

**MALCOLM PUBLIC SCHOOLS, DISTRICT #148**  
**BOARD OF EDUCATION REGULAR MEETING AGENDA**  
**Monday, August 19, 2024 7:00 PM**  
**SCHOOL DISTRICT BOARD ROOM**

{{Name: Agenda Item Name}}

**1. Call the Property Tax Authority Hearing to Order--Roll Call**

1.1. Property Tax Authority Hearing

**Verbally indicate** - The property tax authority hearing is now **open** to hear testimony of support, opposition, criticism, suggestions or observations of taxpayers relating to the property tax authority for the 2024-2025 budget.

**Verbally indicate** - Not Hearing or Seeing Any Other Individuals Wanting to Provide Testimony, I declare the Budget Hearing **Closed**

**2. Call Regular Board Meeting to Order - Roll Call**

**3. Pledge of Allegiance**

**4. Consent Agenda**

**5. Communication From the Public: Communications in general or about a specific agenda item.**

**6. Unfinished Business**

6.1. Discuss, Consider and Take All Necessary Action in Adopting Policy 5013--  
Preschool Enrollment.

**7. New Business**

7.1. Discuss Preliminary Budget Items, then Consider and Take All Necessary Action on the Certified Property Tax Authority.

7.2. Discuss, Consider and Take All Necessary Action in Amending Policy 5205--  
Graduation

7.3. Discuss, Consider and Take All Necessary Action in Deeming Old High Jump Pits  
Excess Property

7.4. Discuss, Consider and Take All Necessary Action in Deeming Old Health  
Textbooks Excess Property

7.5. Discuss, Consider and Take All Necessary Action in Setting a Date and Time for a  
Budget Workshop

7.6. Discuss, Consider and Take All Necessary Action in Setting Dates and Times for the  
Budget Hearing and Tax Request Hearing, respectively.

Budget Hearing: Monday, September 16th at 7:00PM

Tax Request Hearing: Monday, September 16th at 7:15PM (following the Budget  
Hearing)

Lancaster County Joint Public Agency Meeting: September 19th at 6:30PM (if  
needed)

7.7. First Reading on the Job Descriptions for the Directors:

2230.1 (A): Assistant Principal/Activities Director

- 2230.2 (S): Student Services Director  
2230.3 (T): Director of Technology
- 7.8. Discuss, Consider and Take All Necessary Action in Amending Policy 2210  
Appendix--Principal Job Description.
- 7.9. Discuss, Consider and Take All Necessary Action in Amending Policy 2110  
Appendix--Superintendent Job Description.
- 7.10. First Reading on the Evaluation Tools for the Principals and Directors:  
2231.1 (A): Assistant Principal/Activities Director  
2231.3 (S): Student Services Director  
2231.2 (S): Director of Technology  
2300: Principal Evaluation
- 7.11. Discuss, Consider and Take All Necessary Action With the Strategic Plan
8. **Reports and Discussion Topics**
- 8.1. Administration Reports and Discussion Topics
- 8.1.A. Principals
- 8.1.B. Superintendent
- Legislative Update
  - Social Media Lawsuit
  - NASB Area Membership Meeting
- 8.1.C.
9. **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)**

10. **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

**Minutes – Board of Education – Unofficial Until Board Approval  
July 15, 2024**

The Board of Education, School District #148, Lancaster County, Nebraska, met on Monday, July 15, 2024 at 7:00PM in open and public session at 10004 NW 112<sup>th</sup> St., Malcolm, Nebraska. The notice of the meeting was published in the minutes of the June 17, 2024 meeting of the Board, in the July 2024 issue of *“The Clipper”* and the *Seward Independent* of July 10, 2024. Board members present were: William England, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. Tera Heidtbrink was absent. Administrators present were Ryan Terwilliger, Amber Dolliver, Simon Wiedel. 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. The Board recited the Pledge of Allegiance.

England moved, seconded by Mitchell, to approve the Consent Agenda. Ms. Lostroh reviewed the updated list of bills, answering questions from the Board. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. ABSENT – Heidtbrink. Motion passed.

| <b>Financial Summary</b>    |                 |                  |                 |                   |                     |
|-----------------------------|-----------------|------------------|-----------------|-------------------|---------------------|
| <b>6/30/2024</b>            |                 |                  |                 |                   |                     |
| <b>School Accounts</b>      | <b>General</b>  | <b>Lunch</b>     | <b>Activity</b> | <b>Bus Deprec</b> | <b>Student Fees</b> |
| Previous Bal 6/01/2024      | \$3,786,177.95  | \$13,660.69      | \$152,554.84    | \$218,016.11      | \$40,516.57         |
| Receipts - June 2024        | \$571,969.14    | \$19,117.55      | \$13,102.52     | \$806.24          | \$50.00             |
| Disbursements- June 2024    | \$708,766.00    | \$25,270.50      | \$9,974.09      | \$0.00            | \$0.00              |
| Cash in Cking 6/30/2024     | \$526,314.51    | \$5,608.85       | -\$2,612.40     | \$10,544.03       | \$40,566.57         |
| Invested: June 2024         | \$3,123,066.58  | \$1,898.89       | \$158,295.67    | \$208,278.32      |                     |
| <b>Lanc. Co. Treasurer:</b> | <b>General</b>  |                  | <b>Bond</b>     |                   | <b>Spc Bldg</b>     |
| Previous Bal 6/01/2024      | \$77,974.53     |                  | \$3,496.10      |                   | \$6,936.22          |
| Receipts - June 2024        | \$93,530.09     |                  | \$4,832.25      |                   | \$9,630.89          |
| Disbursements June 2024     | \$78,431.17     |                  | \$3,529.36      |                   | \$7,001.78          |
| Cash on Hand 6/30/2024      | \$93,073.45     |                  | \$4,798.99      |                   | \$9,565.33          |
| <b>NSDLAF (Investment)</b>  | <b>Spc Bldg</b> | <b>Bond Fund</b> |                 |                   |                     |
| Previous Bal 6/01/2024      | \$2,352,217.01  | \$278,394.36     |                 |                   |                     |
| Receipts June 2024          | \$17,234.78     | \$5,428.27       |                 |                   |                     |
| Disbursements June 2024     | \$410.32        | \$0.00           |                 |                   |                     |
| Cash on Hand 6/30/2024      | \$2,369,041.47  | \$283,822.63     |                 |                   |                     |

**Communications From The Public** – None

**Unfinished Business** –

The Board directed Ms. Lostroh to record First Reading of Policy 5013: Pre-School Enrollment. Mr. Terwilliger and Mrs. Dolliver answered questions from the Board.

Swotek moved, seconded by England to approve Policy 3241: Emergency Response Mapping. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Mitchell. NAYS – None. Motion passed.

**New Business** –

Spellman moved, seconded by England, to approve the beverage contract proposal of LinPepco. The Board and Mr. Terwilliger reviewed the proposals. Voting by roll call: AYES – Spellman, Swotek, England, Mitchell, Nutter, NAYS – None. Motion passed.

Spellman moved, seconded by Mitchell, to approve the 2024-2025 Staff and Parent/Student Handbooks, as discussed. Mr. Terwilliger reviewed and answered questions and suggestions from the Board. Voting by roll call: AYES – Swotek, England, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

Spellman moved, seconded by England, to approve the proposed meal prices for the 2024-2025 School Year as presented and discussed. Ms. Lostroh and Mr. Terwilliger reviewed the current school lunch account situation and answered questions. Ms. Lostroh explained that the USDA has guidelines for meal prices and after the Lunch Review this past year, several adjustments needed to be made. The Board asked for more price information during the year for further consideration. PK-12 Breakfast \$2.00; PK-6 Lunch \$3.25; 7-12 Lunch \$3.50; Milk \$.50; Ala Carte Entrée \$2.50; Ala Carte Side Dish \$1.00; Adult Breakfast \$3.50; Adult Lunch \$4.90; Adult Ala Carte Entrée \$3.00; Adult Ala Carte Side Dish \$2.00. Voting by roll call: AYES – England, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Swotek moved, seconded by Mitchell, to accept the Otte Propane bid at \$1.299 per gallon for the 2024-2025 School Year. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

Spellman moved, seconded by Swotek, to accept the Kemp's Milk Bid. Mr. Terwilliger answered questions from the Board. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Mitchell. NAYS – None. Motion passed.

There was no action needed on Agenda item 6.6 Policy 5101: Student Discipline.

Swotek moved, seconded by Spellman, to approve the compensation packages for Classified Staff/Substitute Teachers for the 2024-2025 School Year. Mr. Terwilliger presented the proposal and answered questions. Voting by roll call: AYES – Spellman, Swotek, England, Mitchell, Nutter, NAYS – None. Motion passed.

Mitchell moved, seconded by Swotek, to approve the Property Tax Authority Hearing for Monday, August 19, 2024 at 7:00PM before the regular Board of Education Meeting and to table setting the Property Tax Hearing and Budget hearing until the August 2024 Board Meeting. The Board discussed options and timing considering the outcome of the Legislature's Special Session set for August. Mr. Swotek updated the Board on the activity and timeline possibilities of the Special Session. Voting by roll call: AYES – Swotek, England, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

Swotek moved, seconded by England, to approve a Budget Work Session for Wednesday, August 7, 2024 at 6:00PM and a second work session for Monday, August 12, 2024 at 6:00PM, if necessary. Voting by roll call: AYES – England, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Spellman moved, seconded by Mitchell, to approve the Certified Staff Evaluation Tool as presented. Mr. Terwilliger and Mrs. Dolliver reviewed the proposed evaluation tool and answered questions. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

Mitchell moved, seconded by England, to approve the language change in the 2024-2025 Negotiated Agreement. Ms. Lostroh and Mr. Terwilliger explained that due to the EHA surcharge of 10% added to BCBS premiums, the language in the Negotiated Agreement needed to be updated. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Mitchell, NAYS – None. Motion passed.

Swotek moved, seconded by Mitchell, to affirm/amend the 9000 Series Policies, as discussed. Mr. Terwilliger reviewed the suggestions made by the Board. Voting by roll call: AYES – Spellman, Swotek, England, Mitchell, Nutter, NAYS – None. Motion passed.

### **Administrative Reports**

Mr. Simon Wiedel, Jr/Sr High School Principal

- Mr. Wiedel told the Board he has been meeting with staff – reviewing organizational issues.

Superintendent Ryan Terwilliger –

- See the attached report - [Superintendent Report July 2024](#)
- Mrs. Spellman and Mr. Swotek reported on the Transportation/Facilities Committee Meeting.
- Reminded the Board the Welcome Back Staff Breakfast is August 8<sup>th</sup> @ 8:00AM.

Swotek moved, seconded by Mitchell, to enter executive session at 10:03PM for the protection of public interest; 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 – Swotek, England, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

Spellman moved, seconded by Mitchell, to exit executive session at 11:04PM. Voting by roll call: AYES – England, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Spellman moved, seconded by England, to approve the compensation packages for the Activities Director/Assistant Principal, Student Services Director, and Director of Technology as presented and discussed. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

With no further business before the Board, England moved, seconded by Spellman, to adjourn. Chairman Nutter declared the meeting adjourned by acclamation at 11:06PM.

Respectfully submitted,

Julia Lostroh  
Recording Secretary

The Board of Education will meet in a Budget Work Session on Wednesday, August 7, 2024 at 6:00PM in the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE. The Board of Education will meet in a second Budget Work Session, if necessary, on Monday, August 12, 2024 at 6:00PM in the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE. The Board of Education will hold a Property Tax Authority Hearing on Monday, August 19, 2024 at 7:00PM for the purpose of hearing testimony in support, opposition, criticism, suggestions, or observations of taxpayers relating to the Property Tax Authority for the 2024-2025 Budget. The next regular meeting of the Board of Education will be held on Monday, August 19, 2024 at 7:00PM (after the Property Tax Authority Hearing) in the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE. An agenda is available as it develops at: [SparqsData Malcolm](#)

**Financial Summary**  
**7/31/2024**

| <b>School Accounts</b>   | <b>General</b> | <b>Lunch</b> | <b>Activity</b> | <b>Bus Deprec</b> | <b>Student Fees</b> |
|--------------------------|----------------|--------------|-----------------|-------------------|---------------------|
| Previous Bal 7/01/2024   | \$3,649,381.09 | \$7,507.74   | \$155,683.27    | \$218,822.35      | \$40,566.57         |
| Receipts - July 2024     | \$118,371.75   | \$11,030.50  | \$3,823.83      | \$967.92          | \$2,930.00          |
| Disbursements- July 2024 | \$736,962.88   | \$10,564.04  | \$2,196.98      | \$0.00            | \$0.00              |
| Cash in Cking 7/31/2024  | \$186,398.36   | \$5,055.21   | -\$1,560.14     | \$10,557.85       | \$43,496.57         |
| Invested: July 2024      | \$2,844,391.60 | \$2,918.99   | \$158,870.26    | \$209,232.42      |                     |

| <b>Lanc. Co. Treasurer:</b> | <b>General</b> | <b>Bond</b> | <b>Spc Bldg</b> |
|-----------------------------|----------------|-------------|-----------------|
| Previous Bal 7/01/2024      | \$93,073.45    | \$4,798.99  | \$9,565.33      |
| Receipts - July 2024        | \$958,303.35   | \$73,395.24 | \$133,497.40    |
| Disbursements July 2024     | \$102,139.50   | \$5,516.78  | \$10,867.04     |
| Cash on Hand 7/31/2024      | \$949,237.30   | \$72,677.45 | \$132,195.69    |

| <b>NSDLAF (Investment)</b> | <b>Spc Bldg</b> | <b>Bond Fund</b> |
|----------------------------|-----------------|------------------|
| Previous Bal 7/01/2024     | \$2,369,041.47  | \$283,822.63     |
| Receipts July 2024         | \$19,797.99     | \$6,075.20       |
| Disbursements July 2024    | \$0.00          | \$0.00           |
| Cash on Hand 7/31/2024     | \$2,388,839.46  | \$289,897.83     |

|                |              |        |
|----------------|--------------|--------|
| \$1,078,255.05 |              |        |
|                | \$40.00      |        |
| \$24,000.00    | \$230.00     |        |
| \$95,000.00    | \$780.00     |        |
| \$252,000.00   | \$2,244.00   |        |
| \$1,000.00     | \$4,197.50   |        |
| \$1,000.00     | \$6,365.96   |        |
| \$16,000.00    | \$230.00     |        |
| \$2,000.00     | \$20,030.99  |        |
| \$6,000.00     | \$230.00     |        |
| \$11,000.00    | \$230.00     |        |
| \$27,000.00    | \$80.00      |        |
| \$435,000.00   | \$230.00     |        |
|                | \$230.00     |        |
| \$643,255.05   | \$172,276.00 |        |
|                | \$549.22     |        |
|                | \$200.00     |        |
|                | \$11,624.38  |        |
|                | \$10.00      |        |
|                | \$383,689.00 |        |
|                | \$39,788.00  |        |
|                | \$643,255.05 | \$0.00 |

