the suffering Party's decision.

- 17) Entire Agreement. This Agreement constitutes the entire Agreement between the parties with respect to the subject matter herein and merges all prior discussions between them. It shall not be modified except by written agreement dated subsequent to the date of this Agreement and signed by all parties.

EXECUTED this ____ day of _____, 2022, by Lancaster County, Nebraska.

BY THE BOARD OF COUNTY
COMMISSIONERS OF LANCASTER
COUNTY, NEBRASKA

By: _____

APPROVED AS TO FORM:

This ____ day of _____, 2022.

Deputy County Attorney
for PATRICK CONDON
County Attorney

EXECUTED this ____ day of _____, 2022, by Lancaster County School District 148,
Malcolm Public School.

LANCASTER COUNTY SCHOOL
DISTRICT 148, MALCOLM PUBLIC
SCHOOL

By: _____

Title

StudentsStudent Discipline

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

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering

the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
 3. Expulsion:
 - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
 - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a

personal injury to the student himself or herself, other students, school employees, or school volunteers.

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

- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
- b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

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

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

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
 - C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the

consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school

- employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
 11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
 12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
 13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
 14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
 15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
 16. Willfully violating the behavioral expectations for riding school buses or vehicles.
 17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

- D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
- c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves.
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry that is gang related.
- h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to

learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

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

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

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

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

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

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

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

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for

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

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

such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
- (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
 - (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
 - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that

the student not commit any abusive use of the device (see paragraph (d)(1)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

- (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
- (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
- (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

- (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.
 - (ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
 - (iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
 - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
 2. Students in the hallway during class time must have a pass with them.
 3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
 4. Students are expected to bring all books and necessary materials to class. This includes study halls.
 5. Assignments for all classes are due as assigned by the teacher.
 6. Students are not to operate the mini-blinds or the windows.
 7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 8. Students are to be in their seats and ready for class on the tardy bell.

9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

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

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

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

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

Date of Adoption: [Insert Date]

StudentsDrug and Substance Use and Prevention**Drug-Free Schools**

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

Standards of Conduct; Notice to Students and Parents

Students are to be provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be signed by both student and parent or guardian and returned to the respective Principal. It shall contain in prominent letters the following language:

"RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING [NAME] PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE

STANDARDS."

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Students are to be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Safe and Drug-Free Schools-- Parental Notice of Right to Withdraw

Parents will be notified that, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Standards of Student Conduct Pertaining to the Possession, Use, or Distribution of Illicit Drugs, Alcohol or Tobacco.

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs, alcohol or tobacco (including electronic nicotine delivery systems) on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.

5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product (including electronic nicotine delivery systems).

Disciplinary Sanctions

Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

The [Name] Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Date of Adoption: [Insert Date]

Notification of Rights Under FERPA

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

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

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

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

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

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

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

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

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

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

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

Notice Concerning Directory Information

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Malcolm Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

OPTIONAL

In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student —

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Nebraska Department of Education. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the District has designated as “directory information” under §99.37. (§99.31(a)(11))

The District’s policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit:

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

StudentsChild Abuse and Neglect

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will ensure that the report has been made to the proper law enforcement agency or other agency as required by law.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term “promptly” means “within a 24-hour period.”

Legal Reference: Neb. Rev. Stat. § 28-711
34 U.S.C. § 20341

Date of Adoption: [6/2018]

StudentsSearch and Seizures

When it is determined based on searches that a person has violated a Board policy, administrative regulation, building rule, student conduct rule or personnel expectation, or the law, the person shall be subject to appropriate disciplinary action and a report to law enforcement may be made.

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following procedures will be used for conducting searches:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted in the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.
6. Searches of the District's computer system may be conducted in the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearm

or dangerous weapon shall be confiscated and delivered to law enforcement as soon as practicable.

2. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Legal Reference: Neb. Rev. Stat. § 28-1204.04 (firearms)

Date of Adoption: [6/2018]

StudentsLaw ViolationsReporting Student Law Violations:

- (1) Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
- (2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
- (3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Malcolm Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
 - (a) Knowingly possessing illegal drugs or alcohol.
 - (b) Assault.
 - (c) Vandalism resulting in significant property damage.
 - (d) Theft of school or personal property of a significant nature.
 - (e) Automobile accident.
 - (f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

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

Legal Reference: Neb. Rev. Stat. §§ 79-293 and 79-294

Date of Adoption: July 23, 2012

StudentsMissing Persons

A missing person shall mean a person sixteen (16) years or younger reported to any law enforcement agency as abducted or lost.

Upon notification by the Nebraska State Patrol of a missing student, the school will flag the student's records in such a way that any personnel looking at such birth certificate or record shall be alerted to the fact that the birth certificate or record is of a missing person. If the record has been flagged as that of a missing person, and a request for transfer of the student's records is received, school personnel shall not forward such records to the requesting school, but shall instead notify the Principal, who shall notify the Sheriff's Department of the request and that the student is a reported missing person.

Legal Reference: Neb. Rev. Stat. § 79-214
 Neb. Rev. Stat. §§ 43-2001 to 43-2012

Date of Adoption: July 23, 2012

StudentsRequests to Contact Students and Student Interviews by Non-School PersonnelA. Removals of Students and Interviews of Students

In dealing with law enforcement officials, Malcolm Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

1. Removals of Students by Law Enforcement Officials

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshals, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).

- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Malcolm Public Schools, the following action is to be taken:

- (a) Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit “A” to this Policy may be used for this purpose.
- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Malcolm Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student’s parents or guardian.

A student should not be released to a private detective or “special police officer” who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student’s parent, guardian or custodian.

2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Malcolm Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of Malcolm Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§43-248; 43-418; 79-294; 79-2104
20 U.S.C. §1232g (FERPA)

Date of Adoption: [7/2017]

AR-5413--Exhibit A

Affidavit and Release to Remove Student

Date: _____

The undersigned hereby states and affirms to the Malcolm Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by _____ and am currently acting within the scope of such employment.

2. That request is hereby made of the Malcolm Public Schools to deliver to me the following named student: _____.

3. That I am entitled to immediate physical custody of said student by virtue of:

() Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student’s protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.

() There having been issued a valid warrant for such student’s arrest, a true copy of which is attached hereto.

() There being reasonable grounds for me to arrest such student without a warrant, such grounds being that: _____

() Other (specify) the student being placed under arrest due to following authority: _____

4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.

5. That the undersigned has the legal right to take custody of the student without the consent of said student’s parent(s), guardian, custodian, or the Malcolm Public Schools.

6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

(Give complete description of officer’s name and position, including badge number)

**AR-5413--Exhibit B
Affidavit to Interview or Question Student**

Date: _____

The undersigned requests the right to interview or question _____, a student of the Malcolm Public Schools, and hereby states and affirms to the Malcolm Public Schools as follows:

() That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the _____ Court of _____ County, Nebraska.

() That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.

() That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.

() That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.

() That requesting consent to the interview from the child's parent or guardian and notification of child's parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

(Give complete description of officer's name and position including badge number)

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 Malcolm Public Schools.

1. 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 Guidance.
- 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.

2. 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.

3. 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.
4. 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.

Date of Adoption: July 23, 2012

InstructionFirearm Policy

It shall be the policy of the Malcolm Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event. This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or reserve officers training corp, peace officers, or other duly authorized law enforcement officers when on duty or training. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by a non-student adult when the firearm is not loaded, is encased, and is either in a locked firearm rack that is on a motor vehicle or is in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied or otherwise fastened with no part of a firearm exposed.

Any unlawful use or possession of a firearm as described in this policy and as described by statute shall as soon as is reasonably possible be reported to an appropriate peace officer. Nothing in this policy shall be construed to prevent the district from carrying out regular disciplinary procedures as have been adopted by the Board of Education or as otherwise authorized by law.

Legal Reference: Neb. Rev. Stat. § 28-1204.04

Date of Adoption: July 23, 2012

InstructionComputerInternet Safety and Acceptable Use PolicyA. Internet Safety Policy

It is the policy of Malcolm Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and

access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general,

for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.

3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 4. Users shall not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. 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.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254
Children's Online Privacy Protection Act, 15 U.S.C. § 6501
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act) LB 512 (2017).

Date of Adoption: [6/16]

Malcolm Public Schools
Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Malcolm Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Malcolm Public School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Malcolm Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Malcolm Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Malcolm Public Schools, any of its employees, or any institution providing network access to Malcolm Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

Malcolm Public Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT’S AGREEMENT

In order to make sure that all members of Malcolm Public Schools community understand and agree to these rules of conduct, Malcolm Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Malcolm Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Malcolm Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Malcolm Public Schools, any of its employees, or any institution providing network access to Malcolm Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Malcolm Public Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of Malcolm Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Malcolm Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Malcolm Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the Malcolm Public Schools, any of its employees, or any institution providing network access to Malcolm Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.



LANCASTER COUNTY SHERIFF'S OFFICE
STANDARD OPERATING PROCEDURES

JUVENILE LAW VIOLATORS

Number: 2050

Issued by: Terry T. Wagner, Sheriff

Replaces: SOP 2050 01/15/16

Effective date: 03/07/2018

References: N.R.S. 42-248, 43-248.01

et seq., 43-250, 43-253, SOP2030, SOP 2210, SOP 2220

I. POLICY

- A. The Lancaster County Sheriff's Office regards its role in handling juvenile law violators to be protecting the public and acting in the best interest of the child. The office will follow a course of action intended to insure the least restrictive action necessary to protect both the public and the juvenile. This SOP applies to youths under the age of 18.

II. PROCEDURE

- A. Interviews of juveniles as suspects in criminal offenses:

1. Age 16 and 17

- a. Permission to interview the child from a parent or legal guardian is not necessary;
- b. As with an adult suspect, Miranda warnings and the suspect's waiver would be required for a custodial interrogation;
- c. Reasonable efforts to notify the parent/guardian of the youth interviewed as a suspect to inform them of the circumstances of the case shall be made after the interview.

2. Age 15 or under

- a. Deputies may make preliminary inquiries in the field of youths, without parental notification or permission. When an investigation focuses on a specific youth as a suspect, however, notification and permission from the parent or guardian shall be obtained unless to do so would significantly impede the investigation;
- b. If a child 15 years old or younger is the subject of a custodial interrogation, Miranda warnings must be read and a waiver obtained from the suspect. For youths of this age, it may also be necessary to read Miranda warnings to the parent/guardian and to obtain a waiver from the parent/guardian as well as the child. This is a case-by case decision which depends upon the competence of the child to understand the rights and to waive them intelligently and voluntarily. The youth's age, educational development, maturity, emotional state, knowledge of the criminal justice system and similar factors should be weighed in making this determination.

3. Juveniles should be interviewed at schools during school hours only if no practical alternative exists.

B. Custody of juvenile offenders

1. Deputies may take youths into custody or detain youths for issuance of citations when there is probable cause to believe that the youth has committed a violation of the law.
2. Deputies may also take youths under age 18 into custody when the youth is a runaway.
3. Deputies may exercise their discretion to release a juvenile who has allegedly committed an offense without an arrest, citation or other formal action if:
 - a. the victim (if any) does not object, and;
 - b. the offense is a minor misdemeanor or infraction not involving controlled substances, sexual conduct or an apparent risk of violence, and;
 - c. the deputy believes that informal handling of the situation is in the best interest of the child.
4. In electing to handle a juvenile offender without any formal action, deputies shall consider such factors as the nature of the offense, the youth's prior conduct and the ability of parent/guardian to govern the child's behavior and should not be influenced by the child's socioeconomic status, race, etc.
5. Copies of reports in such cases should be forwarded to the County Attorney's Office, even when no formal action is taken, for their information and review.

C. Disposition of juvenile offenders

1. Misdemeanors and infractions:
 - a. Regardless of age, juveniles should be cited and released by preference. Deputies may refer to SOP 2030, "Arrest/Citation in Lieu of Arrest," for guidance on the types of situations in which release would not be appropriate.
 - i. In addition to the circumstances described in SOP 2030, juveniles in custody should not be released when the deputy has a reasonable belief that the youth will be endangered in his surroundings if released or when the juvenile is under the influence of alcohol or drugs.
 - ii. Juveniles may be cited and released for most traffic violations, to include DUI/DW I, with a citation and court date.
 - b. Juveniles may be released on their own for most misdemeanors. In some cases, however, juveniles will be released only to a parent, guardian or other responsible adult who is willing to accept responsibility for the youth. This includes:
 - i. offenses involving actual or threatened violence;
 - ii. sexual offenses;
 - iii. circumstances in which the deputy believes the youth to be under the influence of alcohol or some other drug to a significant degree.
 - 1st. Misdemeanor criminal citations issued to youths 17 and younger should not have a court date assigned. Instead, the

deputy should write, "Referred to Juvenile Court," in the spaces normally reserved for court time and date and instruct the youth and parent/guardian that the County Attorney's Office will notify them by mail of an appointment or appearance date and time.

- c. If the juvenile is age 17 to 11 years of age and needs to be lodged at the Juvenile Detention Center, the deputy must first get approval for detention from a Juvenile Probation Officer by calling the probation office (402-441-7364), or after hours at pager (402-499-4549). The probation officer will meet the deputy at the Detention Center, or another agreed upon location to investigate the necessity for detention of the juvenile. After the deputy has delivered custody of the juvenile to the probation officer (if the interview is conducted at the Detention Center), the deputy may leave and would be notified as soon as possible whether the juvenile was detained or released by the probation officer. If the juvenile is detained, the arresting deputy will immediately complete the Probable Cause Affidavit for submission to the County Attorney's Office. If the juvenile is 10 years of age or younger and needs to be detained and placed outside of their residence the deputy should contact the DHHS hotline number: 1-800-652-1999. A DHHS staff representative will make arrangements for the placement of the juvenile.
 - d. When placing juveniles 10 and under, Deputies shall
 - i. Complete a, "juvenile temporary custody affidavit." One original and two copies are required.
 - ii. The original affidavit should be delivered to the County Attorney's Office as soon as possible and the copies left in Records.
 - iii. Notify the County Attorney's Office – directly by phone during normal business hours, or through the on-call juvenile county attorney after hours.
 - iv. Arrange for the juvenile to be photographed. Juveniles under the age of 14 cannot be fingerprinted without a court order.
 - v. Make reasonable efforts to notify the parents or guardian that the child has been placed into temporary custody.
 - e. Youths booked at the Juvenile Detention Center should be photographed and fingerprinted (14 and older on fingerprinting).
 - f. Fingerprinting youths under the age of 14 requires a court order;
2. Felony cases
- a. Juveniles arrested for felonies shall be cited and released or lodged at the Juvenile Detention Center, following the same guidelines as for misdemeanors discussed above, except that in felony cases, the juvenile shall be released only to a parent/guardian or other responsible adult;

- b. Youths who are cited for a felony and released should be photographed and fingerprinted if age 14 or older. Both should be completed as soon as practical.
 - c. Juveniles who are lodged at the Detention Center for a felony or misdemeanor criminal offense will be "Referred to Juvenile Court."
 - 3. No need to contact probation officer when:
 - a. the juvenile is on parole from a youth or adult correctional facility and parole has already authorized detention;
 - b. when the youth has escaped from any jail or correctional facility.
- D. Juvenile arrested on juvenile warrants
 - 1. A deputy taking a juvenile into custody on a juvenile arrest warrant must get approval prior to lodging the individual from a Juvenile Probation Officer by calling the probation office (402-441-7364), or after hours at (402-499-4549).
 - a. if detention is not required, the juvenile may be released without bond if such release is in the best interest of the juvenile, the safety of the community is not at risk, and the court that issued the warrant is notified that the juvenile has been taken into custody. (Notification should be done by the Probation Officer).
- E. Right to counsel
 - 1. Juvenile jail standards require that juveniles be given immediate access to a telephone or to counsel as soon as possible after being taken into custody.
 - a. All law enforcement personnel having custody of any person under 18 years of age who has been arrested, restrained or deprived of his/her liberty for whatever reason shall permit the person in custody, without unnecessary delay after arrival at a law enforcement facility, to call or counsel with his/her attorney, except when exigent circumstances exist;
 - b. The Juvenile Arrest/Detention form should be filled out with the time and date of phone call or contact with attorney.
- F. Custody of Runaways
 - 1. Youths in custody as runaways, with no other criminal violation, will be held in custody at the Juvenile Detention Center only with the approval of a Juvenile Court probation officer.
 - 2. The Juvenile Detention Center is generally not an appropriate placement for a runaway, except when special circumstances exist, such as a runaway who is currently on probation or parole, or a runaway who has pending criminal charges. In these cases, the deputy may contact a Juvenile Court probation officer for consultation.
 - 3. Other alternatives for runaways which may be appropriate depending on the circumstances of the case would include:
 - a. returning the youth to the custody of his parent/legal guardian;
 - b. placing the youth at a mutually-agreed upon private residence with the consent of parent/legal guardian;

- c. placing the youth in emergency temporary custody and contacting Division of Children & Family Services (DCFS) for a temporary foster placement if the child is endangered through abuse or neglect;
 - d. placing the youth at Freeway Station, with consent of the parent/legal guardian and the Freeway Station's agreement to accept the youth.
 4. Deputies may confer with their supervisors, DCFS personnel, Freeway Station staff or Juvenile Court probation officers for advice and assistance in the placement of runaway youths when necessary.
- G. Parental notification of juvenile arrest
 1. Deputies shall make reasonable efforts to notify the parent/legal guardian of any youth under the age of 18 who is:
 - a. taken into custody, regardless of age;
 - b. issued a citation for a criminal offense, DW I, DUS or reckless driving if 17 or younger;
 - c. issued a citation for a criminal offense, DW I or anything other than a minor traffic infraction, if 16 or 17;
 - d. detained in the field or elsewhere for a significant period of time (longer than necessary for the issuance of a traffic citation);
 - e. minor traffic offenses do not require a parent notification.
 2. The detaining deputy shall complete the "Juvenile Notification of Arrest" form to document the notification. If information is available, include the name and address of both parents.
 3. In the event that the parent/legal guardian cannot be located for this purpose prior to the end of the shift, the deputy shall note the efforts made and turn the form over to a supervisor for continuing efforts on the next shift.
- H. Juvenile record-keeping
 1. The commanding officer of the Administrative Support Division is responsible for the collection, retention and dissemination of all department reports and records pertaining to calls for service, arrests and crimes, including such records which concern juveniles.
 2. Records concerning juveniles shall be created, maintained and released following the same guidelines as for adults. (See SOP 2210, "Release of Reports and Criminal History Information," and SOP 2220, "General Report Requirements").
 3. Upon receipt of a court order setting aside the adjudication of a juvenile and ordering the record sealed, all reports and records concerning the case shall be sealed. The Administrative Captain shall be responsible for this process.
 - a. No employee shall reveal any information covered by such a sealing order to any person, including a law enforcement agency;
 - b. The court order shall be scanned into the case file.

2023-2024

Date	Event or Holiday
Aug. 9-15	Teacher Inservice
Aug. 16	First Day of School
Sep. 1	Early Dismissal 12:27/Teacher Inservice
Sep. 4	No School--Labor Day
Sep. 19	Early Dismissal 12:27/Teacher Inservice
Sep. 20	No School--P/T Conferences
Oct. 6	Early Dismissal 12:27/Teacher Inservice
	End of 1st Quarter
Oct. 12	Early Dismissal 12:27/Teacher Inservice
Oct. 13	No School--Fall Break
Nov. 3	Early Dismissal 12:27/Teacher Inservice
Nov. 22	No School--Thanksgiving Break
Nov. 23	No School--Thanksgiving Break
Nov. 24	No School--Thanksgiving Break
Dec. 1	Early Dismissal 12:27/Teacher Inservice
Dec. 21	Early Dismissal 12:27/Teacher Inservice
	Dec. 21st End of 2nd Quarter
	No-School Winter Break
	December 22nd-January 3rd
Jan. 3	Teacher Workday (No School)
Jan. 4	School Resumes
Jan. 26	Early Dismissal 12:27/Teacher Inservice
Feb. 14	Teacher Workday (No School)
Feb. 15	No School--P/T Conferences
Feb. 16	No School
Mar. 1	No School
Mar. 8	No School
	End of 3rd Quarter
Mar. 14	Early Dismissal 12:27/Teacher Inservice
Mar. 15	No School
Mar. 29	No School--Spring Break
Apr. 1	No School--Spring Break
Apr. 26	Early Dismissal 12:27/Teacher Inservice
May 12	Graduation
May 16	Early Dismissal 12:27/Teacher Inservice
May 17	Teacher Inservice
	End of 4th Quarter

October 2023

Su	M	Tu	W	Th	F	Sa
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

September 2023

Su	M	Tu	W	Th	F	Sa
	4	5	6	7	8	1
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
					20	19

January 2024

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

December 2023

Su	M	Tu	W	Th	F	Sa
	4	5	6	7	8	1
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	30
					15	15

April 2024

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

March 2024

Su	M	Tu	W	Th	F	Sa
	4	5	6	7	8	1
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
					17	17

May 2024

Su	M	Tu	W	Th	F	Sa
	6	7	8	9	10	
	13	14	15	16	17	
						13

184 Teacher Days **174 Student Days**

- Indicates Days Off
- Indicates 12:24 Dismissals/Teacher Inservice
- Indicates No School/Teacher Workdays
- Indicates No School--P/T Conferences
- # Number of Student Days in that Month
- # Number of Teacher Days in that Month
- Potential School Cancellation: SB (State), FB (Finals), GBB, BBB

School Resumes After Winter and Summer Break

1st Semester:	86
2nd Semester:	88

August 2023

Su	M	Tu	W	Th	F	Sa
	1	2	3	4		
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

November 2023

Su	M	Tu	W	Th	F	Sa
	1	2	3			
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		

February 2024

Su	M	Tu	W	Th	F	Sa
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29		
					20	18

Teachers will select one additional day to work, to get to 185 contract days.

MALCOLM PUBLIC SCHOOLS

2022 ANNUAL REPORT

District Mission Statement:

In partnership with our community, we will provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.

District Vision Statement:

We strive to become the most admired school district in Nebraska.

Board of Education

Tony Nutter, President
Michelle Bice, Vice President
Chandler Kramer, Secretary
Bill England, Treasurer
Amy Spellman, Member
Ed Swotek, Member

Administration

Ryan Terwilliger, Superintendent
Greg Adams, JH/SH Principal
Amber Dolliver, Elementary Principal
Dallas Sweet, Asst. Prin./Act. Dir.
Jon Squier, Student Services Dir.
Troy Pritchett, Dir. Of Technology

GOVERNING VALUES / BELIEFS

The mission of the Malcolm Public Schools is based upon the belief that:

- Students are our first priority
- Each student is unique and has infinite value
- Education is dynamic and evolving
- A positive learning environment enhances learning
- High expectations promote higher achievement
- Honesty and integrity are essential to building trust
- Individuals are responsible for their own actions
- Our school is accountable to the community
- Education is a shared responsibility of the individual, family, school and community
- Excellence is worth the investment

TO: MALCOLM PUBLIC SCHOOL PARENTS AND PATRONS:

Preparing a Child to Become a Productive and Responsible Citizen

This report is submitted to the patrons of Malcolm School District #148 as an annual report in accord with accreditation rules of the Nebraska Department of Education. This Annual Report is a data collection intended to provide parents and patrons of Malcolm Schools with information on student achievement, school system performance, district resource allocation and financial standing. We are very proud of the accomplishments and achievements of our students and staff. We are thankful for an engaged, dedicated and supportive Board of Education and school community. Not only is it important for our community to have accurate and relevant information about our schools, it is also very important that you are involved in the educational process.

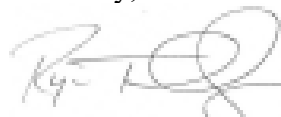
The original mission statement and governing values were first developed in 1995/96 by a group of 28 district patrons; in 2002 and 2007 the mission and values were affirmed during the required State review process for school improvement. In 2012, patrons, parents, teachers, administrators and school board members worked together in developing a new mission, vision and set of governing values—seen on page 1. Finally, during the summer and early fall of 2022, we completed our most recent strategic planning process. The process began in late 2019, but due to the pandemic, our completion date was pushed back.

Malcolm Public Schools is a quality school system with a quality staff. This district has been fortunate through the years to have the support of the community patrons in every aspect of district growth and change. **It is our mission, in partnership with our community, to provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.**

This report attempts to provide a variety of information about Malcolm Public Schools' operations, enrollment, financial status, district demographics, and achievement highlights. It includes examples of how we fared in giving our students the critical skills they need to be productive citizens in society. While this report has been prepared as a comprehensive picture of education in this district, we realize that the total picture cannot be accurately represented in percentages, numbers, and charts. I encourage you to read the report. If any questions arise, please feel free to contact the superintendent's office at 402-796-2151.

This is an interesting time in education as we are experiencing many changes in local, state and national education requirements. Local, state, national, and now international challenges face us each day as we prepare our students for the world of tomorrow. There are, and will continue to be, many opportunities for you to become involved in your school and/or the district. You and your participation are always welcomed at Malcolm Public School.

Sincerely,



Ryan Terwilliger
Superintendent of Schools

DISTRICT DESCRIPTION

The Malcolm School District (#148) comprises approximately 85.3 square miles in Lancaster and 2.6 square miles in Seward County. The district is made up of the communities of Emerald, Malcolm, and the surrounding rural areas. The district is organized as a PK-6, 7-12 educational institution in one building located on the north side of the Village of Malcolm.

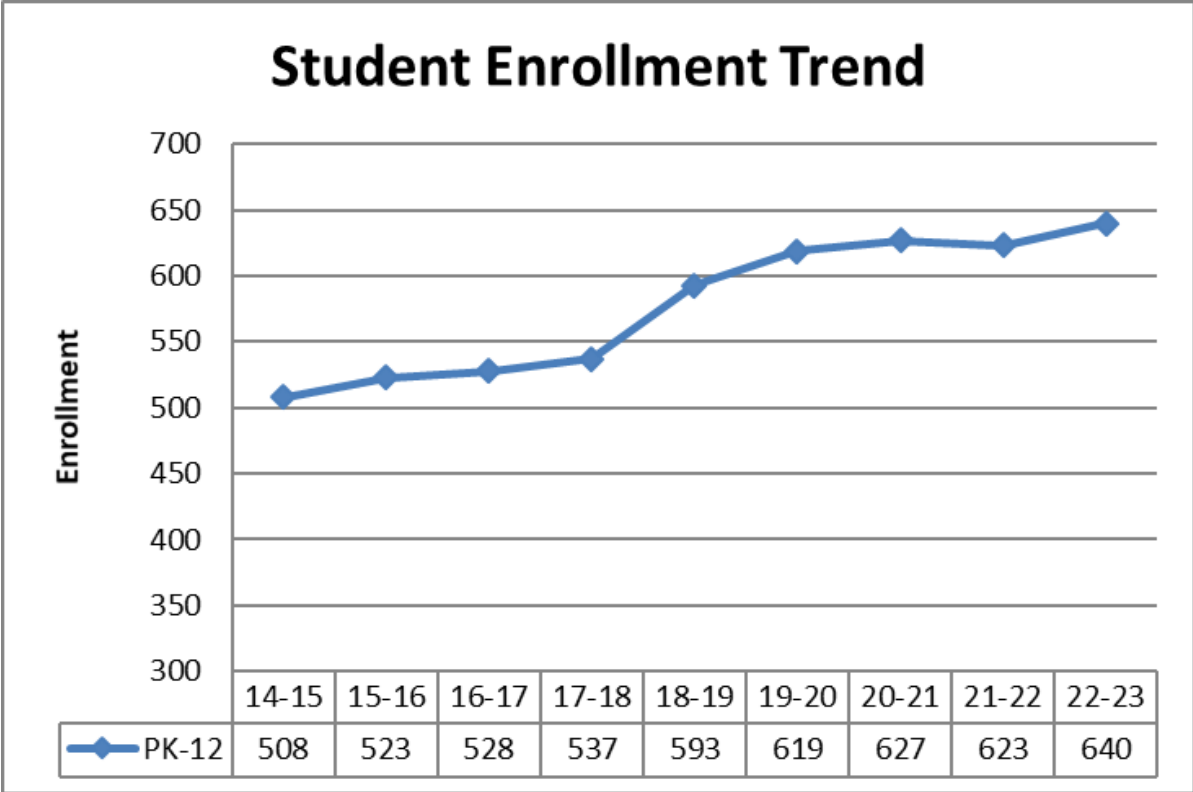
Malcolm Public Schools is classified as a Class III (PK-12) district by the Nebraska Department of Education. The Nebraska School Activities Association, for purposes of student activities and athletic competition has classified Malcolm, as a Class C school. Malcolm Public Schools is a member of the Trailblazer Conference for our activities program. Member schools include: Ashland-Greenwood, Beatrice, Malcolm, Nebraska City, Plattsmouth, Platteview, Ralston and Wahoo.

A six member, at-large Board governs the school district. Each member is elected for a four-year term. Board members serve without compensation. The Board of Education generally meets the third Monday of each month, with a standard starting time of 7:00 P.M. The meetings, which are open to the public, are traditionally held in the district boardroom located in the Central Administration Office at 10004 NW 112th. Current members of the Board of Education are: President Tony Nutter, Vice-President Michelle Bice, Secretary Chandler Kramer, Treasurer Bill England, member Amy Spellman and member Ed Swotek.

The Malcolm Public Schools Educational Foundation is a non-profit organization that operates separately but as an extension of the schools. The foundation was formed to provide for acceptance of tax-deductible donations from interested supporters of education. Donations in the form of cash, acceptable equipment and other donations have been accepted since the foundation was formed in the fall of 1991. The foundation also donates to worthwhile school projects throughout the year.

Each year, to assist graduates in furthering their education, scholarships are awarded to graduating seniors from the Malcolm Public Schools perpetual scholarship fund.

Student Enrollment Comparison, as of the Last Friday in September:													
16-17		17-18		18-19		19-20		20-21		21-22		22-23	
				PK	20	PK	20	PK	20	PK	19	PK	19
K	39	K	40	K	38	K	41	K	37	K	44	K	48
1	33	1	41	1	41	1	38	1	42	1	40	1	47
2	41	2	34	2	42	2	39	2	36	2	40	2	45
3	43	3	42	3	36	3	42	3	40	3	38	3	43
4	43	4	46	4	46	4	39	4	42	4	38	4	39
5	39	5	44	5	48	5	48	5	44	5	45	5	45
6	39	6	39	6	51	6	49	6	51	6	44	6	48
PK-6	277	286	322	316	312	308	334						
16-17		17-18		18-19		19-20		20-21		21-22		22-23	
7	38	7	38	7	43	7	55	7	51	7	51	7	45
8	49	8	49	8	48	8	52	8	57	8	53	8	54
9	37	9	37	9	47	9	53	9	53	9	55	9	52
10	42	10	42	10	53	10	47	10	53	10	53	10	52
11	48	11	48	11	38	11	56	11	47	11	52	11	52
12	37	12	37	12	42	12	40	12	54	12	51	12	51
7-12	251	251	271	303	315	315	306						
K-12	528	537	593	619	627	623	640						



Faculty and Support Staffing:

The Malcolm Public Schools staff is constantly seeking ways to improve themselves, their knowledge of subject matter, and their instructional skills and techniques. Staff development is an important part of our adult learning process. Staff members gain additional experiences through in-services and workshops, as well as summer and evening college classes. Of the fifty-three (53) professional staff members employed, forty-four (44) or 83% faculty members have obtained at least a master's degree. Ninety-Eight percent (98%) of the certified staff have earned college hours beyond their initial degree, and 100% have attended workshops or in-service experiences to support their instruction.

Forty-Three (43) professional staff members have 10 or more years of educational experience. Twenty-Two (22) staff members have 20 or more years in education, and out of that twenty-two, two (2) staff members have 30 or more years in education. There are thirty-two (32) faculty members who have been in the Malcolm Public School System at least 10 years, which provides continuity, stability and excellence in our programs.

Staff Information

Administration	6
Guidance	1
PK-12 Teachers	27
Specialists	14
Special Education	5
Office Staff	7
Nurse	1
Para-educators	16
Dist. Non-Certified	<u>16</u>
Total # of Staff	93

Staff - Past and Future: Increased needs in special education has resulted in MPS increasing its certified and non-certificated staff from 2008 to the present. In addition, we have methodically reorganized our middle school program to accommodate growth and enhanced instruction. As we have found ways to better engage middle level learners, we have also found a need for additional personnel. As a result, we can confidently say that the improved middle level learning experience has been well worth the investment. Overall, our growing student population has required adding additional staff to multiple levels and disciplines—including specialists. Finally, before the 2018-2019 school year, we implemented a new full-time Pre-Kindergarten program.

	2015	2016	2017	2018	2019	2020	2021	2022
CF	48	49	49.5	50.5	52	52.5	53	53
NC	31	32	33.5	35	35	36	38	40
Total	79	81	83	85.5	87	89.5	91	93

CF: Certified Faculty

NC: Non-Certified Faculty

Student Transportation: The transportation department currently includes seven buses (5 route buses and 2 spare/activity buses), 3 vans, 1 special education vehicle, and one pick-up truck. The numbers for 21-22 follow:

Route miles for year: 44,435

Average miles driven per day: 251

Average miles driven per bus/per day: 50

Activity trip miles including field trips: 29,042

Students transported daily by this district: 207

Special Education Miles: 11,722

FINANCIAL INFORMATION

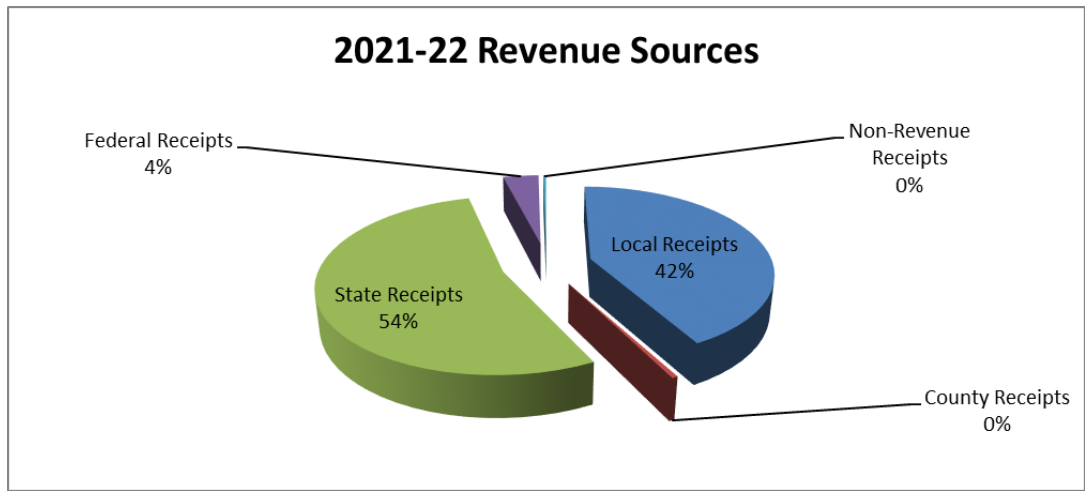
The financial information prepared for this portion of the report contains data from 2010-2011 through 2022-2023. The following information will show you a breakdown of expenses by categories and revenue by source. Included is a levy history that shows the tax levy by fund over the last twelve years. You will also be able to see the changes that have occurred in the district's assessed valuation. In addition, there is a table that will allow you to track State Aid changes that have occurred over the last several years.