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY23-24"; Created On: 8/15/2024 3:21:25 PM

| Receipt Number | Customer Name              | Description                      | Date Received | Receipt Amount      | Account Code            |
|----------------|----------------------------|----------------------------------|---------------|---------------------|-------------------------|
| July24STFIT-GF | Union Bank Interest        | STFIT Interest                   | 07/31/2024    | \$14,325.02         | 01-1-01510-000-000-0000 |
| July24EFunds   | Patrons/Students           | Option Bus Transportation        | 07/26/2024    | \$450.00            | 01-1-01410-000-000-0000 |
| 22-087         | Misc                       | Spirit Shop Royalty              | 07/24/2024    | \$8.55              | 01-1-01790-000-000-0000 |
| 22-088         | ESU                        | ESU Summer Stipend Reimbursement | 07/24/2024    | \$4,773.39          | 01-1-02210-000-000-0000 |
| 22-089         | Malcolm Lunch Fund         | Lunch PR Taxes                   | 07/24/2024    | \$1,276.56          | 01-1-09000-000-000-0000 |
| 22-090         | Malcolm Mateys, LLC        | Before/After School Rental       | 07/24/2024    | \$816.10            | 01-1-01910-000-000-0000 |
| 22-092         | Sadoff & Rudoy             | Recycle Metal                    | 07/24/2024    | \$77.35             | 01-1-05300-000-000-0000 |
| July24LanGF    | Lancaster County Treasurer | Local Collections                | 07/12/2024    | \$93,073.45         | 01-1-01100-000-000-0000 |
| July24SewGF    | Seward County Treasurer    | Local Collections                | 07/08/2024    | \$2,113.16          | 01-1-01100-000-000-0000 |
|                |                            |                                  |               | <b>\$116,913.58</b> |                         |

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY23-24"; Created On: 8/15/2024 2:08:37 PM

| Receipt Number | Customer Name              | Description       | Date Received | Receipt Amount    | Account Code            |
|----------------|----------------------------|-------------------|---------------|-------------------|-------------------------|
| July24BondInt  | NDSLAF Bond Fund           | Bond Interest     | 07/31/2024    | \$1,222.98        | 07-1-01510-000-000-0000 |
| July24LancBond | Lancaster County Treasurer | Local Collections | 07/12/2024    | \$4,798.99        | 07-1-01100-000-000-0000 |
| July24SewBond  | Seward County Treasurer    | Local Collections | 07/08/2024    | \$53.23           | 07-1-01100-000-000-0000 |
|                |                            |                   |               | <b>\$6,075.20</b> |                         |

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY23-24"; Created On: 8/15/2024 1:55:52 PM

| Receipt Number  | Customer Name       | Description       | Date Received | Receipt Amount  | Account Code            |
|-----------------|---------------------|-------------------|---------------|-----------------|-------------------------|
| July24DeprCking | Union Bank Interest | Checking Interest | 07/31/2024    | \$13.82         | 02-1-01510-000-000-0000 |
| July24DepSTFIT  | Union Bank Interest | STFIT Interest    | 07/31/2024    | \$954.10        | 02-1-01510-000-000-0000 |
|                 |                     |                   |               | <b>\$967.92</b> |                         |

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY23-24"; Created On: 8/15/2024 1:22:34 PM

| Receipt Number     | Customer Name                 | Description                                 | Date Received | Receipt Amount     | Account Code            |
|--------------------|-------------------------------|---|---------------|--------------------|-------------------------|
| July24E-FundsLunch | Patrons/Students              | Student Lunches                             | 07/31/2024    | \$1,010.40         | 06-1-05200-000-000-0000 |
| July24LunchSTFIT   | Union Bank Interest           | STFIT Interest                              | 07/31/2024    | \$20.10            | 06-1-01510-000-000-0000 |
| 7-11-24GFTransfer  | Malcolm General Fund Transfer | General Fund Transfer - Lunch Price Make-Up | 07/11/2024    | \$10,000.00        | 06-1-05200-000-000-0000 |
|                    |                               |   |               | <b>\$11,030.50</b> |                         |

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY23-24"; Created On: 8/15/2024 2:21:10 PM

| Receipt Number | Customer Name              | Description       | Date Received | Receipt Amount     | Account Code            |
|----------------|----------------------------|-------------------|---------------|--------------------|-------------------------|
| July24IntSBF   | NDSLAF Special Bldg        | Interest          | 07/31/2024    | \$10,123.11        | 08-1-01510-000-000-0000 |
| July24LanSBF   | Lancaster County Treasurer | Local Collections | 07/12/2024    | \$9,565.33         | 08-1-01100-000-000-0000 |
| July24SBFSew   | Seward County Treasurer    | Local Collections | 07/08/2024    | \$109.55           | 08-1-01100-000-000-0000 |
|                |                            |                   |               | <b>\$19,797.99</b> |                         |

Transportation and Facilities Committee Meeting  
Malcolm Public Schools  
June 19, 2024 8:00 a.m.

Present: Malcolm BOE Members – Ed Swotek, Chair; Bill England; Amy Spellman  
Malcolm Public Schools – Ryan Terwilliger, Superintendent; Doug Savicky, Head Maintenance

## MEETING MINUTES

The Transportation and Facilities Committee of the Malcolm Public Schools Board of Education met on Wednesday, June 19, 2024 in the District Administrative Office conference room. Chair Ed Swotek called the meeting to order at 8:00 a.m. Detailed discussions on a variety of present and future projects related to the District's transportation and facilities resources commenced as highlighted below.

### FACILITIES TOPICS

#### Projects Approved at June 17, 2024 Malcolm Board of Education Meeting

- Football/track stadium bleacher erosion project. Project contract awarded to RDM Landscapes for \$29,710.49. Scope of work: repair erosion located under east stadium bleachers, restore grade, fill with limestone cobble stones. Work to commence for completion prior to start of 2024/2025 school year.
- Concrete project. Project contract awarded to Sykes Construction for \$12,185.00. Scope of work: install curbing south of Westfall Elementary and near Administration Building; sidewalk fill by east portables; pour new pole vault pit pad; pour pad at baseball field for trailer. Work to commence for completion prior to start of 2024/2025 school year.
- Boys' locker room flooring project. Project awarded to Lincoln Epoxy Flooring for \$5,374.00. Scope of work: grind and seal boys' locker room floor with epoxy flooring material. Work to commence for completion prior to start of 2024/2025 school year.
- High school awning project. Project approved by Malcolm BOE with a not to exceed \$10,000.00 expense limit. Wissmann Enterprises, Inc. submitted a bid to sandblast, prime and repaint existing blue awning above west entrance to high school building. Superintendent authorized to contact Athey Painting to explore electrostatic painting option as an alternative and then to proceed with awarding contract to painting contractor on best long-term solution.
- High school vestibule walk-off mat project. Project awarded to Midwest Floor Company for \$5,000.00 plus shipping expenses. Scope of project: replace existing walk-off mat with new walk-off mat, incorporate Malcolm brand logo and colors. Work to commence for completion prior to start of 2024/2025 school year.

#### Existing Conditions

- Paint/Carpet. Paint and carpet conditions throughout the building are generally good.
- LED lighting. Much of the existing interior lighting has been converted to LED. Remaining non-LED interior lights will be replaced over time. All exterior parking lot lighting has been converted to LED.
- Heat pump systems. Nearly 75 heat pump units are located throughout the elementary and high school building. Many have been in service several years and are nearing their expected end-of-life functionality. Service work, and some replacements, has taken place in recent years. Doug

Savicky will create a worksheet recording serial numbers, date put into service and other information to document service records and identify potential replacement scheduling.

- Roof condition. Existing membrane roofing system may be original to the building in many areas. Condition is generally satisfactory; however, the roof does leak in selected areas with heavy rain and snow. A phased replacement of the roof membrane may need to begin after the completion of the 2024/2025 school year. Ryan and Doug will begin exploring options with roofing contractors for bids.
- Vape detectors. Malcolm Public Schools does not presently have vape detectors in school restrooms. It was noted Lincoln Public Schools is currently installing detectors in high school restrooms and they have been quite effective in detecting and deterring use. Malcolm administrators do not currently feel a need to install vape detectors at this time.
- Air quality checks. In 2020, a series of ERVs were installed on HVAC units to improve indoor air quality. Testing was completed and results were positive. No additional air quality checks are considered necessary or are scheduled at this time.

#### Short-Term Projects

- High school gym – west windows. Discussion was held on the lack of uniformity and various stages of detachment of blackout curtains on the upper west windows. Doug Savicky will explore options to replace curtains with better solution.
- High school gym HVAC. Board members attending the May 12, 2024 high school commencement ceremony commented on the loud noises coming from the HVAC system which drowned out much of the audio broadcast from the gym sound system during the ceremony. Doug Savicky noted some necessary HVAC repair issues which have subsequently been addressed. Doug and Ryan Terwilliger will explore options to install a sound-deadening material in the opening above the east bleachers to minimize HVAC background noise while adhering to fire code regulations.

#### Long-Term Projects

- Westfall gym floor. Demolition and installation bids to replace the Westfall gym floor will be solicited in early 2025. Tentative replacement will commence immediately following the completion of the 2024/2025 school year in May 2025. All existing bleachers in Westfall will need to be removed prior to demolition and gym area and HVAC system will need to be sealed prior to floor abatement process. Expected completion is targeted for on or before commencement of the 2025/2026 school year.
- Elementary restrooms. Plans to update restrooms in Westfall Elementary with new flooring and stall dividers are being developed for summer 2024 completion. Included as part of the work will be replacement of sinks with touchless faucets.
- Environmental graphics. The environmental graphics master plan as prepared by Renze Display of Omaha was briefly discussed. Electronic and hard copies were distributed to committee members. Ryan has indicated he will meet with the Malcolm administrative team to prioritize branded graphics options and will offer a recommendation at a future Malcolm BOE meeting, subject to available funding. Discussions were held regarding the status of the parking lot pole banners. Following the failure of two light poles in a very strong windstorm and the subsequent removal of the remaining banners, options were discussed to mitigate banner wind resistance to allow for reinstallation. Ryan indicated he would find an article he had read about this matter and contact Renze for possible solutions.

- Other projects. Other projects discussed beyond those previously highlighted include construction of an interior room for the special education department, continued monitoring of the high school north gym wall for water infiltration and preventative solutions, exploring further safety and security measures, reviewing landscaping options, updating the chiller system and expanding building access keypad systems.

## TRANSPORTATION TOPICS

### Vehicles - Buses

- A fleet summary of all buses and small passenger vehicles originally presented to the Malcolm BOE on May 20, 2024 was reviewed. With the delivery of a new school bus in March 2024 and the delivery of another newly ordered bus expected in late 2025 or early 2026, the District's bus fleet should be sufficient to meet District needs for the foreseeable future.

### Vehicles – Small Passenger

- According to Ryan and Doug, Malcolm's fleet of small passenger vehicles are generally sufficient; however, the 2007 Chevy Suburban used for activities and SPED will need to be replaced. The 2003 Chevy Express van, also used for activities, is older but remains functional.

### Equipment

- Malcolm's fleet of equipment includes two large 72" mowers (X-Mark and Grasshopper 930D) and related attachments, a Kubota side-by-side, a Kubota skid loader and a Ford tractor. Doug has indicated the Grasshopper mower may need replacement and recommends replacement with another Grasshopper mower due to the District's ownership of other Grasshopper brand attachments.

The Transportation and Facilities Committee meeting adjourned at 10:15 a.m.



# TRUCK CENTER COMPANIES

5701 Arbor Road  
LINCOLN, NE 68517

(402) 464-2444



Sold To **MALCOLM PUBLIC SCHOOLS - 11889**  
10004 NW 112TH ST  
MALCOLM NE 68402-9561

Ship To **MALCOLM PUBLIC SCHOOLS - 11889**  
10004 NW 112TH ST  
MALCOLM NE 68402-9561

2254.59

**SERVICE INVOICE RA108033767:01**  
**ESTIMATE: ES108028261:01**

UNIT NO: 20MPS  
VIN: 4UZABRFB2MCMK1181  
YEAR/MAKE/MODEL: 2021 / THOMAS BUS / C2  
ENGINE/MODEL/SN: / / 934914S0005592  
TRANS/MODEL/SN: / / 6311823439  
RXLS/MODEL/SN: / / 739912A0138936

CONTACT #: (402) 796-2151  
P.O. NO:  
DATE CREATE: 7/22/24  
DATE INVOICED: 8/9/24  
DRIVER CONTACT:  
DATE SCHEDULED: 7/22/2024 2:27:50P

MILEAGE: 50,271  
LICENSE:  
ENG HRS: 0  
R RATIO:  
TAG #:  
DEL MILE:

### Sold Operations

#### JOB #1 EA

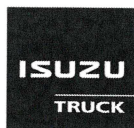
#### EXPRESS ASSESSMENT

COMPLAINT  
CAUSE  
CORRECTION

CEL 2 FAULTS - CHECK AND ADVISE - POSSIBLE WARRANTY

1851 40051 CHECKED CODES AND HAD 520372/16, 4364/17 AND 3226/21. TROUBLESHOT 3226/21 NOX OUTLET SENSOR DRIFT. STEP 1-3 CHECKED ACM SOFTWARE AND IT WAS AT THE LISTED SOFTWARE LEVEL. CONNECTED TO SERVER AND VERIFIED THERE WAS NOT A HIGH SOFTWARE LEVEL. STEP 5 CHECKED FOR EXHAUST LEAKS AND THERE WERE NONE. STEP 6 CHECKED DEF FOR FUEL OR OIL CONTAMINATION AND ALL OK. STEP 7 MEASURED DEF UREA PERCENTAGE AND IT WAS IN SPEC AT 33%. STEP 8 UNBOLTED DEF DOSING UNIT AND PERFORMED DEF QUANTITY TEST AND IT PASSED WITH 125 ML. CLEANED GASKET SURFACE AND INSTALLED NEW GASKET AND BOLTS. CHECKED HISTORY AND FOUND OUTLET NOX WAS REPLACED ABOUT 6 MONTHS AGO. STARTED TICKET WITH DETROIT 13932204. PERFORMED A NOX VERIFICATION, PARKED REGEN AND SCRET TEST AND UPLOADED TO TICKET ALONG WITH PART NUMBER OF OUTLET NOX SENSOR THAT WAS REPLACED. WAS ADVISED TO TROUBLESHOOT CODE 174/0 THAT CAME ACTIVE DURING TEST. TROUBLESHOT 174/0. STEP 1 NO COOLING SYSTEM FAULTS. STEP 2-3 NO PRIMARY CODES. STEP 4 FUEL TANK IS FULL. STEP 5 CHECKED CHASSIS FUEL SYSTEM FOR RESTRICTION AND NO RESTRICTION FOUND. NEED TO REPLACE FUEL RECIRCULATION VALVE.