HISTORY OF LEVIES & VALUATIONS							
	General Fund	Bond Fund	QCPUF	Special Bldg.	Total Levy	Change per \$100	Valuation
2010-11	1.0046	0.1027		0.0453	1.1526	+0.045 cents	\$216,365,438
						Bond Fund	\$362,879,005
2011-12	0.9957	0.1018	0.03172	0.0505	1.1796	+2.70cents	\$234,024,612
						Bond Fund	\$386,914,208
2012-13	0.9933	0.1031	0.0295	0.049748	1.1756	-.0040 cents	\$255,569,098
						Bond Fund	\$420,387,420
2013-14	1.0026	0.065671	0.01226	0.040404	1.120935	-.0547 cents	\$279,934,687
						Bond Fund	\$464,948,707
2014-15	0.944751	0.070707	0.040404	0.100431	1.156293	+0.035 cents	\$296,700,558
						Bond Fund	\$493,560,246
2015-16	0.888068	0.075758	0.044427	0.139986	1.148239	-.00805 cents	\$323,835,768
						Bond Fund	\$545,270,553
2016-17	0.907194	0.05423	0.029468	0.138385	1.129277	-.018962 cents	\$342,261,084
						Bond Fund	\$566,095,493
2017-18	0.802882	0.021812		0.10101	0.925704	-.02036 cents	\$370,482,085
						Bond Fund	
2018-19	0.842182	0.092342		0.067055	1.00158	0.07587 cents	\$376,596,112
						Bond Fund	\$377,314,312
2019-20	0.859661	0.045407		0.10331	1.008378	0.006798 cents	\$391,093,719
						Bond Fund	\$396,117,894
2020-21	0.808436	0.080808		0.121212	1.010456	.002078 cents	\$394,180,966
						Bond Fund	\$404,893,953
2021-2022	0.825091	0.063169		0.121212	1.009472	-.000984 cents	\$431,888,791
						Bond Fund	\$450,588,874
2022-2023	0.785352	0.061895		0.138889	0.986163	-.023309	\$444,255,962
						Bond Fund	\$473,265,962

- For the past six years, Malcolm Public Schools has been under \$.90 for the general fund levy
- For the past six years, Malcolm Public Schools has been below \$1.05 for total levy

FIGURES FROM 21-22 SCHOOL AUDIT	
REVENUE FOR GENERAL FUND	
YEAR ENDING AUGUST 31, 2022:	
Local Receipts	
Property Taxes	\$ 3,205,659.00
Carline Tax	\$ 2,364.00
Public Power District Sales Tax	\$ 7,427.00
Motor Vehicle Taxes	\$ 291,027.00
Penalties & Interest on Taxes	\$ 12,084.00
Tuition Received From Individuals	\$ 830.00
Preschool Tuition & Fees	\$ 31,080.00
Transportation from Individuals	\$ 6,731.00
Interest	\$ 12,062.00
Rental Income	\$ 43,485.00
Local License Fees	\$ 500.00
Donations	\$ 1,000.00
Categorical Grants from Corporations & Other Private Sources	
Other Local Receipts	\$ 5.00
	\$ 3,614,254.00
County Receipts	
County Fines and Licenses	\$ 18,842.00
Educational Service Unit	\$ 2,044.00
	\$ 20,886.00
State Receipts	
State Aid	\$ 3,836,892.00
Special Education Programs	\$ 254,474.00
Special Education Transportation	\$ 7,464.00
Homestead Exemption	\$ 87,328.00
Property Tax Credit	\$ 247,368.00
Personal Property Tax Credit	
Nameplate Capacity Tax	\$ 6,614.00
Personal Property Tax Credit Public Service	
Pro-Rate Motor Vehicle	\$ 8,662.00
State Apportionment	\$ 51,824.00
High Ability Learners	
Early Childhood Endowment Grants	\$ 99,607.00
Other State Receipts	
	\$ 4,600,233.00
Federal Receipts	
Universal Services Fund (E-Rate)	\$ 26,460.00
Title 8 Impact Aid	\$ 43,041.00
REAP	\$ 34,456.00
Title I	\$ 23,612.00
Title II Part A	\$ 6,176.00
IDEA Part B (611) Base Allocation	\$ 2,388.00
IDEA Preschool (619) Base & EP Allocation	\$ 143,884.00
IDEA Part B Proportionate Share	\$ 1,723.00
Federal Vocational & Applied Technology Education	
Medicaid Administration Outreach	\$ 6,890.00
Title IV Part A	\$ 10,000.00
ESSER	\$ 19,815.00
	\$ 318,445.00
Non-Revenue Receipts	
Sale of Property	\$ 9,283.00
Insurance Adjustments	\$ 2,457.00
Other Non-Revenue Receipts	\$ 13,444.00
	\$ 25,184.00
	\$ 8,579,002.00

2021-22 Revenue Sources



DISBURSEMENTS FOR GENERAL FUND - SCHOOL YEAR ENDED AUGUST 31, 2022:		
Regular Instruction	\$ 3,652,989.00	51.57%
Early Childhood Educational Programs	\$ 73,211.00	1.03%
Special Education Instruction	\$ 570,323.00	8.05%
Special Education Instructional Programs Ages 3-5	\$ 51,250.00	0.72%
Special Education Instructional Programs - Unified Sports	\$ 1,584.00	0.02%
Guidance Services	\$ 98,998.00	1.40%
Health Services	\$ 31,208.00	0.44%
Psychological Services: SPED School Age	\$ 25,336.00	0.36%
Speech Pathology & Audiology Services: School Age	\$ 173,295.00	2.45%
Speech Pathology & Audiology Services: 3-5	\$ 12,289.00	0.17%
Speech Pathology & Audiology Services:0-2	\$ 7,245.00	0.10%
Occupational Therapy : SPED School Age		0.00%
Occupational Therapy: 3-5		0.00%
Occupational Therapy: 0-2		0.00%
Physical Therapy -SPED School Age		0.00%
Visually Impaired - Related Services: SPED School Age	\$ 1,279.00	0.02%
Support Services - Other	\$ 321,409.00	4.54%
Instructional Staff Training	\$ 4,614.00	0.07%
Library/Media Services	\$ 100,422.00	1.42%
Instruction-Related Technology	\$ 280,675.00	3.96%
Board of Education	\$ 26,209.00	0.37%
Executive Administration Services	\$ 207,656.00	2.93%
District Legal Services	\$ 3,465.00	0.05%
Office of Principal	\$ 545,035.00	7.69%
Fiscal Services	\$ 203,475.00	2.87%
Operation of Buildings	\$ 714,136.00	10.08%
Maintenance of Buildings	\$ 60,570.00	0.86%
Care and Upkeep of Grounds	\$ 873.00	0.01%
Vehicle Operation, Maintenance & Purchasing	\$ 24,976.00	0.35%
Safety	\$ 205.00	0.00%
Vehicle Operation & Purchasing - Regular Education	\$ 256,920.00	3.63%
Vehicle Operation & Purchasing - SPED School Age	\$ 27,646.00	0.39%
Vehicle Operation & Purchasing - Ages 3-5 SPED	\$ 7,145.00	0.10%
Vehicle Servicing & Maintenance - Regular Education	\$ 34,848.00	0.49%
Vehicle Servicing & Maintenance- Ages 3-5 SPED		0.00%
High Ability Learners	\$ 696.00	0.01%
State Early Childhood	\$ 64,552.00	0.91%
Title I	\$ 48,647.00	0.69%
IDEA Preschool (619) Base Allocation	\$ 4,026.00	0.06%
Birth-21 years	\$ 149,884.00	2.12%
IDEA Part B Proportionate Share		0.00%
REAP	\$ 39,853.00	0.56%
ESSER	\$ 1,607.00	0.02%
ESSER III	\$ 2,950.00	0.04%
Transfers	\$ 42,986.00	0.61%
Total Budget of Disbursements and Transfers	\$7,874,487.00	

Testing Results and Student Achievement

Throughout Nebraska, schools are using a variety of approaches for school improvement. For the last several years, Malcolm Public Schools has utilized the Nebraska Research Based school improvement process. This process uses a framework developed by curriculum specialists of Nebraska's Educational Service Units. The result of this process is the development of an action plan for improving learning. Generally, an action plan is implemented over a three to five-year time period. Our school improvement plan is designed to be continually evolving, extending and expanding. There is no end, only brief interruptions for evaluation of progress on Action Plans.

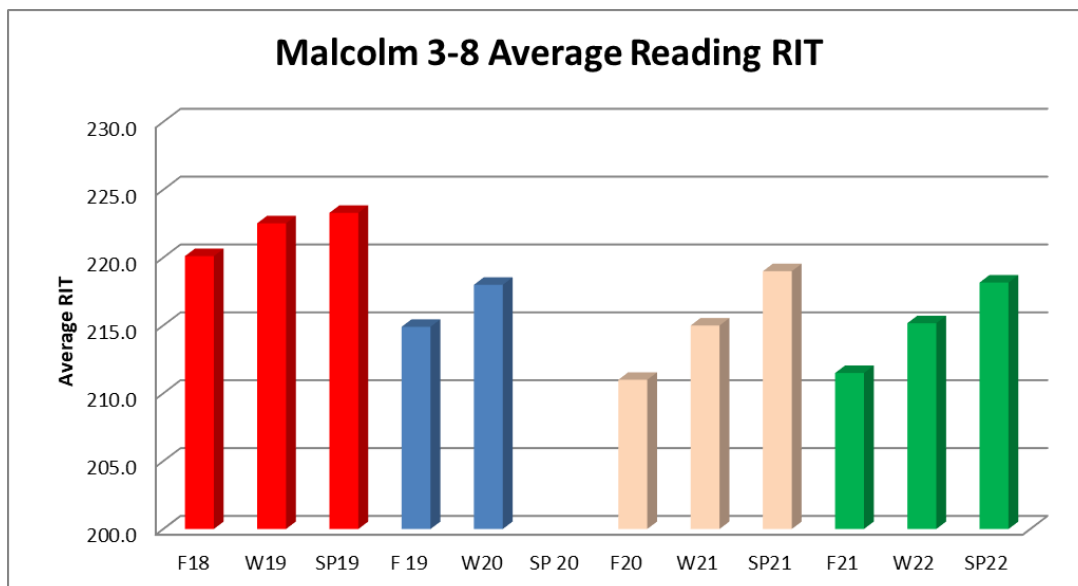
Prior to the 2009-2010 school-year, Malcolm Public Schools used the California Achievement Test as our national norm-referenced test, which provided us with one measure of student achievement. In 2009-2010 we moved to the NWEA-MAP testing for our national norm-referenced test, because it provided staff with more individual student feedback which would aid and improve instruction. No matter which norm-referenced test a school selects, it will only test between 20-40 percent of the instructed subject area (state standards). Norm-referenced testing should be just one of many ways a school assesses its students and its effectiveness teaching core curriculum.

NORM REFERENCE TESTING

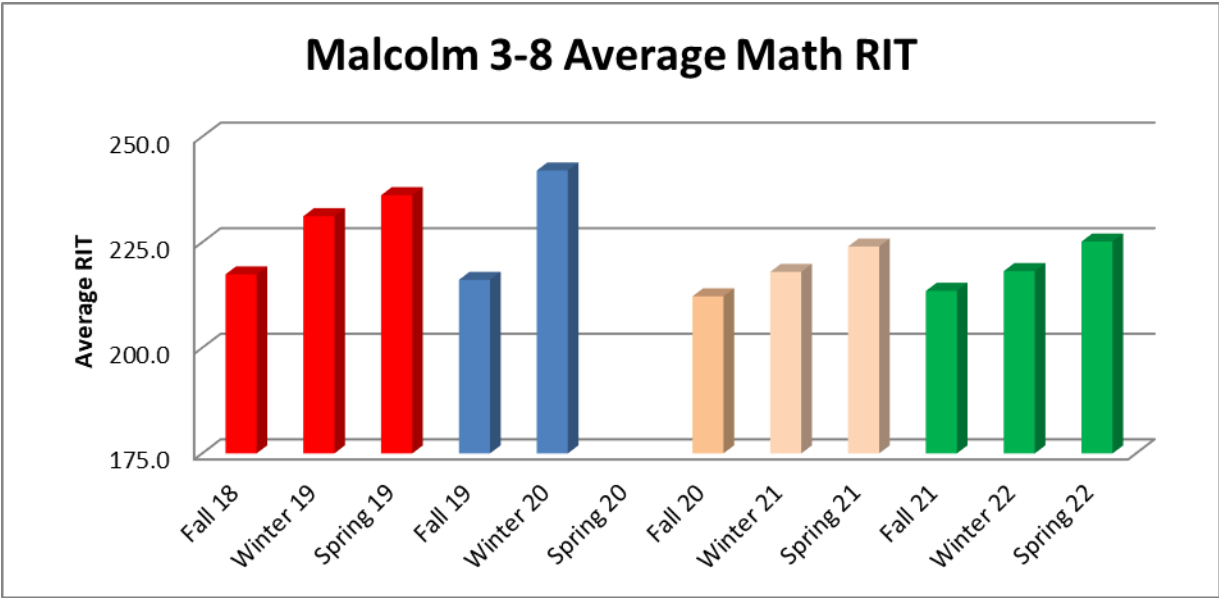
NWEA MAP TEST – (Norm-Referenced Test given to 3rd-8th Grades)

The Northwest Evaluation Association (NWEA) MAP test is a norm-reference assessment that we have selected to measure the performance levels of our students. Unlike our former norm-referenced test, NWEA is a dynamic and adaptive test that uses interactive technologies which adjust the difficulty of the questions (in real-time) to match the students' current performance levels. We feel that this test reflects our philosophy of challenging students without overwhelming them. Because of this, we feel that we can eliminate a couple of testing variables that can have a negative effect on performance and data accuracy; frustration and/or boredom. As a result, we are confident that we are getting the most accurate data available from a norm-reference test.

NWEA MAP: 3rd, 4th, 5th, 6th, 7th, 8th GRADE NORM-REFERENCE TEST RESULTS



***No Scores for Spring 2020 due to COVID**

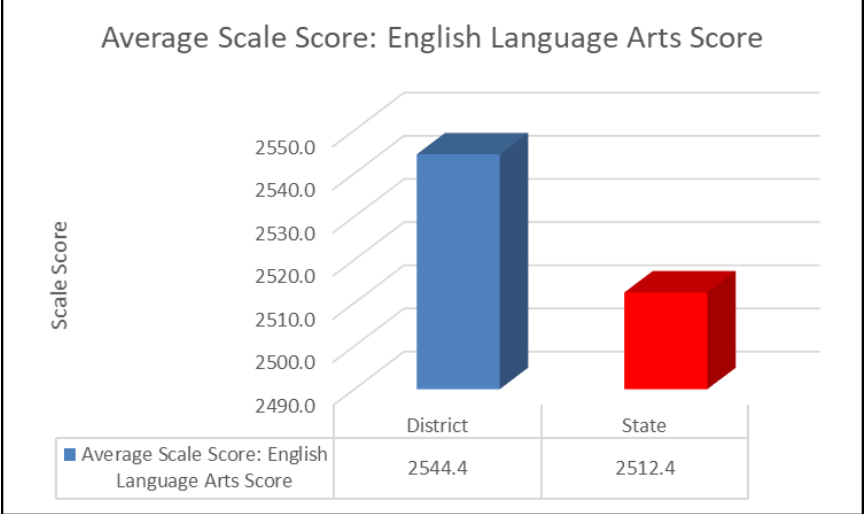


- RIT: a proprietary, equal interval measurement that allows us to track growth and compare regardless of the age of the students or the time they were tested
- ***No Scores for Spring 2020 due to COVID**

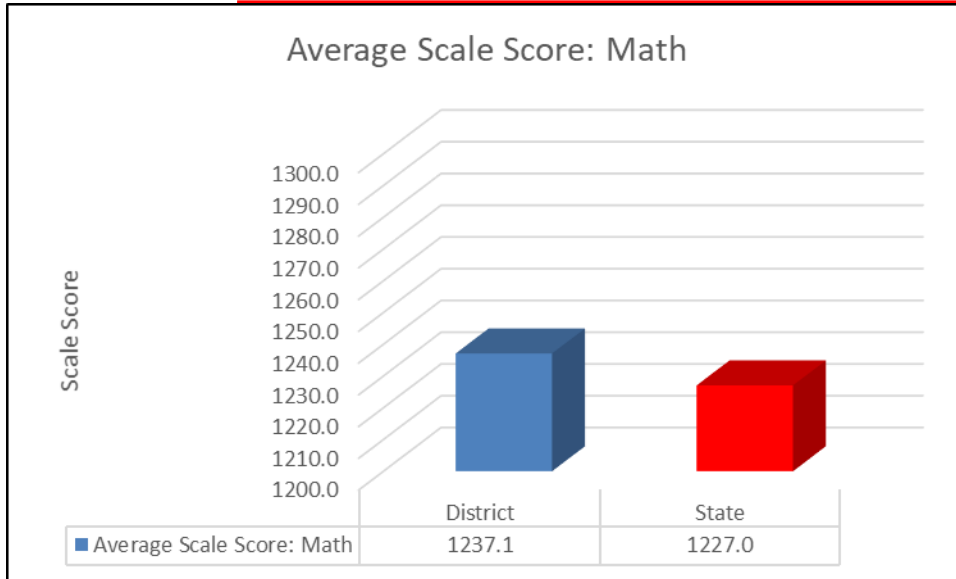
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

The legislative sessions of 2007 and 2008 produced drastic changes in standards and assessment for Nebraska schools. The “new” system relied on a common test where individual school districts could, and were compared. The transition from the old system (STARS) to a newer system (NeSA) happened over a three-year period. In the 2009-2010 school year, reading was assessed using the NeSA format, while math and science continued to be assessed using STARS. For the 2010-2011 school year, reading and math were assessed using the NeSA format, while science continued with STARS. Finally, in 2011-2012, reading, math and science were all assessed using NeSA. However, in 2017-2018, we began a new era of state testing in Nebraska with the implementation of NSCAS (Nebraska Student-Centered Assessment System). NSCAS is administered by the Northwest Evaluation Association (NWEA)—the same company that gave us the MAP test, which we have been taking since 2009-2010. Unfortunately, due to the pandemic we have a two-year void of usable longitudinal data. The graphs below only represent MPS test scores and the comparative state averages for the 2021-2022 school year.