1858 57322 PULLED UNIT IN. REMOVED DIPSTICK BRACKETS. REMOVED THE RESONATOR. REMOVED SENSOR CONNECTORS. REMOVED FUEL LINES TO THE MODULE. REMOVED THE MCM CONNECTORS. REMOVED THE WIRING BRACKET. REMOVED MCM MOUNTING BOLTS. REMOVED MCM. REMOVED HIGH AND LOW PRESSURE LINES AND THE PCV VALVE. REMOVED THE HYDROCARBON DOSER LINE. REMOVED REMOVED THE LAST DIPSTICK MOUNTING BOLT. REMOVED THE 3 MOUNTING BOLTS FOR THE FUEL MODULE. REMOVED THE MODULE. REMOVED THE FUEL RECIRCULATION CAP. REMOVED SPRING. REMOVED VALVE. REMOVED NEEDLE. INSTALLED NEW AND TORQUED CAP. INSTALLED FUEL FILTER MODULE AND TORQUED. INSTALLED THE PCV LINE WITH NEW O RING AND TORQUED. INSTALLED HYDROCARBON DOSER LINE WITH NEW WASHERS AND TORQUED. INSTALLED FUEL LINES WITH NEW O RINGS AND TORQUED. INSTALLED MCM AND TIGHTENED DOWN. INSTALLED LOWER BRACKET WITH NEW ZIPTIES. INSTALLED ECM CONNECTORS. INSTALLED BRACKETS FOR DIPSTICK TUBES AND FOR THE 14 PIN CONNECTOR. CONNECTED CONNECTOR AND TIED UP ALL WIRING. INSTALLED FUEL LINES AND PRIMED. LET SYSTEM RUN. PUT UNIT OUT IN A REGEN FOR AN SCR EFFICIENCY TEST AND SENT TO DETROIT. THEY GOT BACK AND SAID IT DID



**Sold Operations (Cont.)**

NOT COMPLETE THE SCR EFFICIENCY TEST. 1858 57322 STARTED ANOTHER REGEN, TRUCK WILL NOT COMPLETE A REGEN NOW, TRIED TO COMPLETE A REGEN FOR MULTIPLE HOURS AND WILL NOT COMPLETE, AND HAS HIGH ABSORPTION CODES, UPLOADED ATTEMPTED REGEN TO THE SERVER, INSPECTED CASE FOR AN UPDATE AND FOUND A 5 MIN KOEO LOG FILE WITH PARMS. WANTED TO KNOW IF IT HAS A PTO AND IF ITS SET TO IDLE AT 1200 RPM. UPDATED THE TICKET WITH THE LOG FILE AND ANSWERED THE QUESTIONS. CALLED FOR AN UPDATE AND WAS ON THE LINE AND ON HOLD FOR 6 MIN 24 SEC AND THEN IT HUNG UP ON. CALLED BACK AND SPOKE WITH ALEX FOR 6 MIN 55 SEC AND TOLD ME TO WAIT FOR 5-15 MIN FOR THE UPDATE THAT HE TALKED WITH DWAYNE, AND HE WAS CONFIDENT IN HIS UPDATE THAT WAS ABOUT TO BE POSTED. HE SAID TO CHECK THE CPC THERE IS A GROUND AT CPC CONNECTOR 2 PIN 9 BROUGHT UNIT IN AND REMOVED PANELS TO GAIN ACCESS TO THE CPC. FOUND THERE IS A WIRE AT CPC 2/9. STARTED TO LOOK UP SCHEMATIC TO SEE IF THERE IS A REASON FOR THIS WIRE AND TO ENSURE WE DONT LOOSE A FUNCTION OF THE SCHOOL BUS THAT IS INTENDED. GOT PIN DISCONNECTED AND IT IS NO LONGER SEARCHING FOR A PTO. AND STAYED AT BASE IDLE. PUT OUT IN A REGEN AND IT PASSED ITS REGEN. STARTED SCR EFF TEST. IT FAILED THE SCR EFFICIENCY TEST, SENT LOG FILE TO DETROIT OF IT FAILING THE SCR TEST. DAIMLER SAID TO DISREGARD THE CHECK FAILED MU3 NOT TESTED, IT'S NOT A FAILURE OF THE ATS SYSTEM, IT'S A COMMON ERROR ON MDEG AND RELATES MORE TO A PROCEDURE, ALL CODES HAVE CLEARED ON THE LOG FILE, AND RELEASE THE UNIT.

| QTY | ITEM                   | DESCRIPTION                    | UNIT PRICE | EXTD PRICE |
|-----|------------------------|--------------------------------|------------|------------|
| 1   | 108D/DDE A0001421180   | GASKET DEF DOSING UNIT         |            |            |
| 3   | 108D/DDE A0019909403   | SCREW DEF DOSING UNIT 16MM     |            |            |
| 1   | 108D/DDE A0249973145   | SEAL/O-RING - FUEL LINE        |            |            |
| 1   | 108D/DDE A4721420580   | GASKET                         |            |            |
| 1   | 108D/DDE A9360900395   | MDEG FUEL RECIRCULATION VALVE  |            |            |
| 11  | 108D/DDE A9360981680   | SEAL/O-RING - FUEL LINE        |            |            |
| 2   | 108D/DDE N000000001067 | SEALING RING M10               |            |            |
| 2   | 108D/DDE N007603012104 | RING GENERL                    |            |            |
|     | LABOR 300-10           | AFTER TREATMENT                |            |            |
|     | C                      | A9360981680, A0249973145 OMAHA |            |            |
|     | LABOR EA-10            | EXPRESS ASSESSMENT             |            |            |

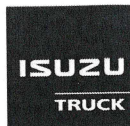
**WARRANTY PENDING**

**JOB #2 INFO      ADDITIONAL REPAIR INFORMATION**

COMPLAINT      NO RECALLS  
 CAUSE  
 CORRECTION

| QTY | ITEM | DESCRIPTION | UNIT PRICE | EXTD PRICE |
|-----|------|-------------|------------|------------|
|     |      |             |            |            |

Prepay:    Parts:    Labor:    Misc:    Sublet:



**Sold Operations (Cont.)**

**JOB #4 13 AIR SYSTEMS**

COMPLAINT SERVICE AIR DRYER

CAUSE

CORRECTION

1858 57322 PULLED OFF AND REMOVED MOUNTING BOLTS. REMOVED COVER. REMOVED FILTER AND O RINGS. REMOVED PURGE VALVE. INSTALLED NEW FILTER AND O RINGS. INSTALLED PURGE VALVE. INSTALLED COVER. INSTALLED AIR DRYER. RAN UNIT AND WORKS PROPERLY.

| QTY | ITEM                   | DESCRIPTION                 | UNIT PRICE | EXTD PRICE |
|-----|------------------------|-----------------------------|------------|------------|
| 1   | 108D/BW 5004479        | SPEC PRG KIT 12V            | 190.84     | 190.84     |
| 1   | 108D/BW R107794PG      | PURAGUARD OIL COALESCING RX | 69.89      | 69.89      |
| -1  | 108D/BW R107794PG-CORE | PURAGUARD OIL COALESCING RX | 37.50      | -37.50     |
| 1   | 108D/BW R107794PG-CORE | PURAGUARD OIL COALESCING RX | 37.50      | 37.50      |
|     | LABOR 13-10            | AIR SYSTEMS                 |            | 170.00     |

Prepay: \$0.00 Parts: \$260.73 Labor: \$170.00 Misc: \$0.00 Sublet: \$0.00 \$430.73

**JOB #5 32 SUSPENSION**

COMPLAINT STEER SHOCK BOLTS LOOSE

CAUSE

CORRECTION

1858 57322 FOUND BOTH LOWER STEER SHOCK BOLTS ARE LOOSE. THE NUTS HOLD TORQUE. BACKED NUTS OFF AND PUT LOCTIGHT ON THE BOLTS AND THEN TIGHTENED DOWN.

| QTY | ITEM        | DESCRIPTION | UNIT PRICE | EXTD PRICE |
|-----|-------------|-------------|------------|------------|
|     | LABOR 32-10 | SUSPENSION  |            | 85.00      |

Prepay: \$0.00 Parts: \$0.00 Labor: \$85.00 Misc: \$0.00 Sublet: \$0.00 \$85.00

**JOB #6 54A ELECTRICAL/CHASSIS**

COMPLAINT STEER AXLE ABS WIRING NEEDS SECURED

CAUSE

CORRECTION

1858 57322 TIED UP WIRING.

| QTY | ITEM              | DESCRIPTION                | UNIT PRICE | EXTD PRICE |
|-----|-------------------|----------------------------|------------|------------|
| 6   | 108D/23-13924-000 | CLIP ABS 6MM SENSOR WIRE   | 1.29       | 7.74       |
| 20  | 108D/PHM 8 44147  | TIE STRAP-15IN BLACK NYLON | 0.64       | 12.80      |
|     | LABOR 54A-10      | ELECTRICAL/CHASSIS         |            | 42.50      |

Prepay: \$0.00 Parts: \$20.54 Labor: \$42.50 Misc: \$0.00 Sublet: \$0.00 \$63.04

**JOB #7 QCI QUALITY CONTROL INSPECTION**

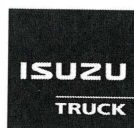
COMPLAINT QUALITY CONTROL INSPECTION

CAUSE

CORRECTION

| QTY | ITEM | DESCRIPTION  | UNIT PRICE | EXTD PRICE |
|-----|------|--|------------|------------|
|     | C    | A QUALITY CONTROL INSPECTION HAS BEEN PERFORMED BY OUR SERVICE DEPARTMENT TO VERIFY YOUR REPAIRS |            |            |

Prepay: \$0.00 Parts: \$0.00 Labor: \$0.00 Misc: \$0.00 Sublet: \$0.00 \$0.00



|                               |                       |                        |                        |                     |                       |                 |
|-------------------------------|-----------------------|------------------------|------------------------|---------------------|-----------------------|-----------------|
| <b>Sold Operations Totals</b> | <b>Prepay: \$0.00</b> | <b>Parts: \$281.27</b> | <b>Labor: \$297.50</b> | <b>Misc: \$0.00</b> | <b>Sublet: \$0.00</b> | <b>\$578.77</b> |
|-------------------------------|-----------------------|------------------------|------------------------|---------------------|-----------------------|-----------------|

By executing below, you hereby agree that any dispute in any way related to the services rendered (except for any dispute regarding your failure to pay for services rendered or the creation, perfection or foreclosure of any lien or security interest) shall be submitted to final and binding arbitration under the commercial arbitration rules of the American Arbitration Association. Nebraska law shall govern the arbitration proceeding and the arbitration trial shall occur in Omaha, Nebraska. TCC MAKES NO REPRESENTATION WARRANTY OF ANY KIND WHATSOEVER, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION REPRESENTATIONS OR WARRANTIES WITH RESPECT TO MERCHANTABILITY, NONINFRINGEMENT OF THIRD-PARTY RIGHTS, AND FITNESS OR SUITABILITY FOR ANY PURPOSE OR USE. FURTHER, YOU AGREE THAT TCC SHALL NOT BE LIABLE TO YOU OR ANY PARTY FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, EXEMPLARY OR CONSEQUENTIAL DAMAGES OF ANY KIND, ARISING OUT OF, RELATING TO OR IN CONNECTION WITH THE SERVICES RENDERED, EVEN IF TCC HAS BEEN ADVISED, KNOWS OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES.

**AR CUSTOMER**

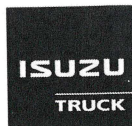
|                 | ESTIMATED | BILLED          |
|-----------------|-----------|-----------------|
| LABOR           |           | \$297.50        |
| PARTS           |           | \$281.27        |
| MISC            |           | \$0.00          |
| SUBLET          |           | \$0.00          |
| PREPAY          |           | \$0.00          |
| <b>SUBTOTAL</b> |           | <b>\$578.77</b> |
| SHOP SUPPLIES   |           | \$44.63         |
| MISC SUPPLIES   |           | \$0.00          |
| TAX             |           | \$0.00          |
| <b>TOTAL</b>    |           | <b>\$623.40</b> |

Please Remit Payment to:  
 Truck Center Companies - Lincoln  
 14321 Cornhusker Rd  
 Omaha, NE 68138

AUTHORIZED BY \_\_\_\_\_

DATE \_\_\_\_\_

REMIT TO: 14321 Cornhusker Rd Omaha, NE 68138 866-751-1189





# TRUCK CENTER COMPANIES

5701 Arbor Road  
LINCOLN, NE 68517

(402) 464-2444

Sold **MALCOLM PUBLIC SCHOOLS - 11889**  
To 10004 NW 112TH ST  
MALCOLM NE 68402-9561

Ship **MALCOLM PUBLIC SCHOOLS - 11889**  
To 10004 NW 112TH ST  
MALCOLM NE 68402-9561

**SERVICE INVOICE RA108033637:01**  
**ESTIMATE: ES108028150:01**

|   |                                    |                  |
|---|------------------------------------|------------------|
| UNIT NO: 12MPS                                      | CONTACT #: (402) 796-2151          | MILEAGE: 133,924 |
| VIN: 4UZABRDT6CCBA0897                              | P.O. NO:                           | LICENSE: 12MPS   |
| YEAR/MAKE/MODEL: 2012 / Freightliner / CHASSIS      | DATE CREATE: 7/18/24               | ENG HRS: 0       |
| ENGINE/MODEL/SN: CUMMINS / ISB10 - EPA10 / 73187467 | DATE INVOICED: 7/19/24             | R RATIO:         |
| TRANS/MODEL/SN: ALLISON / 2500PTS / 6311033070      | DRIVER CONTACT:                    | TAG #:           |
| RXLS/MODEL/SN: / /                                  | DATE SCHEDULED: 7/18/2024 10:00:47 | DEL MILE:        |

**Sold Operations**

**JOB #1 42 BRAKES**

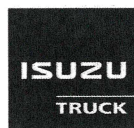
COMPLAINT REAR BRAKES OUT OF ADJUSTMENT - CHECK AND ADVISE  
CAUSE  
CORRECTION 035) ADJUSTED BRAKES, DROVE AROUND PARKING LOT WHILE MAKING BRAKE APPLICATIONS, RECHECKED BRAKE ADJUSTMENT, ADJUSTMENT WAS GOOD.

| QTY   | ITEM         | DESCRIPTION      | UNIT PRICE | EXTD PRICE |
|---|--------------|------------------|------------|------------|
|   | LABOR 42a-10 | BRAKE/FOUNDATION |            | 85.00      |
| Prepay: \$0.00 Parts: \$0.00 Labor: \$85.00 Misc: \$0.00 Sublet: \$0.00 |              |                  |            | \$85.00    |

**JOB #2 42 BRAKES**

COMPLAINT LEFT PARK BRAKE CAN SPRING BROKEN - REPLACE  
CAUSE  
CORRECTION 035) REMOVED BOTTOM BOLT FROM BRAKE CAN, CAGED BRAKE CAN, REMOVED AIRLINES FROM BRAKE CAN, HAD SOME TROUBLE GETTING TOP BOLT OFF OF BRAKE CAN, IT WAS SEIZED, WAS FINALLY ABLE TO BREAK NUT FREE AND GOT IT REMOVED. REMOVED BRAKE CAN. 035) WHEN INSTALLING NEW BRAKE CAN, HAD TO LOOSEN CLAMPS AND ROTATE BRAKE CAN TO GET AIR FITTINGS TO LINE UP, GOT FITTINGS LINED UP, RETIGHTENED CLAMP. TIGHTENED MOUNT NUTS, INSTALLED CLEVIS PINS AND COTTER PINS, INSTALLED AIRLINE FITTINGS AND INSTALLED AIR LINES, RELEASED BRAKES AND ADJUSTED BRAKES.

| QTY   | ITEM                         | DESCRIPTION                 | UNIT PRICE | EXTD PRICE |
|---|------------------------------|-----------------------------|------------|------------|
| 1   | 108D/ABP N42A CTS3030LSWC225 | SPRINGBRK 3030LS 3IN STRK W | 67.19      | 67.19      |
|   | LABOR 42a-10                 | BRAKE/FOUNDATION            |            | 255.00     |
| Prepay: \$0.00 Parts: \$67.19 Labor: \$255.00 Misc: \$0.00 Sublet: \$0.00 |                              |                             |            | \$322.19   |



**Sold Operations (Cont.)**

**JOB #3 QCI      QUALITY CONTROL INSPECTION**

COMPLAINT      QUALITY CONTROL INSPECTION

CAUSE

CORRECTION

| QTY | ITEM | DESCRIPTION  | UNIT PRICE | EXTD PRICE |
|-----|------|--|------------|------------|
|     | C    | A QUALITY CONTROL INSPECTION HAS BEEN PERFORMED BY OUR SERVICE DEPARTMENT TO VERIFY YOUR REPAIRS |            |            |

Prepay: \$0.00    Parts: \$0.00    Labor: \$0.00    Misc: \$0.00    Sublet: \$0.00    \$0.00

**Sold Operations Totals      Prepay: \$0.00    Parts: \$67.19    Labor: \$340.00    Misc: \$0.00    Sublet: \$0.00    \$407.19**

By executing below, you hereby agree that any dispute in any way related to the services rendered (except for any dispute regarding your failure to pay for services rendered or the creation, perfection or foreclosure of any lien or security interest) shall be submitted to final and binding arbitration under the commercial arbitration rules of the American Arbitration Association. Nebraska law shall govern the arbitration proceeding and the arbitration trial shall occur in Omaha, Nebraska. TCC MAKES NO REPRESENTATION WARRANTY OF ANY KIND WHATSOEVER, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION REPRESENTATIONS OR WARRANTIES WITH RESPECT TO MERCHANTABILITY, NONINFRINGEMENT OF THIRD-PARTY RIGHTS, AND FITNESS OR SUITABILITY FOR ANY PURPOSE OR USE. FURTHER, YOU AGREE THAT TCC SHALL NOT BE LIABLE TO YOU OR ANY PARTY FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, EXEMPLARY OR CONSEQUENTIAL DAMAGES OF ANY KIND, ARISING OUT OF, RELATING TO OR IN CONNECTION WITH THE SERVICES RENDERED, EVEN IF TCC HAS BEEN ADVISED, KNOWS OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES.

**AR CUSTOMER**

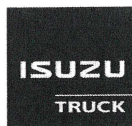
|                 | ESTIMATED | BILLED          |
|-----------------|-----------|-----------------|
| LABOR           |           | \$340.00        |
| PARTS           |           | \$67.19         |
| MISC            |           | \$0.00          |
| SUBLET          |           | \$0.00          |
| PREPAY          |           | \$0.00          |
| <b>SUBTOTAL</b> |           | <b>\$407.19</b> |
| SHOP SUPPLIES   |           | \$51.00         |
| MISC SUPPLIES   |           | \$0.00          |
| TAX             |           | \$0.00          |
| <b>TOTAL</b>    |           | <b>\$458.19</b> |

Please Remit Payment to:  
 Truck Center Companies - Lincoln  
 P.O. Box 27379  
 Omaha, NE 68127

AUTHORIZED BY \_\_\_\_\_

DATE \_\_\_\_\_

REMIT TO: P.O. Box 27379 Omaha, NE 68127 866-751-1189



**Minutes—Board Work Session**  
**August 7, 2024**

The Board of Education, School District 148, Lancaster County, Nebraska met in open public session on Wednesday, August 7, 2024 at 6:00 p.m. at the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE for a work session. Chairman Nutter noted the Open Meetings Act is on the north wall of the Board Room. Those answering roll call were: Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. Said meeting was advertised in advance in the minutes of the July 15, 2024 Board Meeting published in the August 2024 edition of *“The Clipper”*. The meeting notice was on the website, in the minutes of the July 15, 2024 Board Meeting published on SparqData. The Pledge of Allegiance was recited.

Item 3. Communication From The Public: No members of the public were there to speak.

Item 4. Discuss and Consider the 2024-2025 Malcolm Public Schools Annual Budget:

Mr. Terwilliger asked Mr. Swotek to offer an update on the Nebraska State Legislature’s Special Session. Mr. Swotek briefed the Board on the latest news from the Legislature and his testimony on behalf of the Nebraska Association of School Boards. After the update, conversation ensued.

After the Special Session conversation, Mr. Terwilliger shared some historical budget data running from 2017-2018 to present day. Contained in this data collection was:

- State Aid: revenue, percent change
- General Fund: tax revenue, levy, and percent change
- Special Building Fund: tax revenue, levy, and percent change
- Total Revenue and Total Levy

In addition, Mr. Terwilliger provided fund-accounting information for the 2023-2024 school year along with remaining budget numbers and speculated disbursements for the remainder of the fiscal year.

Mr. Terwilliger then lead a discussion and answered questions from the Board about the 2023-2024 Budget and the 2024-2025 Budget.

Mitchell moved, seconded by Spellman, to adjourn. Chairman Nutter declared the meeting adjourned by acclamation at 6:50 p.m.

Respectfully submitted,

Ryan Terwilliger  
Superintendent

| <b>GENERAL FUND EXPENDITURES</b>         |              |   |
|--|--------------|---|
| <b>August 19, 2024</b>                   |              |   |
| Payroll                                  | \$528,843.68 | Payroll Expenses/Benefits                               |
| A-Tec Recycling Inc.                     | \$266.73     | Fluorescent Lights/Batteries Recycle                    |
| AliCap                                   | \$128,769.00 | Insurance Renewal 24-25                                 |
| Amazon                                   | \$4,746.85   | Classroom Orders/Nurse Health Office/Textbooks          |
| Amen, Scott                              | \$26.07      | 5th Grade Classroom Supplies                            |
| Andrews, Jessica                         | \$95.00      | Coaching Certification                                  |
| Apple                                    | \$647.00     | HS Art iPad/iPad Pencil                                 |
| Apptegy                                  | \$8,582.68   | Annual Website Support Subscription                     |
| Behrends, Ashley                         | \$252.33     | Summer SPED Services Mileage - Speech Path              |
| Blecha, Haley                            | \$319.00     | Summer MDT/IEP Meetings                                 |
| BSN Sports                               | \$170.15     | PE Classroom Supplies                                   |
| ByteSpeed                                | \$10,340.00  | Art Class Computers/Staff Computers/Replace Screen      |
| Central Nebraska Rehabilitation Services | \$656.08     | SPED Vision Resource Services                           |
| Concentra                                | \$100.00     | DOT Bus Physical - RS                                   |
| DAS State ACCTG                          | \$292.87     | July Internet Service                                   |
| Eakes                                    | \$2,162.77   | EGold Fax/Contract Copy Charge                          |
| Electrical Engineering & Equipment Co.   | \$919.00     | LED Bulbs - Classroom & Parking Lights                  |
| ESU #6                                   | \$35,510.74  | 4th Qrt SPED Contract/SRS Fee/Tech Host/Workshops       |
| ESU-CC                                   | \$396.80     | World Book Power Pack-Library Subscription              |
| First Concord                            | \$60.00      | Flex 125 Adm Fees                                       |
| Flinn Scientific                         | \$406.56     | HS Science Supplies                                     |
| French, Luke                             | \$79.00      | Reimburse DOT Bus Physical                              |
| Glaser Ceramics                          | \$414.75     | Art Supplies - Clay                                     |
| Hampton Inn - Kearney                    | \$1,484.45   | Admin. Hotel Accomodation/Adm Days - Kearney            |
| Harris School Solutions                  | \$547.41     | General Fund Checks                                     |
| Hillyard                                 | \$2,792.77   | Custodial Supplies-Floor Finisher/Carpet Cleaner/Wipers |
| Hometown Leasing                         | \$1,417.01   | Monthly Copier/Printer Leases                           |
| Houghton Mifflin                         | \$763.40     | K-5 Science Textbooks                                   |
| ICS                                      | \$56.00      | Ceiling Tiles   |
| Innovative                               | \$4,962.82   | Co-op Classroom/Office Supplies                         |
| JAMF                                     | \$2,610.00   | Annual Ipad Support Services                            |
| Labster                                  | \$1,782.00   | HS Science Course Access Subscription                   |
| Lakeshore                                | \$57.48      | WF Counselor Supplies                                   |
| Learning A-Z                             | \$132.00     | 2nd Grade Classroom Subscription                        |
| Malcolm Activity General Fund Transfer   | \$16,158.95  | SB/Baseball/WR/Yearbook                                 |
| Matheson                                 | \$54.92      | Welding/IT Classroom Supplies Cylinder Rentals          |
| McGraw Hill                              | \$4,750.20   | Geometry Math Curriculum - ESSER III                    |
| MCS                                      | \$2,015.38   | Co-op Classroom/Office/Nurse Supplies                   |
| Menards                                  | \$295.65     | Maintenance Supplies                                    |
| Midwest Door & Hardware                  | \$84.00      | Surface Mount Boxes - Door Supplies                     |
| National Art & School Supplies           | \$2,853.54   | Co-op Classroom/Office/Nurse Supplies                   |
| NCSA                                     | \$1,933.00   | 2024 Administrative Days Registrations/Memberships      |
| NewzBrain Civics Education               | \$309.00     | 24-25 Classroom HS Social Studies Subscription          |
| NIFCO                                    | \$3,345.40   | Seal Hot Water Pump/Boiler Relief Valve                 |
| Norris Public Power                      | \$9,290.28   | July 2024 Electricity                                   |
| NWEA                                     | \$9,917.50   | MAP Reading/Growth Science/Growth K-12                  |
| Paragon Sanitation, Inc.                 | \$404.25     | July 2024 Trash Service                                 |
| Perry Law Firm                           | \$645.50     | Legal Fees  |

|                                      |                     |   |
|--------------------------------------|---------------------|---|
| Region I Principal Dues              | \$150.00            | Association Dues - HS Administrators            |
| Rezny, Kelsey                        | \$57.50             | Coaching Certification                          |
| Scholastic                           | \$270.24            | 2nd Grade Classroom Subscription                |
| SCI                                  | \$3.64              | Legal Meetings Notice                           |
| School Specialty                     | \$17.68             | 5th Grade Classroom Supplies                    |
| <b>Sector Now</b>                    | <b>\$2,262.50</b>   | <b>Message Board Annual Software Update</b>     |
| Sherwin Williams Co                  | \$48.99             | Painting Supplies                               |
| Summit Fire Protection               | \$960.00            | Semi Annual Fire Alarm/Kitchen Hoods Inspection |
| Truck Center Companies - Omaha Truck | \$2,254.59          | #12 #20 Repair/Quarterly Inspections            |
| TSA/Omni                             | \$83.33             | 403b TPA  |
| Unite Private Network                | \$1,074.53          | Distance Learning Cable                         |
| Verizon                              | \$199.83            | Cellphone Service                               |
| Village of Malcolm                   | \$9,575.35          | Water/Sewer Service                             |
| Virco                                | \$5,718.51          | SPED Chairs/Table/WF Classroom Furniture        |
| VISA                                 | \$1,491.90          | Stamped Envelopes-BusiOfc/WF/Postage Stamps     |
| Wex                                  | \$864.63            | School Vehicle Fuel                             |
| Wiedel, Simon                        | \$559.40            | Administrative Cell Phone                       |
| Windstream                           | \$811.54            | Phone Service                                   |
|                                      |                     |   |
| <b>Out of Cycle</b>                  |                     |   |
| US Post Office                       | \$470.95            | Clipper/Brd Minute Postage                      |
| ABC Pest Control                     | \$290.00            | Pest Control Services                           |
| Menard's                             | \$145.51            | Maintenance Invoices from May                   |
| Mahoney, Doug                        | \$26.50             | Refund AFLAC Deduction                          |
|                                      |                     |   |
|                                      | <b>\$820,057.09</b> | <b>Total</b>                                    |
|                                      |                     |   |
|                                      |                     |   |
| <b>School Lunch Fund</b>             |                     |   |
| Payroll                              | \$5,208.20          | Payroll Expenses                                |
| Lincoln Patio & Awning               | \$475.00            | Reinforce Cover for Salad Bar                   |
| CashWa                               | \$2,324.88          | Food/Custodial Supplies                         |
| Nadiia Mazurenko                     | \$17.05             | Refund Unused Lunch Account                     |
| Lacy Smith                           | \$38.00             | Refund Unused Lunch Account                     |
| Inna Novoselov                       | \$3.25              | Refund Unused Lunch Account                     |
|                                      |                     |   |
|                                      | <b>\$8,066.38</b>   | <b>Total</b>                                    |
|                                      |                     |   |
|                                      |                     |   |
| <b>Special Building Fund</b>         |                     |   |
| Lincoln Epoxy Flooring               | \$5,374.00          | Men's Locker Room Floor                         |
| Egan Supply                          | \$4,386.67          | Resurface Gym Floor                             |
|                                      |                     |   |
|                                      | <b>\$9,760.67</b>   |   |

Students

Preschool Enrollment

The District’s preschool program shall be operated in accordance with this policy.