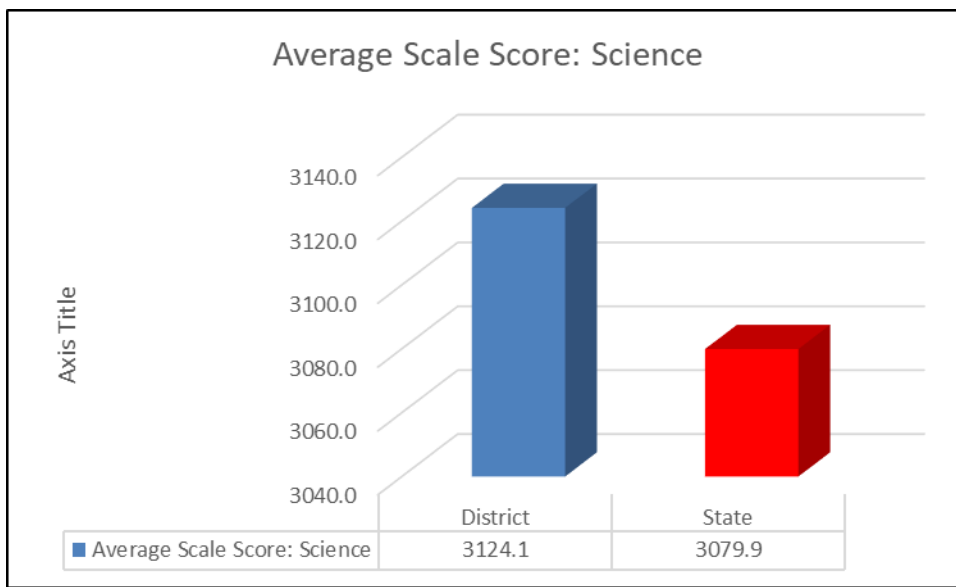
NSCAS ENGLISH LANGUAGE ARTS: *No Scores for 2019-2020 or 2020-2021 due to COVID



NSCAS MATH: *No Scores for 2019-2020 or 2020-2021 due to COVID



NSCAS SCIENCE: *No Scores for 2019-2020 or 2020-2021 due to COVID



MALCOLM PUBLIC SCHOOLS GRADUATION RATE FOR 2020-2021

Graduation Rate	100%
-----------------	------

MALCOLM SCHOOL DISTRICT IMPROVEMENT PROCESS: In February 2022, the district hosted an external team of educators to review our school improvement processes and data. The overall purpose of an external team visit is to add an outside, objective view of the progress of the work accomplished by the district.

During the past five years, the school district has focused its energies and resources on the development/implementation of curriculum maps for each grade level and subject area, improving skills in reading comprehension and skill development and performance in mathematics. Several commendations were given to the MPS team and teachers, but more importantly, we received great feedback as well as recommendations and ideas that will assist us in accomplishing our goals.

The school improvement process is always evolving and changing relative to our data. Following several years of analyzing the district data, the school improvement teams felt we had made acceptable gains toward our goals, but did not want to surrender the emphasis or focus on the two curricular (math and reading) goals. After a short review, data analysis and some professional dialog with staff members, our team agreed upon the following goals for the next school improvement cycle.

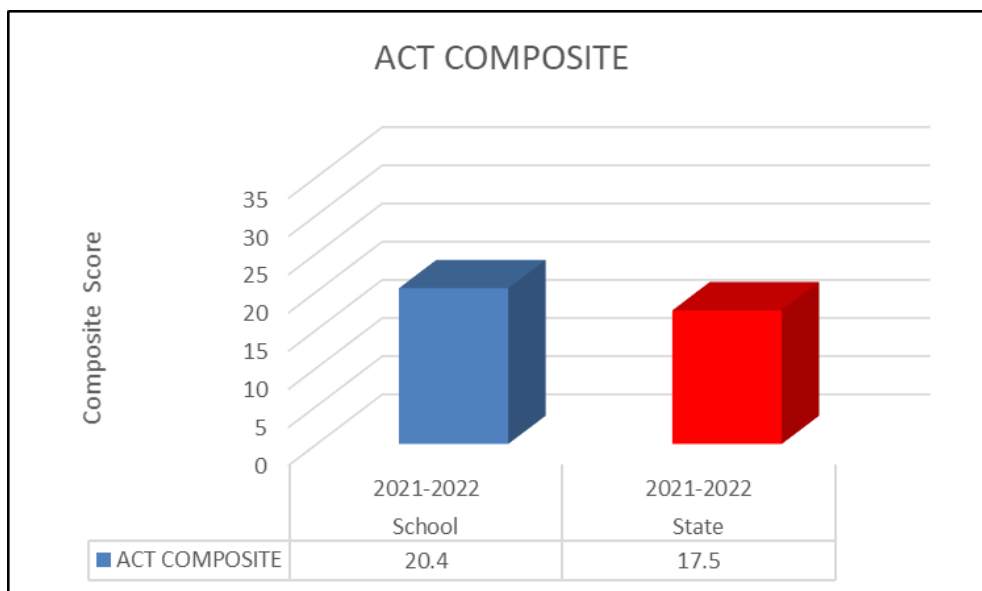
1. All students will improve reading skills
2. All students will improve math skills
3. All personnel will work toward the successful execution of the district-wide strategic plan.

NSCAS ACT: State administered test given to all 11th Graders:

The ACT is the most common college entrance exam used in the Midwest. The **NON-NSCAS** administered test, is not required of all students, but it is available to be taken by any student and it may be taken multiple times by the same student. We no longer receive composite data from ACT on the **NON-NSCAS** test.

For both the **NSCAS-ACT** and the **NON-NSCAS ACT**, the scoring range runs from 0-36. Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition, students who take more advanced math courses substantially increase their ACT math score. Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

***No Scores for ACT 2019-2020 or 2020-2021 due to COVID**



SO WHAT DOES IT ALL MEAN?

This annual report is submitted to the patrons of this community to help them understand and evaluate their school system. It is through this understanding that we as a school district can take pride in our accomplishments and identify areas where we need to improve. We also realize the total school picture can't be told in just percentages and numbers. The district will be constantly reviewing and evaluating the processes and results we are receiving from our student body. The Malcolm School District will be continually striving to improve our educational programs and instructional delivery. Our goal as a school district is to give every child an opportunity to reach their fullest potential. If you have questions or concerns, please feel free to contact School Administration or any school personnel.

MALCOLM PUBLIC SCHOOLS

2022 ANNUAL REPORT

District Mission Statement:

In partnership with our community, we will provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.

District Vision Statement:

We strive to become the most admired school district in Nebraska.

Board of Education

Tony Nutter, President
Michelle Bice, Vice President
Chandler Kramer, Secretary
Bill England, Treasurer
Amy Spellman, Member
Ed Swotek, Member

Administration

Ryan Terwilliger, Superintendent
Greg Adams, JH/SH Principal
Amber Dolliver, Elementary Principal
Dallas Sweet, Asst. Prin./Act. Dir.
Jon Squier, Student Services Dir.
Troy Pritchett, Dir. Of Technology

GOVERNING VALUES / BELIEFS

The mission of the Malcolm Public Schools is based upon the belief that:

- Students are our first priority
- Each student is unique and has infinite value
- Education is dynamic and evolving
- A positive learning environment enhances learning
- High expectations promote higher achievement
- Honesty and integrity are essential to building trust
- Individuals are responsible for their own actions
- Our school is accountable to the community
- Education is a shared responsibility of the individual, family, school and community
- Excellence is worth the investment

TO: MALCOLM PUBLIC SCHOOL PARENTS AND PATRONS:

Preparing a Child to Become a Productive and Responsible Citizen

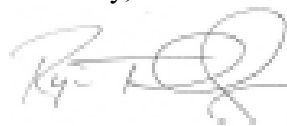
This report is submitted to the patrons of Malcolm School District #148 as an annual report in accord with accreditation rules of the Nebraska Department of Education. This Annual Report is a data collection intended to provide parents and patrons of Malcolm Schools with information on student achievement, school system performance, district resource allocation and financial standing. We are very proud of the accomplishments and achievements of our students, and firmly believe that Malcolm Public Schools is a quality school system. This would not be possible without our fantastic students, high quality staff, engaged parents, supportive community and a committed Board of Education. We are very thankful for each individual in this uniquely dynamic and productive partnership.

As evidence to the strength of the partnership at Malcolm Public Schools, our original mission statement and governing values were first developed in 1995/96 by a group of 28 district patrons and additional school district personnel. In 2002 and 2007, the original mission and values were affirmed during the required Nebraska Department of Education school improvement review. In 2012, MPS moved past simple affirmation of the mission and values, and committed to creating its first strategic plan. During this process, our partners worked together in developing a new mission, vision and set of governing values (seen on page 1), as well as improvement goals and strategies. Most recently, MPS completed its second strategic planning process, and formally adopted the “new” plan in June of 2022. Although it did not change the mission, vision or governing values, the new plan refocused our efforts and generated new guiding principles and updated strategies.

With exception of the brief history lesson, this report is meant to provide a variety of information about Malcolm Public Schools’ operations, enrollment, financial status, district demographics, and achievement highlights. It includes examples of how we fared in giving our students the critical skills they need to be productive citizens in society. While this report has been prepared as a comprehensive picture of education in this district, we realize that the total picture cannot be accurately represented in percentages, numbers, and charts. I encourage you to read the report, and if any questions arise, please feel free to contact the superintendent’s office at 402-796-2151.

This is an interesting time in education as we are experiencing many changes in local, state and national education requirements. Local, state, national, and now international challenges face us each day as we prepare our students for the world of tomorrow. There are, and will continue to be, many opportunities for you to become involved in your school and/or the district. You and your participation are always welcomed at Malcolm Public School.

Sincerely,



Ryan Terwilliger
Superintendent of Schools

DISTRICT DESCRIPTION

The Malcolm School District (#148) comprises approximately 85.3 square miles in Lancaster and 2.6 square miles in Seward County. The district is made up of the communities of Emerald, Malcolm, and the surrounding rural areas. The district is organized as a PK-6, 7-12 educational institution in one building located on the north side of the Village of Malcolm.

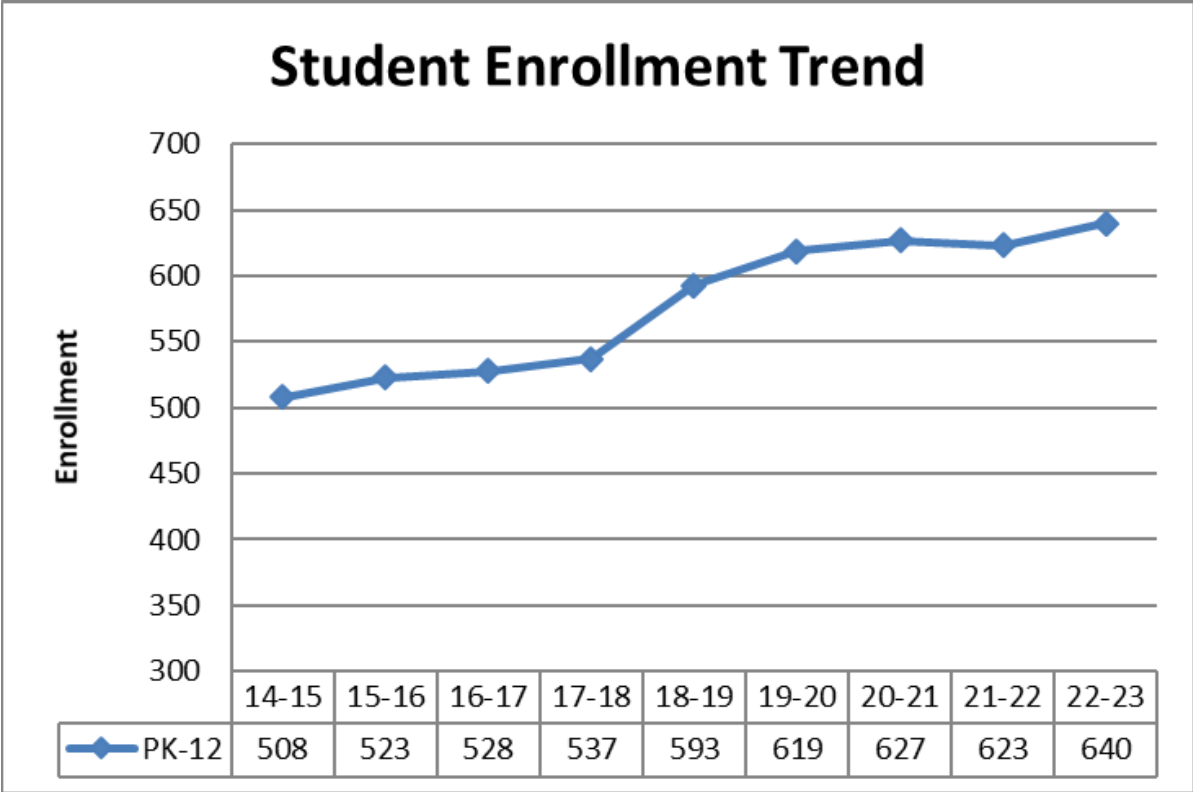
Malcolm Public Schools is classified as a Class III (PK-12) district by the Nebraska Department of Education. The Nebraska School Activities Association, for purposes of student activities and athletic competition has classified Malcolm, as a Class C school. Malcolm Public Schools is a member of the Trailblazer Conference for our activities program. Member schools include: Ashland-Greenwood, Beatrice, Malcolm, Nebraska City, Plattsmouth, Platteview, Ralston and Wahoo.

A six member, at-large Board governs the school district. Each member is elected for a four-year term. Board members serve without compensation. The Board of Education generally meets the third Monday of each month, with a standard starting time of 7:00 P.M. The meetings, which are open to the public, are traditionally held in the district boardroom located in the Central Administration Office at 10004 NW 112th. Current members of the Board of Education are: President Tony Nutter, Vice-President Michelle Bice, Secretary Chandler Kramer, Treasurer Bill England, member Amy Spellman and member Ed Swotek.

The Malcolm Public Schools Educational Foundation is a non-profit organization that operates separately but as an extension of the schools. The foundation was formed to provide for acceptance of tax-deductible donations from interested supporters of education. Donations in the form of cash, acceptable equipment and other donations have been accepted since the foundation was formed in the fall of 1991. The foundation also donates to worthwhile school projects throughout the year.

Each year, to assist graduates in furthering their education, scholarships are awarded to graduating seniors from the Malcolm Public Schools perpetual scholarship fund.

Student Enrollment Comparison, as of the Last Friday in September:													
16-17		17-18		18-19		19-20		20-21		21-22		22-23	
				PK	20	PK	20	PK	20	PK	19	PK	19
K	39	K	40	K	38	K	41	K	37	K	44	K	48
1	33	1	41	1	41	1	38	1	42	1	40	1	47
2	41	2	34	2	42	2	39	2	36	2	40	2	45
3	43	3	42	3	36	3	42	3	40	3	38	3	43
4	43	4	46	4	46	4	39	4	42	4	38	4	39
5	39	5	44	5	48	5	48	5	44	5	45	5	45
6	39	6	39	6	51	6	49	6	51	6	44	6	48
PK-6	277	286	322	316	312	308	334						
16-17		17-18		18-19		19-20		20-21		21-22		22-23	
7	38	7	38	7	43	7	55	7	51	7	51	7	45
8	49	8	49	8	48	8	52	8	57	8	53	8	54
9	37	9	37	9	47	9	53	9	53	9	55	9	52
10	42	10	42	10	53	10	47	10	53	10	53	10	52
11	48	11	48	11	38	11	56	11	47	11	52	11	52
12	37	12	37	12	42	12	40	12	54	12	51	12	51
7-12	251	251	271	303	315	315	306						
K-12	528	537	593	619	627	623	640						



Faculty and Support Staffing:

The Malcolm Public Schools staff is constantly seeking ways to improve themselves, their knowledge of subject matter, and their instructional skills and techniques. Staff development is an important part of our adult learning process. Staff members gain additional experiences through in-services and workshops, as well as summer and evening college classes. Of the fifty-three (53) professional staff members employed, forty-four (44) or 83% faculty members have obtained at least a master's degree. Ninety-Eight percent (98%) of the certified staff have earned college hours beyond their initial degree, and 100% have attended workshops or in-service experiences to support their instruction.

Forty-Three (43) professional staff members have 10 or more years of educational experience. Twenty-Two (22) staff members have 20 or more years in education, and out of that twenty-two, two (2) staff members have 30 or more years in education. There are thirty-two (32) faculty members who have been in the Malcolm Public School System at least 10 years, which provides continuity, stability and excellence in our programs.

Staff Information

Administration	6
Guidance	1
PK-12 Teachers	27
Specialists	14
Special Education	5
Office Staff	7
Nurse	1
Para-educators	16
Dist. Non-Certified	<u>16</u>
Total # of Staff	93

Staff - Past and Future: Increased needs in special education has resulted in MPS increasing its certified and non-certificated staff from 2008 to the present. In addition, we have methodically reorganized our middle school program to accommodate growth and enhanced instruction. As we have found ways to better engage middle level learners, we have also found a need for additional personnel. As a result, we can confidently say that the improved middle level learning experience has been well worth the investment. Overall, our growing student population has required adding additional staff to multiple levels and disciplines—including specialists. Finally, before the 2018-2019 school year, we implemented a new full-time Pre-Kindergarten program.

	2015	2016	2017	2018	2019	2020	2021	2022
CF	48	49	49.5	50.5	52	52.5	53	53
NC	31	32	33.5	35	35	36	38	40
Total	79	81	83	85.5	87	89.5	91	93

CF: Certified Faculty

NC: Non-Certified Faculty

Student Transportation: The transportation department currently includes seven buses (5 route buses and 2 spare/activity buses), 3 vans, 1 special education vehicle, and one pick-up truck. The numbers for 21-22 follow:

Route miles for year: 44,435

Average miles driven per day: 251

Average miles driven per bus/per day: 50

Activity trip miles including field trips: 29,042

Students transported daily by this district: 207

Special Education Miles: 11,722

FINANCIAL INFORMATION

The financial information prepared for this portion of the report contains data from 2010-2011 through 2022-2023. The following information will show you a breakdown of expenses by categories and revenue by source. Included is a levy history that shows the tax levy by fund over the last twelve years. You will also be able to see the changes that have occurred in the district's assessed valuation. In addition, there is a table that will allow you to track State Aid changes that have occurred over the last several years.

HISTORY OF LEVIES & VALUATIONS							
	General Fund	Bond Fund	QCPUF	Special Bldg.	Total Levy	Change per \$100	Valuation
2010-11	1.0046	0.1027		0.0453	1.1526	+0.045 cents	\$216,365,438
						Bond Fund	\$362,879,005
2011-12	0.9957	0.1018	0.03172	0.0505	1.1796	+2.70cents	\$234,024,612
						Bond Fund	\$386,914,208
2012-13	0.9933	0.1031	0.0295	0.049748	1.1756	-.0040 cents	\$255,569,098
						Bond Fund	\$420,387,420
2013-14	1.0026	0.065671	0.01226	0.040404	1.120935	-.0547 cents	\$279,934,687
						Bond Fund	\$464,948,707
2014-15	0.944751	0.070707	0.040404	0.100431	1.156293	+0.035 cents	\$296,700,558
						Bond Fund	\$493,560,246
2015-16	0.888068	0.075758	0.044427	0.139986	1.148239	-.00805 cents	\$323,835,768
						Bond Fund	\$545,270,553
2016-17	0.907194	0.05423	0.029468	0.138385	1.129277	-.018962 cents	\$342,261,084
						Bond Fund	\$566,095,493
2017-18	0.802882	0.021812		0.10101	0.925704	-.02036 cents	\$370,482,085
						Bond Fund	
2018-19	0.842182	0.092342		0.067055	1.00158	0.07587 cents	\$376,596,112
						Bond Fund	\$377,314,312
2019-20	0.859661	0.045407		0.10331	1.008378	0.006798 cents	\$391,093,719
						Bond Fund	\$396,117,894
2020-21	0.808436	0.080808		0.121212	1.010456	.002078 cents	\$394,180,966
						Bond Fund	\$404,893,953
2021-2022	0.825091	0.063169		0.121212	1.009472	-.000984 cents	\$431,888,791
						Bond Fund	\$450,588,874
2022-2023	0.785352	0.061895		0.138889	0.986163	-.023309	\$444,255,962
						Bond Fund	\$473,265,962

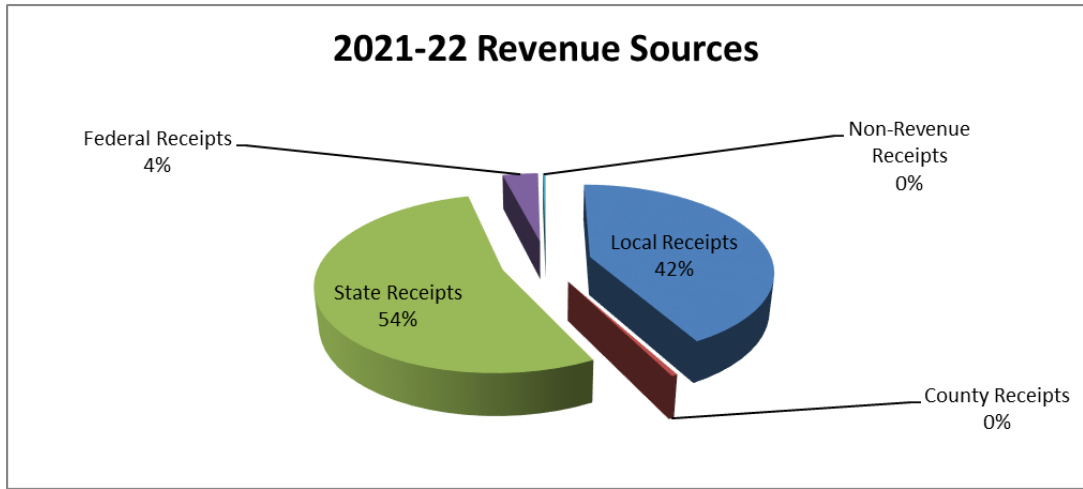
- For the past six years, Malcolm Public Schools has been under \$.90 for the general fund levy
- For the past six years, Malcolm Public Schools has been below \$1.05 for total levy

FIGURES FROM 21-22 SCHOOL AUDIT	
REVENUE FOR GENERAL FUND	
YEAR ENDING AUGUST 31, 2022:	
Local Receipts	
Property Taxes	\$ 3,205,659.00
Carline Tax	\$ 2,364.00
Public Power District Sales Tax	\$ 7,427.00
Motor Vehicle Taxes	\$ 291,027.00
Penalties & Interest on Taxes	\$ 12,084.00
Tuition Received From Individuals	\$ 830.00
Preschool Tuition & Fees	\$ 31,080.00
Transportation from Individuals	\$ 6,731.00
Interest	\$ 12,062.00
Rental Income	\$ 43,485.00
Local License Fees	\$ 500.00
Donations	\$ 1,000.00
Categorical Grants from Corporations & Other Private Sources	
Other Local Receipts	\$ 5.00
	\$ 3,614,254.00
County Receipts	
County Fines and Licenses	\$ 18,842.00
Educational Service Unit	\$ 2,044.00
	\$ 20,886.00
State Receipts	
State Aid	\$ 3,836,892.00
Special Education Programs	\$ 254,474.00
Special Education Transportation	\$ 7,464.00
Homestead Exemption	\$ 87,328.00
Property Tax Credit	\$ 247,368.00
Personal Property Tax Credit	
Nameplate Capacity Tax	\$ 6,614.00
Personal Property Tax Credit Public Service	
Pro-Rate Motor Vehicle	\$ 8,662.00
State Apportionment	\$ 51,824.00
High Ability Learners	
Early Childhood Endowment Grants	\$ 99,607.00
Other State Receipts	
	\$ 4,600,233.00
Federal Receipts	
Universal Services Fund (E-Rate)	\$ 26,460.00
Title 8 Impact Aid	\$ 43,041.00
REAP	\$ 34,456.00
Title I	\$ 23,612.00
Title II Part A	\$ 6,176.00
IDEA Part B (611) Base Allocation	\$ 2,388.00
IDEA Preschool (619) Base & EP Allocation	\$ 143,884.00
IDEA Part B Proportionate Share	\$ 1,723.00
Federal Vocational & Applied Technology Education	
Medicaid Administration Outreach	\$ 6,890.00
Title IV Part A	\$ 10,000.00
ESSER	\$ 19,815.00
	\$ 318,445.00
Non-Revenue Receipts	
Sale of Property	\$ 9,283.00
Insurance Adjustments	\$ 2,457.00
Other Non-Revenue Receipts	\$ 13,444.00
	\$ 25,184.00
	\$ 8,579,002.00

State Aid Formula

Net Option Funding: \$2,276,987
+
Equalization Aid: \$1,559,312
=
State Aid: \$3,836,299

2021-22 Revenue Sources



DISBURSEMENTS FOR GENERAL FUND - SCHOOL YEAR ENDED AUGUST 31, 2022:		
Regular Instruction	\$ 3,652,989.00	51.57%
Early Childhood Educational Programs	\$ 73,211.00	1.03%
Special Education Instruction	\$ 570,323.00	8.05%
Special Education Instructional Programs Ages 3-5	\$ 51,250.00	0.72%
Special Education Instructional Programs - Unified Sports	\$ 1,584.00	0.02%
Guidance Services	\$ 98,998.00	1.40%
Health Services	\$ 31,208.00	0.44%
Psychological Services: SPED School Age	\$ 25,336.00	0.36%
Speech Pathology & Audiology Services: School Age	\$ 173,295.00	2.45%
Speech Pathology & Audiology Services: 3-5	\$ 12,289.00	0.17%
Speech Pathology & Audiology Services:0-2	\$ 7,245.00	0.10%
Occupational Therapy : SPED School Age		0.00%
Occupational Therapy: 3-5		0.00%
Occupational Therapy: 0-2		0.00%
Physical Therapy -SPED School Age		0.00%
Visually Impaired - Related Services: SPED School Age	\$ 1,279.00	0.02%
Support Services - Other	\$ 321,409.00	4.54%
Instructional Staff Training	\$ 4,614.00	0.07%
Library/Media Services	\$ 100,422.00	1.42%
Instruction-Related Technology	\$ 280,675.00	3.96%
Board of Education	\$ 26,209.00	0.37%
Executive Administration Services	\$ 207,656.00	2.93%
District Legal Services	\$ 3,465.00	0.05%
Office of Principal	\$ 545,035.00	7.69%
Fiscal Services	\$ 203,475.00	2.87%
Operation of Buildings	\$ 714,136.00	10.08%
Maintenance of Buildings	\$ 60,570.00	0.86%
Care and Upkeep of Grounds	\$ 873.00	0.01%
Vehicle Operation, Maintenance & Purchasing	\$ 24,976.00	0.35%
Safety	\$ 205.00	0.00%
Vehicle Operation & Purchasing - Regular Education	\$ 256,920.00	3.63%
Vehicle Operation & Purchasing - SPED School Age	\$ 27,646.00	0.39%
Vehicle Operation & Purchasing - Ages 3-5 SPED	\$ 7,145.00	0.10%
Vehicle Servicing & Maintenance - Regular Education	\$ 34,848.00	0.49%
Vehicle Servicing & Maintenance- Ages 3-5 SPED		0.00%
High Ability Learners	\$ 696.00	0.01%
State Early Childhood	\$ 64,552.00	0.91%
Title I	\$ 48,647.00	0.69%
IDEA Preschool (619) Base Allocation	\$ 4,026.00	0.06%
Birth-21 years	\$ 149,884.00	2.12%
IDEA Part B Proportionate Share		0.00%
REAP	\$ 39,853.00	0.56%
ESSER	\$ 1,607.00	0.02%
ESSER III	\$ 2,950.00	0.04%
Transfers	\$ 42,986.00	0.61%
Total Budget of Disbursements and Transfers	\$7,874,487.00	

Testing Results and Student Achievement

Throughout Nebraska, schools are using a variety of approaches for school improvement. For the last several years, Malcolm Public Schools has utilized the Nebraska Research Based school improvement process. This process uses a framework developed by curriculum specialists of Nebraska's Educational Service Units. The result of this process is the development of an action plan for improving learning. Generally, an action plan is implemented over a three to five-year time period. Our school improvement plan is designed to be continually evolving, extending and expanding. There is no end, only brief interruptions for evaluation of progress on Action Plans.

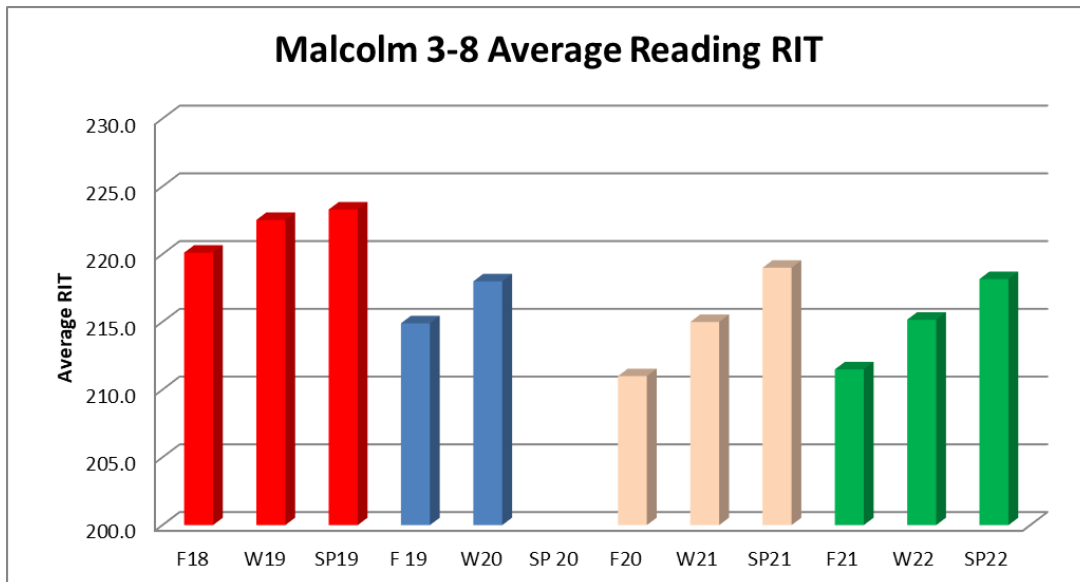
Prior to the 2009-2010 school-year, Malcolm Public Schools used the California Achievement Test as our national norm-referenced test, which provided us with one measure of student achievement. In 2009-2010 we moved to the NWEA-MAP testing for our national norm-referenced test, because it provided staff with more individual student feedback which would aid and improve instruction. No matter which norm-referenced test a school selects, it will only test between 20-40 percent of the instructed subject area (state standards). Norm-referenced testing should be just one of many ways a school assesses its students and its effectiveness teaching core curriculum.

NORM REFERENCE TESTING

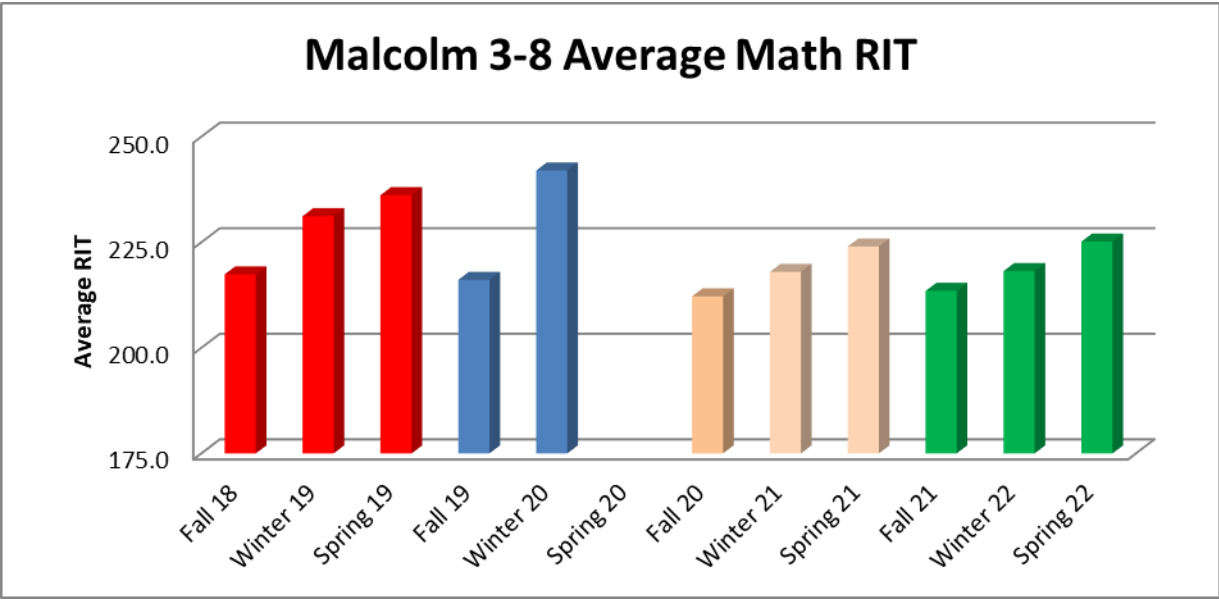
NWEA MAP TEST – (Norm-Referenced Test given to 3rd-8th Grades)

The Northwest Evaluation Association (NWEA) MAP test is a norm-reference assessment that we have selected to measure the performance levels of our students. Unlike our former norm-referenced test, NWEA is a dynamic and adaptive test that uses interactive technologies which adjust the difficulty of the questions (in real-time) to match the students' current performance levels. We feel that this test reflects our philosophy of challenging students without overwhelming them. Because of this, we feel that we can eliminate a couple of testing variables that can have a negative effect on performance and data accuracy; frustration and/or boredom. As a result, we are confident that we are getting the most accurate data available from a norm-reference test.