Eligibility

The Superintendent or designee will develop and maintain eligibility guidelines for children to enroll in the District’s preschool program (See the Preschool Handbook).

~~If the Superintendent or designee determines that the preschool program is at capacity, then children will be admitted to the daycare program in the following order of priority:~~

- ~~1. Those students that are required by law to participate or be given a preference in the preschool program;~~
- ~~2. Resident students who are or will turn four years old during the school year;~~
- ~~3. Resident students who are not otherwise eligible to enroll in kindergarten;~~
- ~~4. Non-resident students who are not eligible to enroll in kindergarten;~~
- ~~5. Resident or non-resident students who are eligible to enroll in kindergarten.~~

The Superintendent or designee shall have the authority to implement and interpret capacity and enrollment decisions to ensure the best interests of the District and its preschool program, and there shall be no appeal process to the Board of Education related to the Superintendent or designee’s decision.

Enrollment Process

Enrollment for the preschool program will be conducted on an annual basis. Parents or legal guardians must complete and submit a preschool enrollment application form by the specified deadline. Applications will be reviewed, and enrollment decisions will be based on available space, eligibility criteria, and other factors deemed appropriate by District staff. Parents will be notified of their child's enrollment status within a reasonable timeframe after the application deadline.

Waitlist

In the event that the number of applicants exceeds the preschool program’s capacity, a waitlist may be established. Priority on the waitlist may be given to eligible children based on the priorities listed in ~~this policy~~the Preschool Handbook. Parents will be notified if their child is placed on the waitlist and will receive updates regarding their status if openings become available.

Compliance

All aspects of this policy shall be implemented in accordance with applicable state and federal laws, regulations, and guidelines related to preschool education and enrollment.

|                        |           |
|------------------------|-----------|
| Date of Adoption       | 7/23/12   |
| Date Amended           |           |
| Date Reviewed/Affirmed | 6/17/2024 |

StudentsGraduation

To participate in commencement exercises or receive a Malcolm Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Malcolm Public Schools must accumulate 240 hours. The total graduation requirements must include the following core curriculum:

| <b>Content Area</b>                     | <b>Required Courses</b>  | <b>Credit Hours Required</b> |
|---|--|------------------------------|
| <b>Language Arts</b>                    | English 9, 10, 11, 12  | <b>40</b>                    |
| <b>Mathematics</b>                      | Algebra I  | <b>30</b>                    |
| <b>Science</b>                          | Biology  | <b>30</b>                    |
| <b>Social Science</b>                   | American Government<br>American History<br>Economics   | <b>30</b>                    |
| <b>Career &amp; Technical Education</b> | Business Communications<br>Any computer literacy course<br><i>And any other Family &amp; Consumer Science, Computer/Business, or Industrial Technology courses</i> | <b>30</b>                    |
| <b>Fine Arts</b>                        | Any fine arts courses  | <b>10</b>                    |
| <b>Foreign Language</b>                 | Any language course  | <b>5</b>                     |
| <b>Health</b>                           | Health   | <b>5</b>                     |
| <b>Personal Finance</b>                 | Personal Finance   | <b>5</b>                     |
| <b>Physical Education</b>               | Any physical education courses   | <b>10</b>                    |
| <b>Electives</b>                        |  | <b>45</b>                    |
| <b>TOTAL</b>                            |  | <b>240</b>                   |

Please note: Every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation. Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Legal Reference:   Neb. Rev. Stat. Sec. 79-729  
                          Neb. Rev. Stat. Sec. 79-3003  
                          NDE Rule 10

|                        |           |
|------------------------|-----------|
| Date of Adoption       | 7/23/12   |
| Date Amended           |           |
| Date Reviewed/Affirmed | 3/18/2024 |

## Malcolm Public Schools

### Activities Director/ Assistant Principal Job Description

It is the policy of Malcolm Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. **Job Title:** Activities Director/Assistant Principal (AD/AP)
- B. **Department:** Administration
- C. **Education Level and Certification:** Bachelor's degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training. Nebraska Teaching or Administrative and Supervisory Certificate, with a Special Services Certificate in coaching preferred. First Aid and CPR training required (may be obtained on the job and must be kept current). Must possess a motor vehicle operator's license with certificate to operate a school van. Coaching experience preferred.
- D. **Evaluator:** Superintendent **Reports To:** Secondary Principal, Elementary Principal, Superintendent, or Superintendent's Designee
- E. **Performance Responsibilities and Job Tasks**

The Activities Director/Assistant Principal is the chief administrator of the school district's interscholastic Activities program, and will assist District administrators with non-activity related issues. The Activities Director/Assistant Principal serves in both a leadership and management role. The responsibilities of the Activities Director/Assistant Principal extend to all activities. The Activities Director/Assistant Principal may delegate performance of management duties. Such delegation does not relieve the Activities Director from ultimate responsibility or accountability.

1. Serve as an educational leader of the school district's Activities and non-activities programs and be a positive contributing member of the administrative team.
2. Administer, as chief administrator, the development and maintenance of a positive Activities Program designed to meet the needs of students and to carry out the policies of the Board of Education.
3. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy and NSAA rules.
4. Be aware of, communicate and enforce activity code discipline rules and expectations and actively promote good sportsmanship.
5. Coach teams, when necessary, in the absence of assigned coaches.
6. Ensure that the mission and goals of the school district are adequately reflected in the school's Activities Program and operations.
7. Develop and maintain a positive and professional working relationship with the Activities Program employees and volunteers and personnel from other school districts.

8. Schedule and coordinate use of school facilities for practices, games and special events associated with the Activities Program. Maintain a current facility use calendar that is available to the administrative and Activities staff.
9. Coordinate all reasonable and necessary provisions for the opposing team and game officials prior to an event, including locker room access, towels, access to equipment, etc.
10. Recommend to the Superintendent any personnel changes that are in the best interests of the District.
11. Verify each student-athlete's academic and physical eligibility, in accordance with NSAA rules and Board policies and directives.
12. Coordinate and serve as a professional liaison between the District and the media and the District and the community.
13. Assist District Administrators with the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
14. Assist District Administrators with providing a leadership structure to ensure rules and instructions for school employees and students are in compliance with Board policy.
15. Assist District Administrators with setting or recommending educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
16. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
17. Assist District Administrators with coordinating and directing extracurricular activities and programs, such as after-school events and athletic contests.
18. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
19. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
20. Enforce discipline and attendance rules.
21. Teach classes or courses to students, when necessary, in the absence of teachers.
22. Establish, coordinate, and oversee particular programs as directed by the District Administrators.
23. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
24. Serve as a role model to all students.
25. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
26. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
27. Develop and maintain a positive and professional working relationship with other staff and administration.
28. Adhere to all District policies, rules, regulations, and supervisory directives.
29. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
30. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).

31. Manage the Activities Program's resources, including the maintenance of inventories and the requisitioning of supplies, equipment and uniforms.
32. Provide guidance in the selection, assignment, training, development and evaluation of coaches and activity sponsors.
33. Act as the District Liaison with The Boosters
34. Work with coaches/sponsors to track, archive and update school records, letter winners, award winners, contest results, conference placings, and other pertinent historical information.

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of other employees and has authority to recommend the hiring, firing, promotion, or other change of status of other employees to the Superintendent.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Activities Director position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements (4) maintains high standards of ethics, honesty and integrity in all personal and professional matters

| <b>Physical Requirements<br/>Activities Director</b> |   | Item is not a requirement<br>of the job<br>NE | Occasional – up to 33%<br>of time<br>NE | Occasional/Essential – up<br>to 33% of time, absolutely<br>essential to the job<br>E | Frequent – between<br>34% - 66%<br>E | Continuous – over<br>66% of time<br>E |
|--|---|---|---|--|--------------------------------------|---------------------------------------|
| <b>E = Essential</b>                                 |   |   |   |  |                                      |                                       |
| <b>NE = Non-Essential</b>                            |   |   |   |  |                                      |                                       |
| <b>Stamina</b>                                       |   |   |   |  |                                      |                                       |
| 1.   | Sitting   |   |   |  | X                                    |                                       |
| 2.   | Walking   |   |   |  | X                                    |                                       |
| 3.   | Standing  |   |   | X  |                                      |                                       |
| 4.   | Sprinting/Running   |   | X                                       |  |                                      |                                       |
| <b>Flexibility</b>                                   |   |   |   |  |                                      |                                       |
| 5.   | Bending or twisting at the neck more than the average person  |   |   |  | X                                    |                                       |
| 6.   | Bending or twisting at the trunk more than the average person   |   |   |  | X                                    |                                       |
| 7.   | Squatting/Stooping/Kneeling   |   |   |  | X                                    |                                       |
| 8.   | Reaching above the head   |   |   |  | X                                    |                                       |
| 9.   | Reaching forward  |   |   |  | X                                    |                                       |
| 10.  | Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)            |   |   |  | X                                    |                                       |
| <b>Activities</b>                                    |   |   |   |  |                                      |                                       |
| 11.  | Climbing (on ladders, into large trucks/vehicles, etc.)   |   | X                                       |  |                                      |                                       |
| 12.  | Hand/grip strength  |   |   | X  |                                      |                                       |
| 13.  | Driving on the job  |   |   | X  |                                      |                                       |
| 14.  | Typing non-stop   |   |   | X  |                                      |                                       |
| <b>Use of Arms and Hands</b>                         |   |   |   |  |                                      |                                       |
| 15.  | Manual dexterity (using a wrench or screwing a lid on a jar)  |   |   | X  |                                      |                                       |
| 16.  | Finger dexterity (typing or putting a nut on a bolt)  |   |   | X  |                                      |                                       |
| <b>Lifting Requirements</b>                          |   |   |   |  |                                      |                                       |
| 17.  | Lifting up to 10 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|  | Floor to waist  |   |   |  | X                                    |                                       |
|  | Waist to shoulder   |   |   |  | X                                    |                                       |
|  | Shoulder to overhead  |   |   |  | X                                    |                                       |
| 18.  | Lifting 11 to 25 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|  | Floor to waist  |   |   | X  |                                      |                                       |
|  | Waist to shoulder   |   |   | X  |                                      |                                       |
|  | Shoulder to overhead  |   | X                                       |  |                                      |                                       |
| 19.  | Lifting 26 to 50 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|  | Floor to waist  |   |   | X  |                                      |                                       |
|  | Waist to shoulder   |   |   | X  |                                      |                                       |
|  | Shoulder to overhead  |   | X                                       |  |                                      |                                       |
| 20.  | Lifting 51 to 75 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|  | Floor to waist  |   | X                                       |  |                                      |                                       |
|  | Waist to shoulder   |   | X                                       |  |                                      |                                       |
|  | Shoulder to overhead  |   | X                                       |  |                                      |                                       |
| 21.  | Lifting 76 plus pounds (Mark all that apply)  |   |   |  |                                      |                                       |
|  | Floor to waist  | X   |   |  |                                      |                                       |
|  | Waist to shoulder   | X   |   |  |                                      |                                       |
|  | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 22.  | Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | X   |   |  |                                      |                                       |
| <b>Pushing/Pulling</b>                               |   |   |   |  |                                      |                                       |
| 23.  | 25 to 50 pounds   |   | X                                       |  |                                      |                                       |
| 24.  | 51 to 75 pounds   |   | X                                       |  |                                      |                                       |
| 25.  | 76 to 90 pounds   | X   |   |  |                                      |                                       |
| 26.  | Over 90 pounds  | X   |   |  |                                      |                                       |
| <b>Carrying</b>                                      |   |   |   |  |                                      |                                       |
| 27.  | 10 to 25 pounds   |   | X                                       |  |                                      |                                       |
| 28.  | 26 to 50 pounds   |   | X                                       |  |                                      |                                       |
| 29.  | 51 to 75 pounds   | X   |   |  |                                      |                                       |
| 30.  | 76 to 90 pounds   | X   |   |  |                                      |                                       |
| 31.  | Over 90 pounds  | X   |   |  |                                      |                                       |

## **Malcolm Public Schools**

### **Student Services Director Job Description**

It is the policy of Malcolm Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Student Services Director
- B. Department:** Special Education
- C. Education Level and Certification:** Bachelor’s degree required, in addition to all other required or assigned certification and training; Master’s degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rules 10 and 51.
- D. Reports To:** PK-6 Principal
- E. Required Job Tasks**

The Student Services Director is the chief administrator of the District’s programs aimed at assisting students with specific needs—including but not limited to the special education program. The Student Services Director serves in both a leadership and management role. Specifically, the special education program includes services to students (birth to 21 years-of-age) with disabilities under NDE Rule 51, the IDEA, Section 504 or other applicable law. The Student Services Director may delegate performance of management duties. Such delegation does not relieve the Student Services Director from ultimate responsibility or accountability.

1. Organize and implement programs that serve student needs.
2. Coordinate with staff members and parents to identify students in need of academic assistance or other programming.
3. Assist with the administration of academic programs for students in the gifted learning program.
4. Monitor and ensure the District’s compliance with laws related to student services, including the IDEA, ADA, FERPA and NDE Rules and Regulations
5. Administer, as chief administrator, the development and maintenance of a special education program designed to meet the needs of students eligible for special education services and to carry out the policies of the Board of Education.
6. Assist with the District’s Title I program(s) and compliance.
7. Provide a leadership structure to ensure rules and instructions to special education program employees and students are in compliance with Board policy.
8. Determine the scope of special education program offerings and the staffing and facility required to provide the educational program.
9. Collect and analyze survey data, regulatory information, and data on demographic trends to forecast special education patterns and service needs.