NWEA MAP: 3rd, 4th, 5th, 6th, 7th, 8th GRADE NORM-REFERENCE TEST RESULTS



***No Scores for Spring 2020 due to COVID**

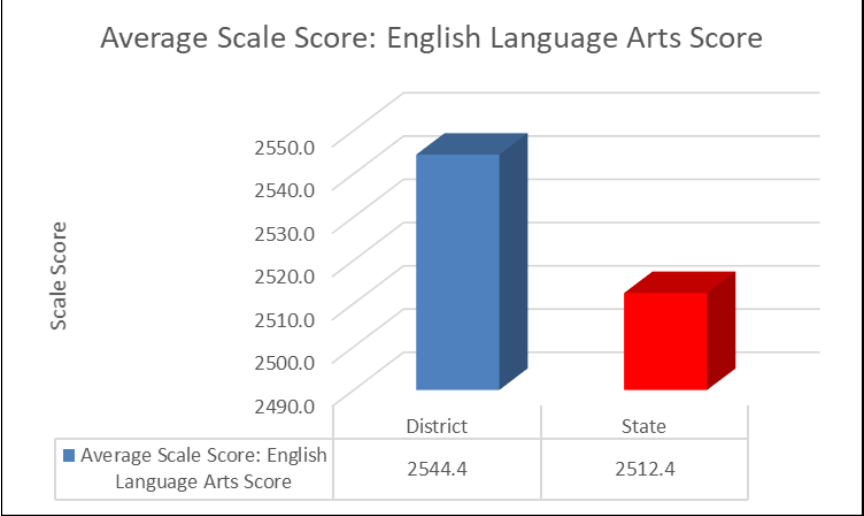


- RIT: a proprietary, equal interval measurement that allows us to track growth and compare regardless of the age of the students or the time they were tested
- ***No Scores for Spring 2020 due to COVID**

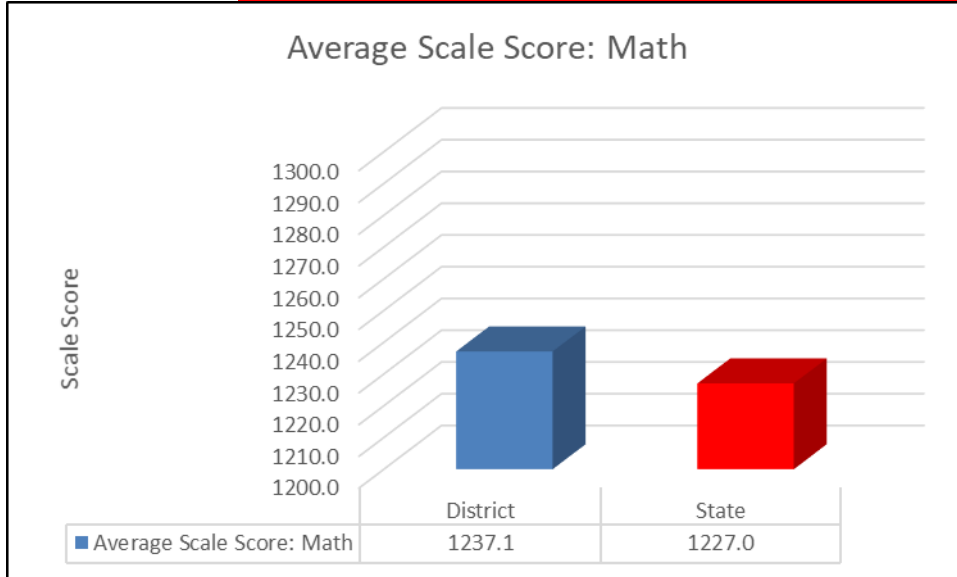
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

The legislative sessions of 2007 and 2008 produced drastic changes in standards and assessment for Nebraska schools. The “new” system relied on a common test where individual school districts could, and were compared. The transition from the old system (STARS) to a newer system (NeSA) happened over a three-year period. In the 2009-2010 school year, reading was assessed using the NeSA format, while math and science continued to be assessed using STARS. For the 2010-2011 school year, reading and math were assessed using the NeSA format, while science continued with STARS. Finally, in 2011-2012, reading, math and science were all assessed using NeSA. However, in 2017-2018, we began a new era of state testing in Nebraska with the implementation of NSCAS (Nebraska Student-Centered Assessment System). NSCAS is administered by the Northwest Evaluation Association (NWEA)—the same company that gave us the MAP test, which we have been taking since 2009-2010. Unfortunately, due to the pandemic we have a two-year void of usable longitudinal data. The graphs below only represent MPS test scores and the comparative state averages for the 2021-2022 school year.

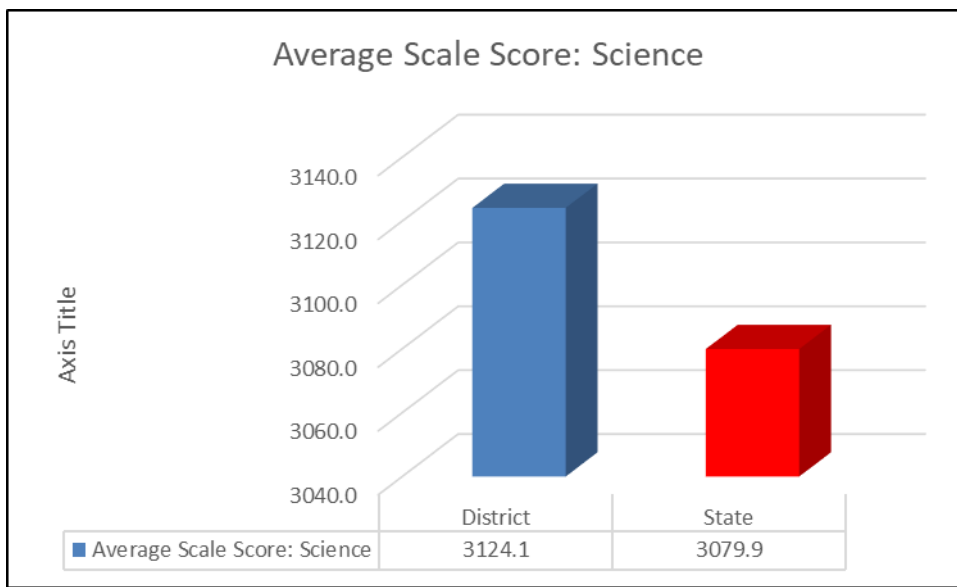
NSCAS ENGLISH LANGUAGE ARTS: *No Scores for 2019-2020 or 2020-2021 due to COVID



NSCAS MATH: *No Scores for 2019-2020 or 2020-2021 due to COVID



NSCAS SCIENCE: *No Scores for 2019-2020 or 2020-2021 due to COVID



MALCOLM PUBLIC SCHOOLS GRADUATION RATE FOR 2020-2021

Graduation Rate	100%
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MALCOLM SCHOOL DISTRICT IMPROVEMENT PROCESS: In February 2022, the district hosted an external team of educators to review our school improvement processes and data. The overall purpose of an external team visit is to add an outside, objective view of the progress of the work accomplished by the district.

During the past five years, the school district has focused its energies and resources on the development/implementation of curriculum maps for each grade level and subject area, improving skills in reading comprehension and skill development and performance in mathematics. Several commendations were given to the MPS team and teachers, but more importantly, we received great feedback as well as recommendations and ideas that will assist us in accomplishing our goals.

The school improvement process is always evolving and changing relative to our data. Following several years of analyzing the district data, the school improvement teams felt we had made acceptable gains toward our goals, but did not want to surrender the emphasis or focus on the two curricular (math and reading) goals. After a short review, data analysis and some professional dialog with staff members, our team agreed upon the following goals for the next school improvement cycle.

1. All students will improve reading skills
2. All students will improve math skills
3. All personnel will work toward the successful execution of the district-wide strategic plan.

***The Malcolm Public Schools District-Wide Strategic Plan:**

Six Guiding Principles and Priority Strategies (italics):

- Student Achievement, Opportunities and Programming
 - a. *Challenge and engage students in learning experiences that promote personal growth and learning success (Five Tactics)*
 - b. *Assess, maintain or modify the processes used when working with curriculum, assessments and data. (Four Tactics)*
- Whole Child Focus
 - a. *Further strengthen school district culture and improve student behavior by using the MTSS model to provide positive behavior supports and improve social-emotional skills.(Four Tactics)*
- Communication and Stakeholder Engagement
 - a. *Develop, implement, and employ a comprehensive communications plan. (Two Tactics)*
- Personnel Effectiveness
 - a. *Assess, maintain and cultivate (where necessary), a culture of professional collaboration, with a sense of a shared responsibility for improving the quality of instruction for all students. (Five Tactics)*
- District Resources
 - a. *Create a comprehensive facilities plan to address both short-term and long-term goals, including but not limited to, new construction, renovation of existing facilities, maintenance of current facilities, and acquiring property to meet the future needs of the district. (Three Tactics)*
- Board Governance

Strategies: 15 non-priority strategies

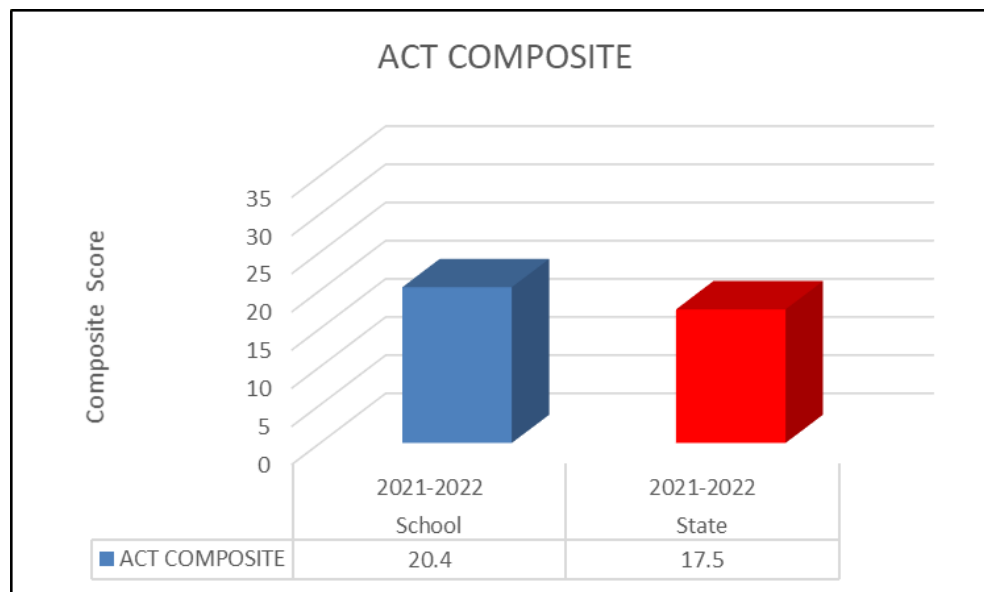
(To view the entire strategic plan, please visit the district website: <https://www.malcolmschools.org>)

NSCAS ACT: State administered test given to all 11th Graders:

The ACT is the most common college entrance exam used in the Midwest. The **NON-NSCAS** administered test, is not required of all students, but it is available to be taken by any student and it may be taken multiple times by the same student. We no longer receive composite data from ACT on the **NON-NSCAS** test.

For both the **NSCAS-ACT** and the **NON-NSCAS ACT**, the scoring range runs from 0-36. Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition, students who take more advanced math courses substantially increase their ACT math score. Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

***No Scores for ACT 2019-2020 or 2020-2021 due to COVID**



SO WHAT DOES IT ALL MEAN?

This annual report is submitted to the patrons of this community to help them understand and evaluate their school system. It is through this understanding that we as a school district can take pride in our accomplishments and identify areas where we need to improve. We also realize the total school picture can't be told in just percentages and numbers. The district will be constantly reviewing and evaluating the processes and results we are receiving from our student body. The Malcolm School District will be continually striving to improve our educational programs and instructional delivery. Our goal as a school district is to give every child an opportunity to reach their fullest potential. If you have questions or concerns, please feel free to contact School Administration or any school personnel.

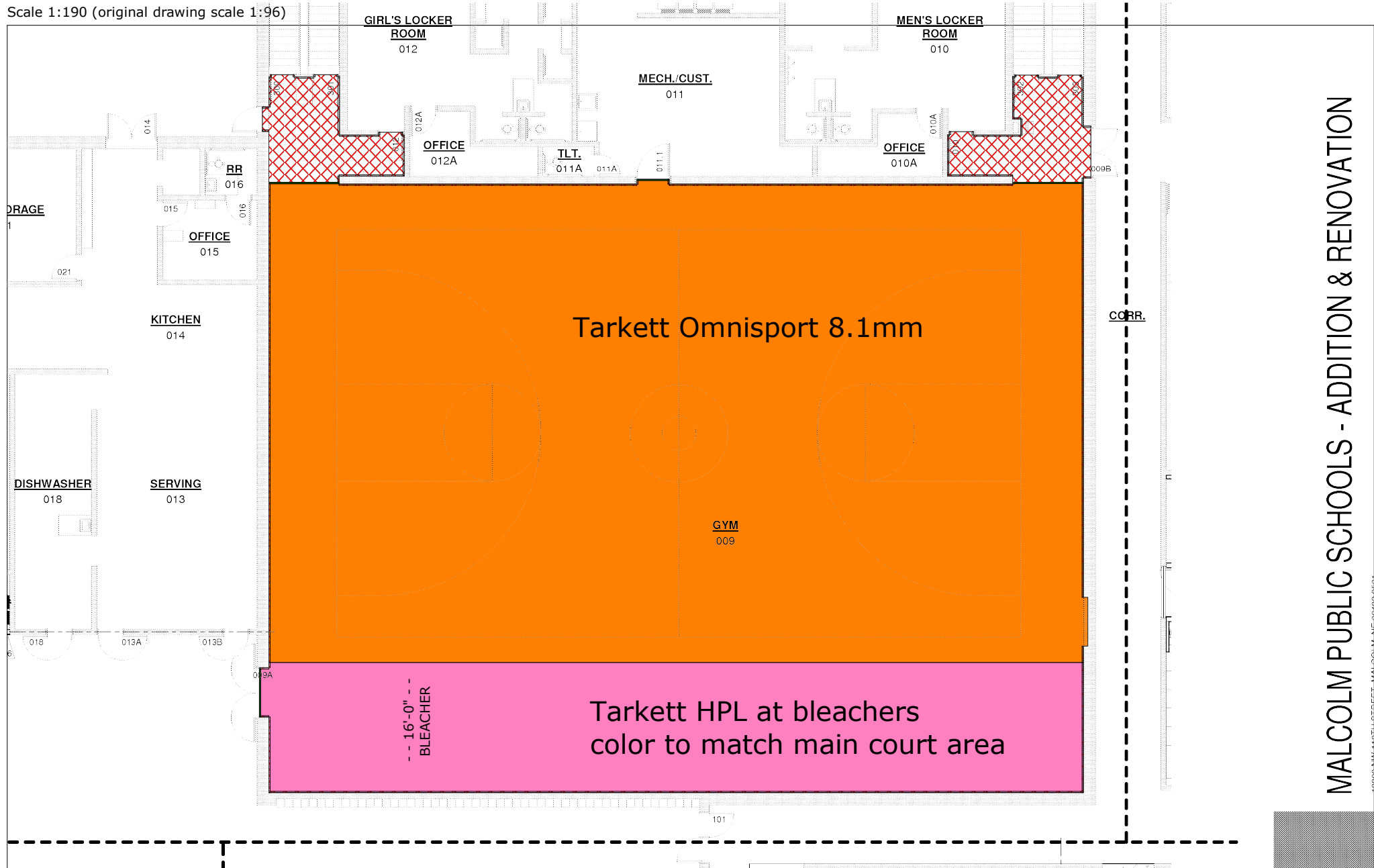
Malcolm Auxillary Gym

14 November 2022 : Auxillary Gym

Summary Report



Scale 1:190 (original drawing scale 1:96)



MALCOLM PUBLIC SCHOOLS - ADDITION & RENOVATION

Midwest Floor Covering, Inc.

Commercial Flooring Contractors

PROPOSAL

DATE	<u>November 14, 2022</u>	CUSTOMER	<u>Malcom Schools</u>
JOB NAME	<u>Auxiliary Gym</u>	CONTACT	<u>Dallas Sweet</u>
LOCATION	<u>Malcom High School</u>	PHONE	<u>402-796-2151</u>
	<u>Malcom, Nebraska</u>	TAX INFO	<u>Exempt</u>

We hereby submit our estimate for:

RAF-1: Tarkett Omnisport 8.1mm

RAF-2: Tarkett HPL at Bleachers 16'-0" from wall

LINES: To be painted on; 1 Basketball, 1 Volleyball, 2 Side Court BB

BASE: Burke 4" Coved

WE PROPOSE hereby to furnish material and labor -- complete in accordance with the plans, drawings and specifications for said building for the sum of:

\$100,367.00

One Hundred Thousand Three Hundred and Sixty-Seven Dollars

NOTE: This proposal may be withdrawn by us if not accepted within 10 days from letting date.

The following notes are part of this bid proposal & will be incorporated into the contract documents:

All material as specified or per our notes and all work is guaranteed to be completed in a workmanlike manner according to industry standards for a period of one year from date of installation.

Any alteration or deviation from specifications involving extra cost will be executed only upon written orders and will become extra charges beyond this estimate. All agreements contingent upon strikes, accidents, or delays are beyond our control. Owner to carry fire, tornado, and other necessary insurance. All installation to be by non-union, independent contract labor.

Lights, HVAC, dumpsters, power, elevator, hoisting and dust control by others. All products carry their own independent, standard manufacturer warranties commencing on date of purchase.

OTHER SPECIAL NOTATIONS:

Demo of existing floor covering, base, adhesives, concrete sealers, etc., by others.

Vacuuming, waxing, sealing, caulking, protection and final clean up by others.

Includes minor floor prep only. Any floor corrections or leveling by time and material.

All equipment installation and adjustments, and bleacher moving by others.

Concrete moisture testing, required by warranty, by others. (Advise being done before material order)

Owner to have existing flooring, adhesive, etc. tested for hazardous materials (lead, mercury, asbestos, etc.)

and provide findings prior to any material ordering and project scheduling. Abatement of materials containing hazardous components will need to be done by others. Chemicals void all warranties.

Material payment required prior to ordering materials.

ALTERNATES:

Provide Tarkett Tarkolay slip sheet for high moisture: ADD + \$14,792.00

THANK YOU Steve McGinnis

3725 Touzalin Avenue

Lincoln, NE 68507

402/466-5626

Accepted by: _____

Print Name: _____

Date: _____



MIDWEST DEMOLITION COMPANY

1935 Yolande Ave Lincoln, NE 68521 Toll Free (800) 893-6103 Phone (402) 475-1600 Fax (402) 475-1966

Nebraska Kansas Iowa Colorado Wyoming Montana N. Dakota S. Dakota Missouri Oklahoma
Texas Louisiana Tennessee Illinois Indiana Minnesota Wisconsin Ohio Michigan

Date: October 18, 2022
Attention: Midwest Floor Covering
Proposal For: **Malcolm Elementary School Gym Flooring – Malcolm, NE**

- MWE Services, Inc. dba Midwest Demolition Company is pleased to propose to you labor and equipment to complete the following scope of work:
- All **selective building demolition** pursuant to the demolition drawings by **BCDM Architects**. We will **remove off site** all selective demolition debris at our expense.

Base Bid: \$ 29,500.00

We **exclude** all of the following:

Acknowledge Addenda: None

1. Designation, layout and marking of any work items
2. Identification and/or removal of asbestos, lead, PCBs, or other hazardous material
3. Floor prep
4. Dust protection, dust control, ventilation, temporary enclosures, weather protection
5. Protection and/or relocation of any items to remain including but not limited to:
 - a. Floors, walls, cabinets, furnishing, equipment, electrical items
6. Bonds and permits
7. Patching, prep work, tooting
8. Penetrations for all trades
 - a. MEP openings in floors, walls, ceilings, and roofing on any drawing
 - b. Beam pockets
9. Disconnecting, make-safe, capping or protection of any utilities including fire suppression systems (MWE is not liable for any damages caused by systems left charged)
10. Removal and/or relocation of items or materials to be salvaged/reused
11. Sand blasting, shot blasting, or wall grinding

Notes:

12. All cleaning is limited to our work area and will include a broom finish only.
13. All salvage is property of MWE Services, Inc., unless noted otherwise.
14. Payment is due 30 days after date of invoice.
15. All insurance coverage is limited to the attached sample certificate. Any additional coverage required may result in additional charges. 30-day cancellation notice is not included.
16. Owner and/or controlling contractor is required to notify Midwest Demolition Co. of any/all hazardous materials (including but not limited to asbestos, lead, PCBs) that may be encountered by Midwest Demolition Co. employees during our work.
17. Midwest Demolition reserves the right to withdraw this proposal after 60 days.
18. **All work limited to Architectural Demolition Drawings: A1-1A dated: 02-08-18**

Chris Johnston
Estimating Department
Midwest Demolition Company

Crouch Recreation, Inc.
 1309 S 204th Street #330
 Elkhorn, NE 68022
 nicole@crouchrec.com
 www.crouchrec.com

Quote



ADDRESS
Malcolm Public Schools 10002 NW 112th Street Malcolm, Ne 68402 Dallas Sweet 402.615.0790

SHIP TO
Malcolm Public Schools 10002 NW 112th Street Malcolm, Ne 68402

QUOTE #	DATE	EXPIRATION DATE
1648	10/03/2022	11/03/2022

SHIP VIA
Best Way

TERMS
50% Deposit W/Order

SALES REP
Ryan Wilke

DATE	ACTIVITY	QTY	RATE	AMOUNT
10/03/2022	SportsSystems 34174 BL-2400 Telescopic Bleachers Kodiak 2400 Series Wall Attached 1 Bank Each @ 91' Long & 8 Rows New Captive Deck W/Prepunched Front Channels 5/8" Panelam Decking Contoured Seat Modules 10" c/w factory installed brackets 4 ADA 1 row non-recoverable 0.5 sets insta end rails powder coated black 3 Deck level aisles Intermediate Steps Non slip strips on aisles Front Steps Center Aisle Stainless Steel P-Rail 1-scorer's Table 0.5 Vinyl End Closure panels Extra Pendant Controller Electric Posi-Drive Operation Consisting of 4 posi-2 Drive Units and 1 Control Panel Factory installed wheels 1 - Motion Monitor 5 year warranty Approx Net Seats: 409 ADA Seats: 4	1	49,770.00	49,770.00

DATE	ACTIVITY	QTY	RATE	AMOUNT
	Seat Color: TBD *ASK ABOUT OUR NEW GAMEDAY GRAFX*			
	Freight Please note that this is an estimate of shipping charges, actual charges will be finalized on order placement. Shipping Rate does not include offloading or inside delivery. These services are subject to additional fees	1	2,200.00	2,200.00
	Revered Builders Demo Old Bleachers	1	7,350.00	7,350.00
	Revered Builders Install New Bleachers	1	14,500.00	14,500.00

SUBTOTAL	73,820.00
TAX	0.00
TOTAL	\$73,820.00

Accepted By

Accepted Date



OUR BRAND

MALCOLM PUBLIC SCHOOLS
District #148 – Malcolm, Nebraska

BRAND IDENTITY STYLE GUIDE



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OUR BRAND

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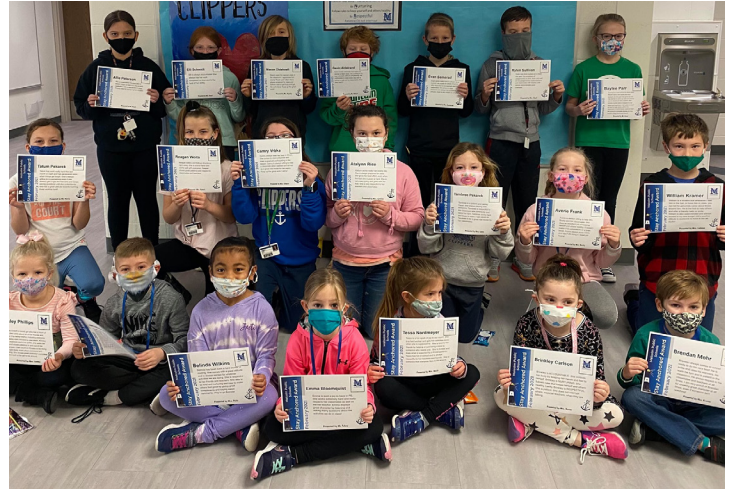
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WHO WE ARE

Malcolm Public Schools is a growing, dynamic and proud public school district located in the Village of Malcolm on the outskirts of neighboring Lincoln, Nebraska. Malcolm offers its students a top-tier education and a PK-12 educational experience second-to-none. A student-centric focus, a quality instructional staff, challenging curriculum and a smaller school environment combine to create an ideal setting to allow students to learn, explore, grow and thrive on their journey to becoming global citizens.



Our Mission

In partnership with our community, we will provide an educational experience that maximizes the potential of each student to become a productive and responsible citizen.



Our Vision

We strive to become the most admired school district in Nebraska.



Our Beliefs

The mission of the Malcolm Public Schools is based upon the belief that:

- Students are our first priority
- Each student is unique and has infinite value
- Education is dynamic and evolving
- A positive learning environment enhances learning
- High expectations promote higher achievement
- Honesty and integrity are essential to building trust
- Individuals are responsible for their own actions
- Our school is accountable to the community
- Education is a shared responsibility of the individual, family, school and community
- Excellence is worth the investment



OUR BRAND

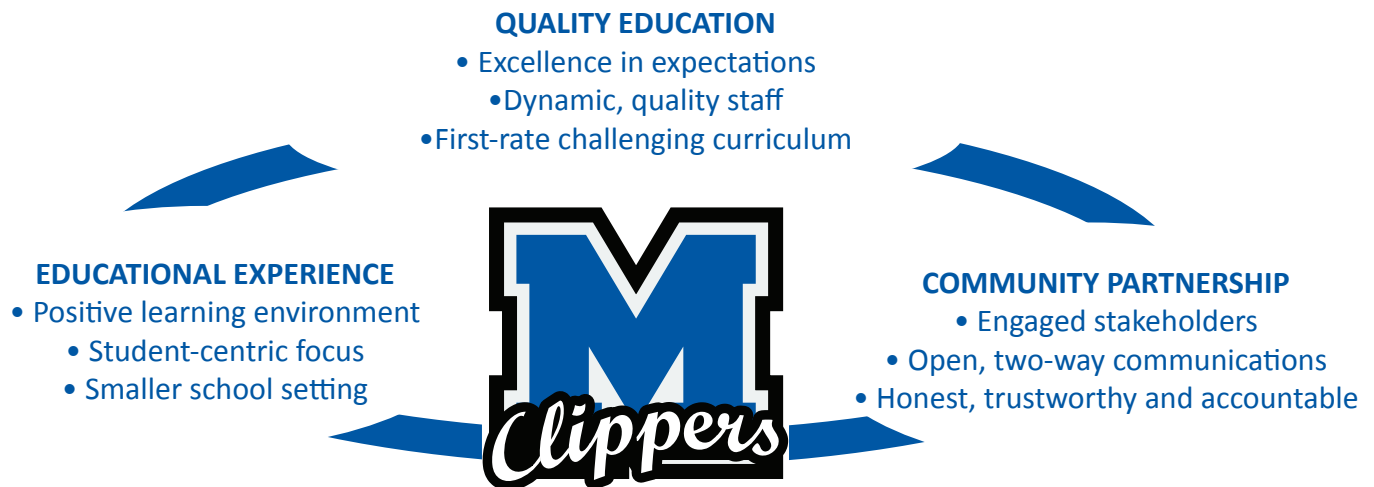
Why Brand?

What is a brand and why is it so important? In a crowded world flooded by a constant stream of never-ending messages and a seemingly unlimited number of choices, how does anyone sort through all of this? Building a powerful and memorable brand is essential to navigating through this maze of competitive messaging and is one of the keys to success.

A brand is more than a logo or a particular color. It is the emotional connection between an entity and its stakeholders. It's the collective sum of pride, loyalty, choice, awareness, messaging, connection and image. It's the deep, internal feeling one gets when thinking or talking about the brand. A strong brand stands out from the crowd and is a powerful differentiator.

Our Brand Essence

The essence of our brand, and what sets Malcolm Public Schools apart from the rest, is quite simple: we are a district that prides itself on providing a top-tier quality education – in partnership with our community – who together create an educational experience focused on maximizing the potential for each student's individual success.



The choices we make in contributing to each element of our brand essence is driven by Malcolm Public Schools' aspirational vision statement – “We strive to become the most admired school district in Nebraska.”

Our Brand Voice

Part of contributing to a strong Malcolm brand is not only WHAT we say – but also HOW we say it. Clear, concise content expressed in a positive, upbeat tone will best represent Malcolm Public Schools’ commitment to its students through a quality education and its optimistic outlook for the future.

Verbal and written communication should be welcoming, approachable, genuine and in plain English to build trust and understanding.

Written content should be void of misspellings, grammatical errors and poor punctuation. Keeping the interests of the audience always in mind is paramount to communicating Malcolm’s message effectively.



Primary Logo

The Malcolm “Block M with Clippers Script” is the primary brand identity design for Malcolm Public Schools. It symbolizes the strength and tradition of Malcolm’s 100+ year heritage and its visionary, forward-looking outlook for the future.

When visually representing Malcolm Public Schools, Malcolm’s primary logo should be used. Consistent usage of this primary logo will reinforce Malcolm’s brand equity in its brand.

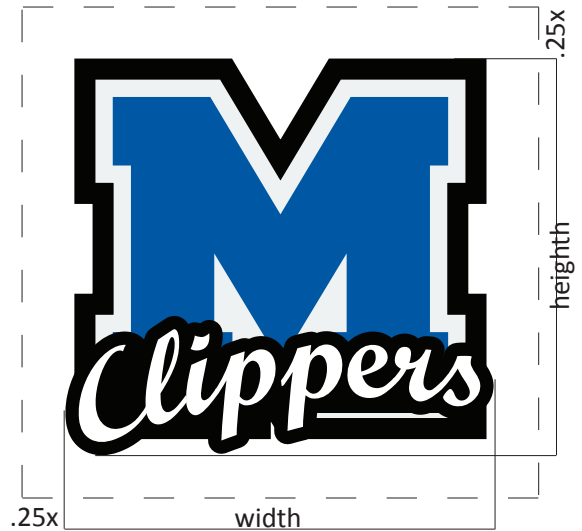


Each element of Malcolm’s primary logo was specifically designed to maximize visual impact and clarity. Do not alter the orientation, color, positioning, sizing or relationship of any of these elements. Use only the official logos designed to approved specifications. Do not attempt to recreate logos. Ensure legibility by not reducing logo sizes below minimum standards. See “Minimum Size”. Do not attempt to reproduce logos by scanning a previously printed version or by performing a “screen shot” from the Internet. Such reproduction methods will degrade image quality. Additional logo treatment information can be found in “Logo Usage”.

Logo Spacing

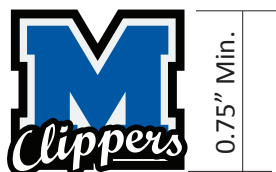
To ensure maximum visibility and integrity, always position the Malcolm primary logo with an area of clear space completely surrounding the design. No other competing design element should be integrated into this clear space area without brand administrator approval.

The clear space surrounding the Malcolm logo should be no less than 25% of the maximum width of the Block M and should be maintained on all sides of the design as the logo is proportionally enlarged or reduced in size.



Minimum Size and Exceptions

When utilizing the primary logo, take into consideration its relationship of size and legibility. An image too small doesn't serve any useful purpose and can detract from legibility. For printing purposes, the overall height of the primary logo should be no smaller than 0.75 inches and no smaller than 75 px tall in digital applications.






Exceptions to minimum primary logo size limitations may exist in certain applications such as some stationery pieces or in selected specialty items including pens, pencils, key chains, medals, jewelry, etc. In these situations, graphic designers should use their discretion when they cannot adhere to minimum size standards. In limited circumstances where the designated print area is too small to use a legible primary logo, it is acceptable to use the printed name of the school district (i.e. "Malcolm Public Schools" or "Malcolm Clippers") in the approved print font without the primary logo.

Color Palette

Color is one of the most distinctive and differentiating elements of any brand. Consistency in color presentation across all uses provides immeasurable strength to a brand's image and serves as a powerful connection to the brand.

Over the years, Malcolm Public Schools has traditionally been associated with a "Malcolm Blue" or "Clipper Blue" shade of blue as its signature color. This signature color is complemented with usage of black and/or white accents.

OFFICIAL MALCOLM PUBLIC SCHOOLS COLORS

COLOR		PRINT	WEB
MALCOLM BLUE		PANTONE: 286 CMYK: C100 M65 Y0 K0	RGB: 0 102 153
BLACK		PANTONE: None CMYK: C0 M0 Y0 K100	RGB: 0 0 0
WHITE		PANTONE: None CMYK: C0 M0 Y0 K0	RGB: 255 255 255

There may be occasions where colors other than those from the core palette of Malcolm Public Schools may be utilized. This could include selected promotional items, specialty or nostalgic uniforms, building materials/paint, certain school supplies, etc. Discretion should be used when selecting colors outside of the core palette to avoid competing contrasts or dilution of approved colors. Non-core colors should serve to accent or complement Malcolm's core palette of official colors. These colors should not replace any of the core palette colors nor should they be the dominant color on printed items.

Color Variation

The Malcolm Clippers logo can be used in the following color variations:



Logo Usage

Proper usage of the “official” Malcolm logo helps to ensure the visual integrity of the brand and improve legibility. In general, the Malcolm logo should always utilize the three-color design and be placed on a solid background; however, some exceptions may be permitted (i.e. black/white printing, one-color reverse imagery, neutral area or low contrast/highly detailed photographic background, etc.). Shown below are some examples of the proper and improper use of the “official” Malcolm logo.

Do’s . . .



Placement against a solid background is acceptable.



Use of a one-color design is acceptable.



Placement on a neutral area of a photo is acceptable.

Don't . . .



Do not alter the colors or add a pattern to the logo.



Do not place the logo over patterned solid colors.



Do not place the logo over high contrast photo backgrounds.



Do not distort the proportion of the logo.



Do not crop a portion of the Malcolm logo.

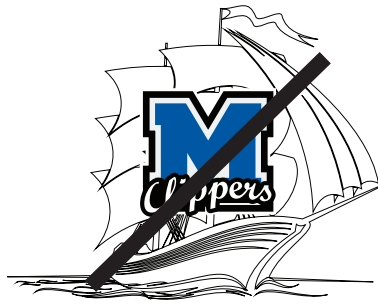


Do not eliminate or modify the size of the border.

Don't, continued . . .



Do not add additional outlines.



Do not add other artwork elements.



Do not overlay additional text.



Do not use the logo to substitute for a letter.



Do not blur, distress or screen down the logo.



Do not rotate or render the logo three-dimensionally.

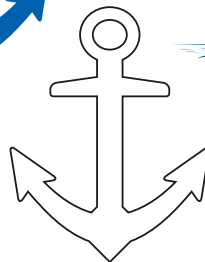
Secondary Logos

While the primary logo should be used to visually represent Malcolm Public Schools, selected secondary logos are acceptable for use to complement Malcolm's brand identity in design applications. Design standards for secondary logos follow the same rules as Malcolm's primary logo. Shown below are the approved secondary logos for Malcolm Public Schools.

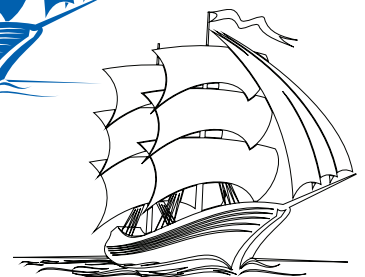
Anchor 1



Anchor 2



Clippers Ship



Any additions to the Malcolm secondary logo library must be approved by the brand administrator prior to use. Upon approval, digital vector files of the secondary logo will be added to this style guide.

Departmental Lockups

To leverage the collective strength of the brand for intra-Malcolm Public School departments or school-affiliated organizations, these departmental lockups have been designed to provide design presentation consistency yet be reflective of the uniqueness of each individual department or organization. Alternations to these departmental lockups should not be made. Listed below are examples of Malcolm departmental lockups. If your Malcolm Public Schools department or school-affiliated organization is not listed below, please contact the brand administrator and one will be created for you.



Malcolm Public Schools



Malcolm Public Schools Foundation



Malcolm Activities



Malcolm Art Department



Malcolm Baseball



Malcolm Basketball



Malcolm Public Schools



Malcolm Public Schools
Foundation



Malcolm
Activities



Malcolm
Art Department



Malcolm
Baseball



Malcolm
Basketball

Departmental Lockups, cont.



Malcolm Boosters Association (Recommended)



Malcolm Boosters Association



Malcolm Cross Country



Malcolm Cross Country



Malcolm Drama



Malcolm Drama



Malcolm FBLA



Malcolm FBLA



Malcolm Football



Malcolm Football



Malcolm Music Department



Malcolm Music Department



Malcolm Parent Teacher Organization (Recommended)



Malcolm Parent Teacher Organization



Malcolm Skills USA



Malcolm Skills USA

Departmental Lockups, cont.



Malcolm Softball



Malcolm Speech



Malcolm Student Council



Malcolm Student Services



Malcolm Track & Field



Malcolm Unified Bowling



Malcolm Volleyball



Malcolm Wrestling



Malcolm Softball



Malcolm Speech



Malcolm
Student Council



Malcolm Student Services



Malcolm
Track & Field



Malcolm
Unified Bowling



Malcolm Volleyball



Malcolm Wrestling

Logo Vault

The following logos and artwork associated with Malcolm Public Schools are retired and should no longer be applied for current use. Retired logos and artwork may be used under limited circumstances, such as for nostalgic purposes, but only upon approval by the brand administrator.



TYPEFACE & STATIONERY

Typeface

With a wide variety of available choices, typeface is often reflective of the style and personality of the brand. The characteristics of the typeface should be in alignment with the mission, vision, brand essence and brand voice of the Malcolm Public Schools.

Typeface should be selected to enhance legibility and readability. Typography for Malcolm Public Schools should generally avoid serif fonts (i.e. Times New Roman, Garamond, Georgia, etc.) since these fonts are typically considered an older style. Usage of upper/lower case letters rather than all upper case letters (i.e. Malcolm Public Schools vs. MALCOLM PUBLIC SCHOOLS) in headlines or titles improves readability and makes copy more approachable.

Two recommended fonts for general body copy are:

Calibri

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

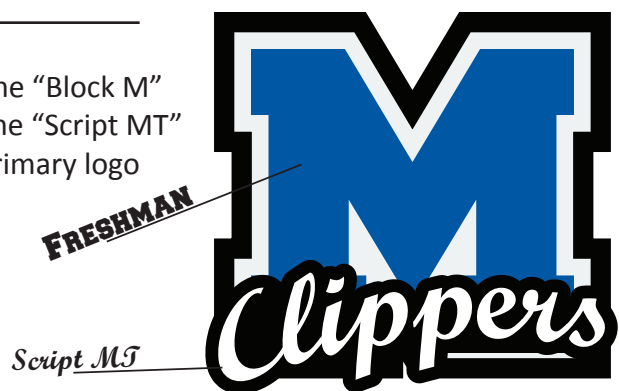
Calibri (Body)
Calibri Light (Headings)

Arial

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Arial
Arial Black
Arial Narrow
Arial Rounded MT Bold

The “official” Malcolm primary logo consists of two fonts. The “Block M” uses the “Freshman” font and the scripted “Clippers” uses the “Script MT” font**. Usage of these two fonts should be limited to the primary logo only, unless otherwise approved by the brand administrator.



**Please note: To improve readability, the curl at the top of the “C” in the word “Clippers” has been removed.

Typeface utilized for school uniforms may be limited to the selections offered by the Malcolm-approved sports uniform supplier. Generally, a readable, block-style font on sports uniforms is preferred over other stylistic fonts. Typography used for Malcolm Public School merchandise offered by approved suppliers is generally broader in scope; however, discretion should be used while always maintaining the design integrity of the “official” Malcolm primary logo.

Stationery

In addition to typography, stationery items are also a tangible indicator of a brand's personality. Care should be exercised in selection of paper stock to ensure quality in color, weight, texture and ink absorption consistency. All fulfillment requests for Malcolm Public School stationery items should be made directly with the Business Manager in the Malcolm Administration Office.

Business Cards

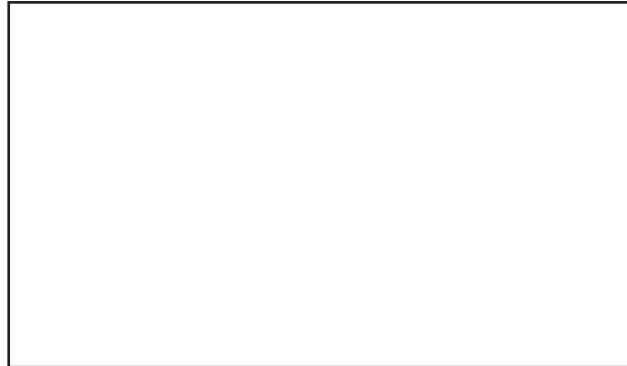
(White, raised print preferred, recommended stock weight: 100 – 130 lb.)

Front of Card:



Back of Card:

Option 1 Back



Option 2 Back



Option 3 Back



Letterhead & Envelopes

(White, recommended stock weight: 24 lb.)



Malcolm Public Schools

10004 NW 112th Street
Malcolm, NE 68402

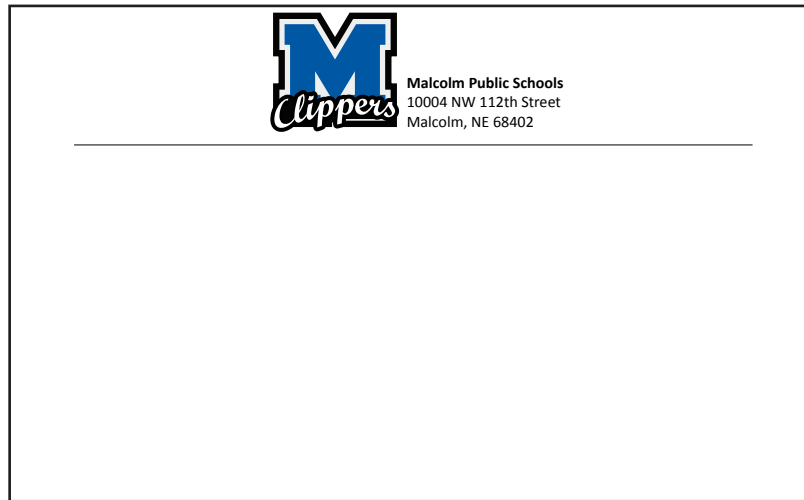
402.796.2151
www.malcolmschools.org



Malcolm Public Schools
10004 NW 112th Street
Malcolm, NE 68402

Stationery, cont.

Mailing Label



Thank You Card



E-mail Signature



Ryan Terwilliger

Superintendent

ryan.terwilliger@mps148.org

402.796.2151

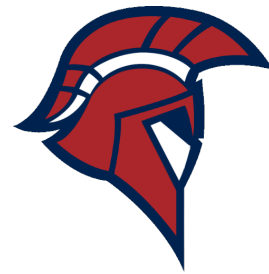
10004 NW 112th St., Malcolm, NE 68402

Conference Logos

Effective in the Fall of 2022, Malcolm Public Schools will become a member of the Trailblazer Conference. Each member school district has its own logo design. Digital files of these designs can be obtained by contacting the Malcolm Public Schools brand administrator.



Ashland-Greenwood Bluejays
(Joining Fall 2023)



Springfield Platteview Trojans



Beatrice Orangemen



Plattsmouth Blue Devils



Malcolm Clippers



Ralston Rams



Nebraska City Pioneers



Wahoo Warriors

SOCIAL MEDIA

This section is currently under development.
Please consult with the brand administrator for any immediate needs.

PHOTOGRAPHY



One of the leading attributes that differentiates Malcolm Public Schools from other districts is the unique, engaged and dynamic people that comprise Malcolm’s students, staff, parents, patrons and supporters.

Photography should be selected that celebrates the district’s student-centric belief and captures the spirit and energy inherent throughout Malcolm Public Schools.





Selection of photography associated with Malcolm Public Schools should focus on people engaged in school learning and Malcolm-related activities. Photos should be expressive and stir the emotion of the observer to cause them to smile. Attention to achieving a diverse mix of age, gender, race and ethnicity in photographic subjects should be made to be reflective of the unique mix of individuals who come together to make the Malcolm educational experience special.







Malcolm photography should capture a moment; and not be “just a snapshot.” Always try to use crisp, high-resolution photography for vivid reproduction purposes and avoid blurred or out-of-focus imagery, inadequate lighting and poor framing.









MERCHANDISE

School Athletic Uniforms

In addition to Malcolm Public Schools reputation for strong academics and a student-centric environment, support of Malcolm’s tradition of excellence in athletics and the fine arts is symbolic of the pride and energy students, staff, parents, patrons and fans have in its school.

When a student puts on a Malcolm athletic uniform, they represent the district’s commitment to quality, sportsmanship, hard work and fair play. School uniforms are an extension of this commitment and must follow brand standards to ensure a quality presentation and brand consistency.

Malcolm Public Schools uses primarily Nike sports apparel supplied by BSN Sports of Kearney, Nebraska for its sports uniforms. Preferred uniform colors are either a blue uniform with white/black accents or a white uniform with blue/black accents.

The blue color in Malcolm uniforms is Nike’s “Team Royal” or equivalent. Lettering/numbers on Malcolm uniforms should have sufficient size and color contrast to enhance readability from distances and to meet Nebraska School Activities Association requirements. Any artwork representing Malcolm Public Schools on uniforms should use the “official” Malcolm primary logo.



Malcolm-Approved Merchandise

Fans and supporters of Malcolm Public Schools proudly showcase their enthusiasm for Malcolm Clipper student-athletes by selecting from a wide array of branded apparel and specialty merchandise items. Much like the school's sports uniforms, consistency in presentation of colors, styles and designs help to ensure the strength and integrity of Malcolm's powerful brand.

At this time, BSN Sports of Kearney, Middle Creek Printing (formerly Sports Express) of Seward and Custom Sports of Norfolk have been contracted to produce approved merchandise for Malcolm Public Schools. Usage of other merchandise suppliers should be pre-approved by the brand administrator.

While some discretion may be acceptable, efforts should be made to follow Malcolm Public School brand standards as closely as possible for all school-approved merchandise, including, but not limited to, usage of the "official" Malcolm logos, approved colors (or their equivalents), typography, spacing and logo usage.



FAQs

Who is required to use the “official” Malcolm logos?

Any artwork intended to represent Malcolm Public Schools, or a Malcolm Public Schools-affiliated or sanctioned organization, should utilize the “official” Malcolm logos.

Are non-Malcolm Public School-related organizations, who may even have current Malcolm students actively participating in them, required to use “official” Malcolm logos or design standards?

No. Non-Malcolm Public School organizations such as the Malcolm Youth Sports Association, Malcolm Legion Baseball, various sports camps, etc. are not required to use “official” Malcolm logos or design standards. Any use of “official” Malcolm logos by any of these types of organizations must be pre-approved by the brand administrator.

Can I create my own unique Malcolm logos for my school department or school-affiliated organization?

No. The strength and value of the Malcolm brand lies with its consistent presentation. Use of the “official” Malcolm logos strengthens the affiliation of the department/organization to Malcolm Public Schools and brings an elevated level of credibility. Creation of unique Malcolm logos creates confusion and contributes to brand dilution.

If your Malcolm school department or school-affiliated organization does not have a pre-approved logo design (see “Departmental Lockups” for examples), contact the brand administrator for assistance.

What apparel or specialty item suppliers can be used to produce Malcolm-branded merchandise?

At this time, BSN Sports of Kearney, Middle Creek Printing (formerly Sports Express) of Seward and Custom Sports of Norfolk have been contracted to produce approved merchandise for Malcolm Public Schools. Usage of other merchandise suppliers should be pre-approved by the brand administrator.

Can Malcolm Public School student teams or clubs design their own member t-shirts?

Yes, members of Malcolm Public School student teams or clubs may design their own t-shirts; however, any logo designated to represent Malcolm Public Schools must use the “official” primary logo. To strengthen affiliation with Malcolm Public Schools, t-shirt designers are encouraged to adhere to brand design standards but may use appropriate discretion in considering design options. Final designs should be submitted to the brand administrator for pre-approval.

Where do I get the digital vector files of the official Malcolm logos?

Requests for digital vector files of Malcolm’s official logos are fulfilled on a case-by-case basis and can be made by submitting an email to one of the brand administrators listed under the Contacts section in this Style Guide.

CONTACT

Adherence to the design standards established in the Malcolm Public Schools Brand Identity Style Guide is paramount to maintaining the integrity and consistency of the Malcolm brand. Users are strongly encouraged to thoroughly read this Brand Identity Style Guide to ensure all aspects of the design standards are implemented.

Any questions on the use or application of these Malcolm brand standards, or to request digital files of the approved Malcolm digital logo artwork, should be directed to the brand administrators listed below.

Questions and Requests for Digital Logo Artwork

Ryan Terwilliger
Superintendent
Malcolm Public Schools
10004 NW 112th Street
Malcolm, NE 68402
402.796.2151
ryan.terwilliger@mps148.org

Alison Blair
Business Manager
Malcolm Public Schools
10004 NW 112th Street
Malcolm, NE 68402
402.796.2151
alison.blair@mps148.org

PLEASE NOTE:

While efforts have been made to provide a comprehensive overview of Malcolm's brand identity standards, certain design situations may arise which may not be directly addressed by this Style Guide. In these situations, users are encouraged to consult with the brand administrators prior to production. Updates to this Malcolm Public Schools Brand Identity Style Guide will be made on a periodic basis. To ensure compliance with the most current brand standards, users should refer to the latest version.

Jack L.Tarr Jr. CMAA
NSIAAAA- Mentor and Retired AD Coordinator
NIAAAA- NIAN Vice Chair

To: Malcolm School Board
Ryan Terwilliger and Administration
Malcolm Staff and Community

I want to say thank you to a great school district and community for allowing me to be a teacher, coach administrator and AD for many years. It was an honor to serve and still serve as a volunteer coach and substitute teacher/AD (when needed) and the latitude the district gave me to serve on state and national boards; NSIAAAA, NIAAAA, NSAA and NCA while doing my work for them. This latitude was helpful in being honored and receiving the DSA for service at local, state and national level being an AD and helping school districts across the nation.

Although my direction has changed a little, I am an LTI Class teacher, (AD Classes on a state and national level), serving as New AD Mentoring Coordinator and Retired AD Coordinator for the NSIAAAA, Vice Chair for the NIAN National Committee, my heart is still with Malcolm and its community. I like to help when I can anywhere the school needs me and our community needs me as a MVFD member and village board member. I brag about this community and am proud to do so as it deserves it.

This district is one of the best in the state and I would put it up against any district in the nation. Talking with other ADs from across the world, we and you are doing things right here and we are making Malcolm a district that stands out among all districts. I am proud to say I served this district and again want to say thank you for helping me to be nominated and then receiving this national award.

Jack Tarr CMAA