10. Develop IEPs and 504 Plans, assist special education employees in the development of IEPs and 504 Plans for which they are responsible, participate in MDT, IEP and 504 team meetings, and ensure that services and accommodations are provided to students in accordance with the IEPs and 504 Plans. Provide special education instruction and related services to students as needed.
11. Continually inform parents, students, staff and community members of services available to students in the District.
12. Understand, enforce and manage student behavior and disciplinary issues that may arise.
13. Ensure the District's compliance with all special education-related laws, regulations, and other guidance.
14. Research, evaluate, and prepare recommendations on ways that the District could better serve students.
15. Direct and coordinate activities of teachers, administrators, and support staff within the special education program.
16. Recommend and implement the school district's special education program staff training.
17. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
18. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the special education program.
19. Develop and maintain a positive and professional working relationship with students, parents, and staff.
20. Serve as a role model to all students.
21. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
22. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
23. Develop and maintain a positive and professional working relationship with other staff and administration.
24. Adhere to all District policies, rules, regulations, and supervisory directives.
25. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
26. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).
27. Organizes, approves and/or assigns professional development opportunities for staff

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of other employees and has authority to recommend the hiring, firing, promotion, or other change of status of other employees to the Superintendent.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Special Education Director position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements (4) maintains high standards of ethics, honesty and integrity in all personal and professional matters:

| <b>Physical Requirements<br/>Special Education Director</b>   |  | Item is not a requirement<br>of the job<br>NE | Occasional – up to 33%<br>of time<br>NE | Occasional/Essential – up<br>to 33% of time, absolutely<br>essential to the job<br>E | Frequent – between<br>34% - 66%<br>E | Continuous – over<br>66% of time<br>E |
|---|--|---|---|--|--------------------------------------|---------------------------------------|
| <b>E = Essential</b>  |  |   |   |  |                                      |                                       |
| <b>NE = Non-Essential</b>   |  |   |   |  |                                      |                                       |
| <b>Stamina</b>  |  |   |   |  |                                      |                                       |
| 1. Sitting  |  |   |   |  | X                                    |                                       |
| 2. Walking  |  |   |   |  | X                                    |                                       |
| 3. Standing   |  |   |   |  | X                                    |                                       |
| 4. Sprinting/Running  |  | X   |   |  |                                      |                                       |
| <b>Flexibility</b>  |  |   |   |  |                                      |                                       |
| 5. Bending or twisting at the neck more than the average person   |  |   |   | X  |                                      |                                       |
| 6. Bending or twisting at the trunk more than the average person  |  |   |   | X  |                                      |                                       |
| 7. Squatting/Stooping/Kneeling  |  |   |   | X  |                                      |                                       |
| 8. Reaching above the head  |  |   |   | X  |                                      |                                       |
| 9. Reaching forward   |  |   |   | X  |                                      |                                       |
| 10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)            |  |   |   | X  |                                      |                                       |
| <b>Activities</b>   |  |   |   |  |                                      |                                       |
| 11. Climbing (on ladders, into large trucks/vehicles, etc.)   |  |   | X                                       |  |                                      |                                       |
| 12. Hand/grip strength  |  |   | X                                       |  |                                      |                                       |
| 13. Driving on the job  |  |   |   | X  |                                      |                                       |
| 14. Typing non-stop   |  |   |   |  | X                                    |                                       |
| <b>Use of Arms and Hands</b>  |  |   |   |  |                                      |                                       |
| 15. Manual dexterity (screwing a lid on a jar)  |  |   |   | X  |                                      |                                       |
| 16. Finger dexterity (typing)   |  |   |   | X  |                                      |                                       |
| <b>Lifting Requirements</b>   |  |   |   |  |                                      |                                       |
| 17. Lifting up to 10 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  |   | X                                       |  |                                      |                                       |
| Waist to shoulder   |  |   | X                                       |  |                                      |                                       |
| Shoulder to overhead  |  |   | X                                       |  |                                      |                                       |
| 18. Lifting 11 to 25 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  |   | X                                       |  |                                      |                                       |
| Waist to shoulder   |  |   | X                                       |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 19. Lifting 26 to 50 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  |   | X                                       |  |                                      |                                       |
| Waist to shoulder   |  |   | X                                       |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 20. Lifting 51 to 75 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  | X   |   |  |                                      |                                       |
| Waist to shoulder   |  | X   |   |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 21. Lifting 76 plus pounds (Mark all that apply)  |  |   |   |  |                                      |                                       |
| Floor to waist  |  | X   |   |  |                                      |                                       |
| Waist to shoulder   |  | X   |   |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? |  | X   |   |  |                                      |                                       |
| <b>Pushing/Pulling</b>  |  |   |   |  |                                      |                                       |
| 23. 25 to 50 pounds   |  |   | X                                       |  |                                      |                                       |
| 24. 51 to 75 pounds   |  |   | X                                       |  |                                      |                                       |
| 25. 76 to 90 pounds   |  | X   |   |  |                                      |                                       |
| 26. Over 90 pounds  |  | X   |   |  |                                      |                                       |
| <b>Carrying</b>   |  |   |   |  |                                      |                                       |
| 27. 10 to 25 pounds   |  |   | X                                       |  |                                      |                                       |
| 28. 26 to 50 pounds   |  |   | X                                       |  |                                      |                                       |
| 29. 51 to 75 pounds   |  | X   |   |  |                                      |                                       |
| 30. 76 to 90 pounds   |  | X   |   |  |                                      |                                       |
| 31. Over 90 pounds  |  | X   |   |  |                                      |                                       |

## **Malcolm Public Schools**

### **Technology Director Job Description**

It is the policy of Malcolm Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Technology Director
- B. Department:** Technology
- C. Education Level and Certification:** Bachelor's degree or higher required. Must possess a Nebraska Administrative and Supervisory Certificate and/or a degree in computer science, instructional technology or business. Experience in technology and experience in a school setting preferred.
- D. Reports To:** Superintendent or Superintendent's Designee
- E. Performance Responsibilities and Job Tasks**

The primary responsibility of the Technology Director is to plan, develop, implement, direct, review and evaluate the programs and activities related to instructional and information technology under the general direction of the Superintendent. Programs and activities include use of technology to improve staff productivity and student learning; use of technology to maintain data and meet reporting requirements; coordination of purchase, installation, repair and use of electronic equipment, software, computers and peripherals; coordination of staff training to optimize technology use; development, optimization and oversight of district technology budget and development and implementation a district-wide technology plan.

The Technology Director may delegate duties. Such delegation does not relieve the Technology Director from ultimate responsibility or accountability.

- 1. Management of Technology Systems
  - a. Maintain and administer computer networks and related computing environments including computer hardware, systems software, applications software, and all configurations.
  - b. Perform data backups and disaster recovery operations.
  - c. Diagnose, troubleshoot, and resolve hardware, software, or other network and system problems, and replace defective components when necessary.
  - d. Plan, coordinate, and implement network security measures to protect data, software, and hardware.
  - e. Configure, monitor, and maintain email applications or virus protection software.
  - f. Operate master consoles to monitor the performance of computer systems and networks, and to coordinate computer network access and use.
  - g. Design, configure, and test computer hardware, networking software and operating system software.

- h. Monitor network performance to determine whether adjustments need to be made, and to determine where changes will need to be made in the future.
- i. Confer with network users about how to solve existing system problems.
- j. Research new technologies by attending seminars, reading trade articles, or taking classes, and implement or recommend the implementation of new technologies.
- k. Maintain an inventory of technology in the school district, including an inventory of parts for emergency repairs.
- l. Submit a budget annually to the Superintendent of anticipated technology system needs and enhancements.
- m. Oversee professional development; coordinate staff development activities to promote effective use of available instructional/administrative technology resources.
- n. Support instructional needs and enhance technology integration in the classroom; assist in the evaluation and selection of instructional software.

**F. Required Knowledge**

The Technology Director is to possess and effectively utilize knowledge in the following areas:

- 1. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications, cybersecurity and programming.

**G. FLSA Status:** Exempt.

- 1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study, or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
- 2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of other employees and has authority to recommend the hiring, firing, promotion, or other change of status of other employees to the Superintendent.
- 3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment, or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**H. Essential Functions:** The essential functions of the Technology Director position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

**Physical Requirements  
Technology Director**

E = Essential  
NE = Non-Essential

|   | Item is not a requirement of the job<br>NE | Occasional – up to 33% of time<br>NE | Occasional/Essential – up to 33% of time, absolutely essential to the job<br>E | Frequent – between 34% - 66%<br>E | Continuous – over 66% of time<br>E |
|---|--|--------------------------------------|--|-----------------------------------|------------------------------------|
| <b>Stamina</b>  |  |                                      |  |                                   |                                    |
| 1. Sitting  |  |                                      |  | X                                 |                                    |
| 2. Walking  |  |                                      |  | X                                 |                                    |
| 3. Standing   |  |                                      | X  |                                   |                                    |
| 4. Sprinting/Running  | X  |                                      |  |                                   |                                    |
| <b>Flexibility</b>  |  |                                      |  |                                   |                                    |
| 5. Bending or twisting at the neck more than the average person   |  |                                      | X  |                                   |                                    |
| 6. Bending or twisting at the trunk more than the average person  |  |                                      | X  |                                   |                                    |
| 7. Squatting/Stooping/Kneeling  |  |                                      | X  |                                   |                                    |
| 8. Reaching above the head  |  | X                                    |  |                                   |                                    |
| 9. Reaching forward   |  |                                      | X  |                                   |                                    |
| 10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)            |  | X                                    |  |                                   |                                    |
| <b>Activities</b>   |  |                                      |  |                                   |                                    |
| 11. Climbing (on ladders, into large trucks/vehicles, etc.)   |  | X                                    |  |                                   |                                    |
| 12. Hand/grip strength  |  | X                                    |  |                                   |                                    |
| 13. Driving on the job  |  | X                                    |  |                                   |                                    |
| 14. Typing non-stop   |  | X                                    |  |                                   |                                    |
| <b>Use of Arms and Hands</b>  |  |                                      |  |                                   |                                    |
| 15. Manual dexterity (using a wrench or screwing a lid on a jar)  |  |                                      | X  |                                   |                                    |
| 16. Finger dexterity (typing or putting a nut on a bolt)  |  |                                      | X  |                                   |                                    |
| <b>Lifting Requirements</b>   |  |                                      |  |                                   |                                    |
| 17. Lifting up to 10 pounds (Mark all that apply)   |  |                                      |  |                                   |                                    |
| Floor to waist  |  |                                      | X  |                                   |                                    |
| Waist to shoulder   |  |                                      | X  |                                   |                                    |
| Shoulder to overhead  |  | X                                    |  |                                   |                                    |
| 18. Lifting 11 to 25 pounds (Mark all that apply)   |  |                                      |  |                                   |                                    |
| Floor to waist  |  |                                      | X  |                                   |                                    |
| Waist to shoulder   |  |                                      | X  |                                   |                                    |
| Shoulder to overhead  | X  |                                      |  |                                   |                                    |
| 19. Lifting 26 to 50 pounds (Mark all that apply)   |  |                                      |  |                                   |                                    |
| Floor to waist  |  | X                                    |  |                                   |                                    |
| Waist to shoulder   |  | X                                    |  |                                   |                                    |
| Shoulder to overhead  | X  |                                      |  |                                   |                                    |
| 20. Lifting 51 to 75 pounds (Mark all that apply)   |  |                                      |  |                                   |                                    |
| Floor to waist  | X  |                                      |  |                                   |                                    |
| Waist to shoulder   | X  |                                      |  |                                   |                                    |
| Shoulder to overhead  | X  |                                      |  |                                   |                                    |
| 21. Lifting 76 plus pounds (Mark all that apply)  |  |                                      |  |                                   |                                    |
| Floor to waist  | X  |                                      |  |                                   |                                    |
| Waist to shoulder   | X  |                                      |  |                                   |                                    |
| Shoulder to overhead  | X  |                                      |  |                                   |                                    |
| 22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? |  |                                      |  |                                   |                                    |
|   | X  |                                      |  |                                   |                                    |
| <b>Pushing/Pulling</b>  |  |                                      |  |                                   |                                    |
| 23. 25 to 50 pounds   |  |                                      |  |                                   |                                    |
|   |  |                                      | X  |                                   |                                    |
| 24. 51 to 75 pounds   |  |                                      |  |                                   |                                    |
|   |  |                                      | X  |                                   |                                    |
| 25. 76 to 90 pounds   |  |                                      |  |                                   |                                    |
|   | X  |                                      |  |                                   |                                    |
| 26. Over 90 pounds  |  |                                      |  |                                   |                                    |
|   | X  |                                      |  |                                   |                                    |
| <b>Carrying</b>   |  |                                      |  |                                   |                                    |
| 27. 10 to 25 pounds   |  |                                      |  |                                   |                                    |
|   |  |                                      | X  |                                   |                                    |
| 28. 26 to 50 pounds   |  |                                      |  |                                   |                                    |
|   |  | X                                    |  |                                   |                                    |
| 29. 51 to 75 pounds   |  |                                      |  |                                   |                                    |
|   | X  |                                      |  |                                   |                                    |
| 30. 76 to 90 pounds   |  |                                      |  |                                   |                                    |
|   | X  |                                      |  |                                   |                                    |
| 31. Over 90 pounds  |  |                                      |  |                                   |                                    |
|   | X  |                                      |  |                                   |                                    |

## **Malcolm Public Schools**

### **Secondary Principal Job Description**

It is the policy of Malcolm Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Secondary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelor's degree required; Master's degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent or Superintendent's Designee
- E. Required Job Tasks**

The Secondary Principal is the chief administrator of a secondary school and serves in both a leadership and management role. The responsibilities of the Secondary Principal extend to all activities of the secondary school. The Secondary Principal may delegate performance of management duties. Such delegation does not relieve the Secondary Principal from ultimate responsibility or accountability.

1. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
2. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
3. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
4. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
5. Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
6. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
7. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
8. Enforce discipline and attendance rules.
9. Teach classes or courses to students, when necessary, in the absence of teachers.
10. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.

11. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
12. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
13. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
14. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
15. Develop and maintain a positive, professional rapport with students and parents.
16. Serve as a role model to all students.
17. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
18. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
19. Develop and maintain a positive and professional working relationship with other staff and administration.
20. Adhere to all District policies, rules, regulations, and supervisory directives.
21. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
22. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).
23. Organizes, approves and/or assigns professional development opportunities for staff

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of other employees and has authority to recommend the hiring, firing, promotion, or other change of status of other employees to the Superintendent.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Secondary Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements (4) maintains high standards of ethics, honesty and integrity in all personal and professional matters:

| <b>Physical Requirements<br/>Secondary Principal</b>  |  | Item is not a requirement<br>of the job<br>NE | Occasional – up to 33%<br>of time<br>NE | Occasional/Essential – up<br>to 33% of time, absolutely<br>essential to the job<br>E | Frequent – between<br>34% - 66%<br>E | Continuous – over<br>66% of time<br>E |
|---|--|---|---|--|--------------------------------------|---------------------------------------|
| <b>E = Essential</b>  |  |   |   |  |                                      |                                       |
| <b>NE = Non-Essential</b>   |  |   |   |  |                                      |                                       |
| <b>Stamina</b>  |  |   |   |  |                                      |                                       |
| 1. Sitting  |  |   |   |  | X                                    |                                       |
| 2. Walking  |  |   |   |  | X                                    |                                       |
| 3. Standing   |  |   |   |  | X                                    |                                       |
| 4. Sprinting/Running  |  | X   |   |  |                                      |                                       |
| <b>Flexibility</b>  |  |   |   |  |                                      |                                       |
| 5. Bending or twisting at the neck more than the average person   |  |   |   | X  |                                      |                                       |
| 6. Bending or twisting at the trunk more than the average person  |  |   |   | X  |                                      |                                       |
| 7. Squatting/Stooping/Kneeling  |  |   |   | X  |                                      |                                       |
| 8. Reaching above the head  |  |   |   | X  |                                      |                                       |
| 9. Reaching forward   |  |   |   | X  |                                      |                                       |
| 10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)            |  |   |   | X  |                                      |                                       |
| <b>Activities</b>   |  |   |   |  |                                      |                                       |
| 11. Climbing (on ladders, into large trucks/vehicles, etc.)   |  |   |   | X  |                                      |                                       |
| 12. Hand/grip strength  |  |   |   | X  |                                      |                                       |
| 13. Driving on the job  |  |   |   | X  |                                      |                                       |
| 14. Typing non-stop   |  |   |   |  | X                                    |                                       |
| <b>Use of Arms and Hands</b>  |  |   |   |  |                                      |                                       |
| 15. Manual dexterity (screwing a lid on a jar)  |  |   | X                                       |  |                                      |                                       |
| 16. Finger dexterity (typing)   |  |   |   |  | X                                    |                                       |
| <b>Lifting Requirements</b>   |  |   |   |  |                                      |                                       |
| 17. Lifting up to 10 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  |   |   | X  |                                      |                                       |
| Waist to shoulder   |  |   |   | X  |                                      |                                       |
| Shoulder to overhead  |  |   |   | X  |                                      |                                       |
| 18. Lifting 11 to 25 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  |   | X                                       |  |                                      |                                       |
| Waist to shoulder   |  |   | X                                       |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 19. Lifting 26 to 50 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  |   | X                                       |  |                                      |                                       |
| Waist to shoulder   |  |   | X                                       |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 20. Lifting 51 to 75 pounds (Mark all that apply)   |  |   |   |  |                                      |                                       |
| Floor to waist  |  | X   |   |  |                                      |                                       |
| Waist to shoulder   |  | X   |   |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 21. Lifting 76 plus pounds (Mark all that apply)  |  |   |   |  |                                      |                                       |
| Floor to waist  |  | X   |   |  |                                      |                                       |
| Waist to shoulder   |  | X   |   |  |                                      |                                       |
| Shoulder to overhead  |  | X   |   |  |                                      |                                       |
| 22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? |  | X   |   |  |                                      |                                       |
| <b>Pushing/Pulling</b>  |  |   |   |  |                                      |                                       |
| 23. 25 to 50 pounds   |  |   | X                                       |  |                                      |                                       |
| 24. 51 to 75 pounds   |  |   | X                                       |  |                                      |                                       |
| 25. 76 to 90 pounds   |  | X   |   |  |                                      |                                       |
| 26. Over 90 pounds  |  | X   |   |  |                                      |                                       |
| <b>Carrying</b>   |  |   |   |  |                                      |                                       |
| 27. 10 to 25 pounds   |  |   | X                                       |  |                                      |                                       |
| 28. 26 to 50 pounds   |  |   | X                                       |  |                                      |                                       |
| 29. 51 to 75 pounds   |  | X   |   |  |                                      |                                       |
| 30. 76 to 90 pounds   |  | X   |   |  |                                      |                                       |
| 31. Over 90 pounds  |  | X   |   |  |                                      |                                       |

## **Malcolm Public Schools**

### **Elementary Principal Job Description**

It is the policy of Malcolm Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Elementary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelor's degree required; Master's degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. Reports To:** Superintendent or Superintendent's Designee
- E. Required Job Tasks**

The Elementary Principal is the chief administrator of the elementary school and serves in both a leadership and management role. The responsibilities of the Elementary Principal extend to all activities of the elementary school. The Elementary Principal may delegate performance of management duties. Such delegation does not relieve the Elementary Principal from ultimate responsibility or accountability.

1. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
2. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
3. Prescribe rules for the classification and advancement of students in accordance with policies.
4. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
5. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
6. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
7. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
8. Enforce discipline and attendance rules.
9. Teach classes or courses to students when necessary in the absence of teachers.
10. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
11. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.

12. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
13. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
14. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
15. Develop and maintain a positive, professional rapport with students and parents.
16. Serve as a role model to all students.
17. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
18. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
19. Develop and maintain a positive and professional working relationship with other staff and administration.
20. Adhere to all District policies, rules, regulations, and supervisory directives.
21. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
22. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).
23. Organizes, approves and/or assigns professional development opportunities for staff

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of other employees and has authority to recommend the hiring, firing, promotion, or other change of status of other employees to the Superintendent.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Elementary Principal position include: (1) regular, dependable in person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements (4) maintains high standards of ethics, honesty and integrity in all personal and professional matters:

| <b>Physical Requirements<br/>Elementary Principal</b> |   | Item is not a requirement<br>of the job<br>NE | Occasional – up to 33%<br>of time<br>NE | Occasional/Essential – up<br>to 33% of time, absolutely<br>essential to the job<br>E | Frequent – between<br>34% - 66%<br>E | Continuous – over<br>66% of time<br>E |
|---|---|---|---|--|--------------------------------------|---------------------------------------|
| <b>E = Essential</b><br><b>NE = Non-Essential</b>     |   |   |   |  |                                      |                                       |
| <b>Stamina</b>  |   |   |   |  |                                      |                                       |
| 1.  | Sitting   |   |   |  | X                                    |                                       |
| 2.  | Walking   |   |   |  | X                                    |                                       |
| 3.  | Standing  |   |   |  | X                                    |                                       |
| 4.  | Sprinting/Running   | X   |   |  |                                      |                                       |
| <b>Flexibility</b>                                    |   |   |   |  |                                      |                                       |
| 5.  | Bending or twisting at the neck more than the average person  |   |   | X  |                                      |                                       |
| 6.  | Bending or twisting at the trunk more than the average person   |   |   | X  |                                      |                                       |
| 7.  | Squatting/Stooping/Kneeling   |   |   | X  |                                      |                                       |
| 8.  | Reaching above the head   |   |   | X  |                                      |                                       |
| 9.  | Reaching forward  |   |   | X  |                                      |                                       |
| 10.   | Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)            |   |   | X  |                                      |                                       |
| <b>Activities</b>                                     |   |   |   |  |                                      |                                       |
| 11.   | Climbing (on ladders, into large trucks/vehicles, etc.)   |   | X                                       |  |                                      |                                       |
| 12.   | Hand/grip strength  |   |   | X  |                                      |                                       |
| 13.   | Driving on the job  |   |   | X  |                                      |                                       |
| 14.   | Typing non-stop   |   |   | X  |                                      |                                       |
| <b>Use of Arms and Hands</b>                          |   |   |   |  |                                      |                                       |
| 15.   | Manual dexterity (screwing a lid on a jar)  |   |   | X  |                                      |                                       |
| 16.   | Finger dexterity (typing)   |   |   | X  |                                      |                                       |
| <b>Lifting Requirements</b>                           |   |   |   |  |                                      |                                       |
| 17.   | Lifting up to 10 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  |   |   | X  |                                      |                                       |
|   | Waist to shoulder   |   |   | X  |                                      |                                       |
|   | Shoulder to overhead  |   |   | X  |                                      |                                       |
| 18.   | Lifting 11 to 25 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  |   |   | X  |                                      |                                       |
|   | Waist to shoulder   |   |   | X  |                                      |                                       |
|   | Shoulder to overhead  |   | X                                       |  |                                      |                                       |
| 19.   | Lifting 26 to 50 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  |   |   | X  |                                      |                                       |
|   | Waist to shoulder   |   |   | X  |                                      |                                       |
|   | Shoulder to overhead  |   | X                                       |  |                                      |                                       |
| 20.   | Lifting 51 to 75 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  | X   |   |  |                                      |                                       |
|   | Waist to shoulder   | X   |   |  |                                      |                                       |
|   | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 21.   | Lifting 76 plus pounds (Mark all that apply)  |   |   |  |                                      |                                       |
|   | Floor to waist  | X   |   |  |                                      |                                       |
|   | Waist to shoulder   | X   |   |  |                                      |                                       |
|   | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 22.   | Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | X   |   |  |                                      |                                       |
| <b>Pushing/Pulling</b>                                |   |   |   |  |                                      |                                       |
| 23.   | 25 to 50 pounds   |   | X                                       |  |                                      |                                       |
| 24.   | 51 to 75 pounds   |   | X                                       |  |                                      |                                       |
| 25.   | 76 to 90 pounds   | X   |   |  |                                      |                                       |
| 26.   | Over 90 pounds  | X   |   |  |                                      |                                       |
| <b>Carrying</b>                                       |   |   |   |  |                                      |                                       |
| 27.   | 10 to 25 pounds   |   | X                                       |  |                                      |                                       |
| 28.   | 26 to 50 pounds   |   | X                                       |  |                                      |                                       |
| 29.   | 51 to 75 pounds   | X   |   |  |                                      |                                       |
| 30.   | 76 to 90 pounds   | X   |   |  |                                      |                                       |
| 31.   | Over 90 pounds  | X   |   |  |                                      |                                       |

# **Malcolm Public Schools**

## **Superintendent of Schools Job Description**

It is the policy of Malcolm Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Superintendent of Schools
- B. Department:** Administration
- C. Education Level and Certification:** Bachelor's degree required; Master's degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- D. Reports To:** Board of Education
- E. Performance Responsibilities and Job Tasks**

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The responsibilities of the Superintendent extend to all activities of the school district. The Superintendent may delegate performance of management duties. Such delegation does not relieve the Superintendent from ultimate responsibility or accountability.

- 1. Educational Leadership
  - a. Administer, as chief school executive officer, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
  - b. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
  - c. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.
  - d. Determine the scope of educational program offerings and the staffing and facility required to provide the educational program.
  - e. Plan and develop instructional methods and content for educational programs.
  - f. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for Board approval as necessary.
  - g. Recommend personnel actions related to programs and services.
  - h. Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.

- i. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- j. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- k. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- l. Teach classes or courses to students, when necessary, in the absence of teachers.
- m. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- n. Ensure that the mission and goals of the school district are adequately reflected in its educational program and operations.
- o. Ensure implementation of all Board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
- p. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- q. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Board of Education

- a. Attend and participate in all Board meetings and its committees.
- b. Prepare and give public notice of Board meetings, including agenda for the meetings, in compliance with Board policies and the open meetings law.
- c. Deliver to each of the members of the Board, a reasonable time in advance of each Board meeting (on the Friday preceding a Monday meeting), an information packet to include the notice and agenda for the meeting, minutes of the prior meeting, and reports or materials related to agenda items.
- d. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
- e. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Board of significant developments in these areas.
- f. Provide long term planning to guide the Board in policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to members of the Board, personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.

3. School/Community Relations

- a. Prepare and make available to the school community an annual report, in accordance with law.
- b. Develop and maintain relationships with community members and stakeholders, including banking, insurance, and non-organizational accounting personnel to facilitate financial activities.

- c. Confer periodically with professional and lay groups and transmit to the Board suggestions gained from such conferences.

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Superintendent position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements (4) maintains high standards of ethics, honesty and integrity in all personal and professional matters:

| <b>Physical Requirements<br/>Superintendent</b> |   | Item is not a requirement<br>of the job<br>NE | Occasional – up to 33%<br>of time<br>NE | Occasional/Essential – up<br>to 33% of time, absolutely<br>essential to the job<br>E | Frequent – between<br>34% - 66%<br>E | Continuous – over<br>66% of time<br>E |
|---|---|---|---|--|--------------------------------------|---------------------------------------|
| <b>E = Essential</b>                            |   |   |   |  |                                      |                                       |
| <b>NE = Non-Essential</b>                       |   |   |   |  |                                      |                                       |
| <b>Stamina</b>                                  |   |   |   |  |                                      |                                       |
| 1.  | Sitting   |   |   |  | X                                    |                                       |
| 2.  | Walking   |   |   |  | X                                    |                                       |
| 3.  | Standing  |   | X                                       |  |                                      |                                       |
| 4.  | Sprinting/Running   | X   |   |  |                                      |                                       |
| <b>Flexibility</b>                              |   |   |   |  |                                      |                                       |
| 5.  | Bending or twisting at the neck more than the average person  |   | X                                       |  |                                      |                                       |
| 6.  | Bending or twisting at the trunk more than the average person   |   | X                                       |  |                                      |                                       |
| 7.  | Squatting/Stooping/Kneeling   |   | X                                       |  |                                      |                                       |
| 8.  | Reaching above the head   |   | X                                       |  |                                      |                                       |
| 9.  | Reaching forward  |   | X                                       |  |                                      |                                       |
| 10.   | Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)            |   | X                                       |  |                                      |                                       |
| <b>Activities</b>                               |   |   |   |  |                                      |                                       |
| 11.   | Climbing (on ladders, into large trucks/vehicles, etc.)   | X   |   |  |                                      |                                       |
| 12.   | Hand/grip strength  | X   |   |  |                                      |                                       |
| 13.   | Driving on the job  |   |   | X  |                                      |                                       |
| 14.   | Typing non-stop   |   | X                                       |  |                                      |                                       |
| <b>Use of Arms and Hands</b>                    |   |   |   |  |                                      |                                       |
| 15.   | Manual dexterity (using a wrench or screwing a lid on a jar)  |   | X                                       |  |                                      |                                       |
| 16.   | Finger dexterity (typing or putting a nut on a bolt)  |   | X                                       |  |                                      |                                       |
| <b>Lifting Requirements</b>                     |   |   |   |  |                                      |                                       |
| 17.   | Lifting up to 10 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  |   | X                                       |  |                                      |                                       |
|   | Waist to shoulder   |   | X                                       |  |                                      |                                       |
|   | Shoulder to overhead  |   | X                                       |  |                                      |                                       |
| 18.   | Lifting 11 to 25 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  | X   |   |  |                                      |                                       |
|   | Waist to shoulder   | X   |   |  |                                      |                                       |
|   | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 19.   | Lifting 26 to 50 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  | X   |   |  |                                      |                                       |
|   | Waist to shoulder   | X   |   |  |                                      |                                       |
|   | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 20.   | Lifting 51 to 75 pounds (Mark all that apply)   |   |   |  |                                      |                                       |
|   | Floor to waist  | X   |   |  |                                      |                                       |
|   | Waist to shoulder   | X   |   |  |                                      |                                       |
|   | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 21.   | Lifting 76 plus pounds (Mark all that apply)  |   |   |  |                                      |                                       |
|   | Floor to waist  | X   |   |  |                                      |                                       |
|   | Waist to shoulder   | X   |   |  |                                      |                                       |
|   | Shoulder to overhead  | X   |   |  |                                      |                                       |
| 22.   | Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | X   |   |  |                                      |                                       |
| <b>Pushing/Pulling</b>                          |   |   |   |  |                                      |                                       |
| 23.   | 25 to 50 pounds   | X   |   |  |                                      |                                       |
| 24.   | 51 to 75 pounds   | X   |   |  |                                      |                                       |
| 25.   | 76 to 90 pounds   | X   |   |  |                                      |                                       |
| 26.   | Over 90 pounds  | X   |   |  |                                      |                                       |
| <b>Carrying</b>                                 |   |   |   |  |                                      |                                       |
| 27.   | 10 to 25 pounds   |   | X                                       |  |                                      |                                       |
| 28.   | 26 to 50 pounds   | X   |   |  |                                      |                                       |
| 29.   | 51 to 75 pounds   | X   |   |  |                                      |                                       |
| 30.   | 76 to 90 pounds   | X   |   |  |                                      |                                       |
| 31.   | Over 90 pounds  | X   |   |  |                                      |                                       |



# Malcolm Public School 2024-2025

## Assistant Principal/Activities Director

|                              |  |
|------------------------------|--|
| <b>Administrator:</b>        |  |
| <b>Supervisor/Evaluator:</b> |  |

|   |
|---|
| <b>Principal/Administrator Evaluation and Instructional Model</b> |
| <b>S = Satisfactory</b> (Meets District Standards)                |
| <b>U = Unsatisfactory</b> (Does Not Meet District Standards)      |

| <b>Standard #1: Personal and Professional Responsibilities</b> |   |
|--|---|
|  | Serve as an educational leader of the school district's activities and non-activities programs.   |
|  | Administer the development and maintenance of a positive Activities Program designed to meet the needs of students and to carry out the policies of the Board of Education. |
|  | Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy and NSAA rules.                        |
|  | Be aware of, communicate and enforce activity code discipline rules and expectations  |
|  | Ensure that the mission and goals of the school district are adequately reflected in the school's Activities Program and operations   |
|  | Develop and maintain a positive and professional working relationship with the Activities Program employees and volunteers  |
|  | Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community                                    |
|  | Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.  |
|  | Develop and maintain a positive and professional working relationship with other staff and administration   |
|  | Adhere to all District policies, rules, regulations, and supervisory directives   |
|  | Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.  |
|  | Adhere to the code of ethics of the District and the Nebraska Department of Education   |

**Considerations for Personal and Professional Responsibilities**

- Documentation of duties for non-activities related operations
- Develop and Maintain an Activities Department Handbook
  - Contains the handbooks for each individual activity
  - Contains pertinent policies and excerpts from the District handbooks
  - Contains operational procedures for emergencies and weather-related emergencies
  - Contains a communication plan between stakeholders
- Reports NSAA related news to the Executive team
- Documents complaints, conflict mediation and conflict resolution
- Maintains a professional growth plan

**Evaluator's Comments:**

**Administrator's Comments:**

**Standard #2: Technical and Logistical Operations**

|  |   |
|--|---|
|  | Schedule and coordinate use of school facilities for practices, games and special events associated with the Activities Program.                          |
|  | Coordinate all reasonable and necessary provisions for the opposing team and game officials prior to an event.  |
|  | Assist District Administrators with coordinating and directing extracurricular activities and programs, such as after-school events and athletic contests |
|  | Ensures that staff members are provided with job-embedded professional development that is directly related to their professional growth.                 |

**Considerations for Technical and Logistical Operations**

- Organizational document for school facility usage
- Organizational document for game-day logistics
  - Opposing Team(s) Plan (i.e. locker rooms, training room, special instructions, etc.)
  - Officials' Plan (i.e. dressing room, payment, amenities, etc.)
- Monthly report from the Boosters meeting
- Documentation of coaches/sponsors meetings (individual or group)

**Evaluator's Comments:**

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|--|
|  |
|--|

**Administrator's Comments:**

|  |
|--|
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|--|

**Standard #3: Department Administration**

|  |  |
|--|--|
|  | Recommend to the Superintendent, any personnel changes that are in the best interests of the District.   |
|  | Effectively supports and retains coaches and sponsors who continually enhance their skills through reflection and professional growth.   |
|  | Verify each student-athlete's academic and physical eligibility, in accordance with NSAA rules and Board policies and directives   |
|  | Coordinate and serve as a professional liaison between the District and the media; and the District and the community  |
|  | Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems   |
|  | Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues  |
|  | Enforce discipline and attendance rules  |
|  | Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction  |
|  | Work with your supervising administrator to development and maintain a budget complete with an equipment/materials inventory and a replacement schedule for said equipment/materials |

**Considerations for Department Administration**

- Produce necessary documentation regarding personnel issues
- Work with the Superintendent to develop/amend and maintain a coach/sponsor evaluation tool
- Maintain necessary documentation on student eligibility—confer with the school health official and athletic trainers regarding physical ailments
- Produce necessary documentation for the principals or Superintendent for situations that move up the chain-of-command.
- Anticipated budget, inventory and replacement schedule

**Evaluator's Comments:****Administrator's Comments:**

**Standard #4: Executive Team Member**

|  |   |
|--|---|
|  | Assist District Administrators with the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.                   |
|  | Assist District Administrators with providing a leadership structure to ensure rules and instructions for school employees and students are in compliance with Board policy   |
|  | Assist District Administrators with setting or recommending educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out |
|  | Collaborate with the executive team and staff to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives   |
|  | Establish, coordinate, and oversee particular programs as directed by the District Administrators   |
|  | Represent the Activities Program as its Chief Administrator at all Executive Team meetings.   |

**Considerations for Department Administration**

- Be prepared to present an Activities Department report at Executive Team Meetings
- Offer perspective to the Executive Team
- Appropriately advocate for the programs that you represent
- Continually seek new and/or improved operational processes and procedures.

**Evaluator's Comments:**

**Administrator's Comments:**

| STANDARD  | Meets District Standards | Does Not Meet District Standards |
|---|--------------------------|----------------------------------|
| Standard #1: Personal and Professional Responsibilities |                          |                                  |
| Standard #2: Technical and Logistical Operations        |                          |                                  |
| Standard #3: Administrative Responsibilities            |                          |                                  |
| Standard #4: Executive Team Member                      |                          |                                  |

| Meets District Standards |   |
|--------------------------|---|
|                          | Yes   |
|                          | No (if selected, please complete the Plan for Improvement or Plan for Assistance forms) |

| Additional Evaluator's Comments (strengths and/or areas of improvement) |
|---|
|   |

| Written Response to Evaluation Report by Principal/Administrator: |
|---|
|   |

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation form.

|                                      |  |
|--------------------------------------|--|
| Principal/Administrator's Signature: |  |
| Date:                                |  |
| Evaluator's Signature:               |  |
| Date:                                |  |



# Malcolm Public School 2024-2025 Director of Technology Evaluation Form

|                              |  |
|------------------------------|--|
| <b>Administrator:</b>        |  |
| <b>Supervisor/Evaluator:</b> |  |

|   |
|---|
| <b>Principal/Administrator Evaluation and Instructional Model</b> |
| <b>S = Satisfactory</b> (Meets District Standards)                |
| <b>U = Unsatisfactory</b> (Does Not Meet District Standards)      |

| <b>Standard #1: Management of Technology Systems</b> |  |
|--|--|
|  | Maintain and administer computer networks and related computing environments including computer hardware, systems software, applications software, and all configurations. |
|  | Diagnose, troubleshoot, and resolve hardware, software, or other network and system problems, and replace defective components when necessary.                             |
|  | Plan, coordinate, and implement network security measures to protect data, software, and hardware.   |
|  | Perform data backups and disaster recovery operations.   |
|  | Configure, monitor, and maintain system protection measures.   |
|  | Monitor the performance of computer systems and networks, and to coordinate computer network access and use  |
|  | Configure and test computer hardware, networking software and operating system software  |
|  | Monitor network performance and make adjustments as necessary.   |

|  |
|--|
| <b>Considerations for Management of Technology Systems</b>   |
| <ul style="list-style-type: none"><li>• Technology briefings, updates and/or modifications are shared with staff.</li><li>• Shares systems information with the executive team monthly, or as needed.</li><li>• Supplemental programs are constantly being researched to enhance academic achievement.</li><li>• Maintains a positive working relationship with ESU6 and the DVLG consortium</li></ul> |

|                                  |
|----------------------------------|
| <b>Administrator's Comments:</b> |
|                                  |

|                              |
|------------------------------|
| <b>Evaluator's Comments:</b> |
|                              |

**Standard #2: Continuous System Improvement**

|  |  |
|--|--|
|  | Provides a clear vision as to the current and future application of technology in the district.                                |
|  | Effectively supports classroom and office operations as they pertain to the use of technology.                                 |
|  | Is aware of current instructional practices that rely on, or can be enhanced with, the implementation of technology.           |
|  | Research, filter and recommend the implementation of new technologies that can help improve instruction or district operations |
|  | Research, select and participate in appropriate professional development exercises.  |

**Considerations for Continuous Improvement of Instruction**

- Technology is employed to assist and support school-wide instruction model efforts.
- Professional development opportunities within technology are provided.
- New initiatives are researched, vetted and prioritized.
- Staff have a working understanding of our technology offerings.
- The Director of Technology has written growth goals and routinely tracks their progress.
- Participates, as needed, in regularly scheduled staff meetings.
- Formal and informal observations (of tech staff) are being executed.

**Administrator's Comments:**

**Evaluator's Comments:**

**Standard #3: Fiscal Responsibility**

|  |   |
|--|---|
|  | Submit a annual budget to the Superintendent of anticipated technology system needs and enhancements              |
|  | Maintain an inventory of technology in the school district, including an inventory of parts for emergency repairs |
|  | Device replacement schedule/plan  |
|  | Engages in responsible, ethical, and accountable budgeting and accounting practices.                              |

**Considerations for Fiscal Responsibilities**

- Annual Budget
- Technology device and system inventory
- Device replacement schedule
- Anticipated maintenance and upgrade costs

**Administrator's Comments:**

**Evaluator's Comments:**

**Standard #4: Cooperation and Collaboration**

Ensures that teachers have opportunities to discuss the effective use of technology in their classrooms.

Ensures that staff members understand and utilize a defined process for technology support.

Ensures a process is in place for individuals or groups to address common issues regarding technology (ie. asking questions, sharing ideas, or making requests).

Oversees staff professional development in the area of technology

Support instructional needs and enhance technology integration in the classroom; assist in the evaluation and selection of instructional software.

**Considerations for Cooperation and Collaboration (check all that apply)**

- Teachers meet and discuss effective instructional practices and the impact of technology on those practices.
- Teachers will be notified about specific types of technology decisions in which they may offer direct input.
- Technology is an integral part of data-gatherings for the staff.
- Teacher leaders are enabled to proactively initiate, plan, implement, and monitor initiatives.
- The administrator demonstrates ongoing mentoring of teachers and teacher leaders.
- Processes are in place to share specific and/or general technology information
- Appropriate social networking support is utilized to involve students, staff, parents, and community.

**Administrator's Comments:****Evaluator's Comments:**

**Standard #5: School Culture and Climate**

|  |   |
|--|---|
|  | The director of technology is recognized and respected as an educational leader.  |
|  | Integrates technology in support of the approved instructional model.   |
|  | The faculty/staff trust that decisions are made with the students' best interests in mind   |
|  | Help ensure that the school environment is safe, secure and orderly.  |
|  | Ensures that the school environment is safe and secure for students, parents, and community.  |
|  | Acknowledges the success of the whole school, as well as all individuals within the school.   |
|  | Mentors emerging staff in an attempt to build capacity and improve performance.   |
|  | The administrator observes staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practices. |

**Considerations for School Culture and Climate**

- A growth plan is in place and will be amended or renewed each year
- Action plans are consistent with the leader's growth plan.
- Evidence of leadership initiatives are observable.
- Has demonstrated the ability to be a problem solver.
- Effectively communicates with students, parents, staff, and community members.
- Clear and specific rules and procedures are in place.
- Faculty/staff are provided the opportunities to communicate and be heard.
- Faculty/staff have been trained emergency management procedures.
- Visible and accessible.

**Administrator's Comments:**

**Evaluator's Comments:**

**Standard #6: Operations and Management**

In collaboration with the educational community, the administrator establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and governing values/beliefs of the school.

Creates, implements, employs and sustains a system of conflict resolution among stakeholders of the educational community.

Promotes family and community engagement.

Informs and complies with local, state, and federal regulations, policies, and laws.

Manages and monitors the school's sites, facilities, services, and equipment to maintain a safe, clean, and healthy learning environment.

**Considerations for Operations and Management (check all that apply)**

- Materials and resources for specific classes and courses meet the state or district specification.
- Data are available to show that resources and expenditures produce results.
- Manages time effectively to maximize system performance.
- Appropriately directs the use of technology to improve teaching and learning.
- Staff have adequate technology resources to teach effectively.

**Administrator's Comments:****Evaluator's Comments:**

| STANDARD   | Meets District Standards | Does Not Meet District Standards |
|--|--------------------------|----------------------------------|
| <b>Standard #1: Management of Technology Systems</b> |                          |                                  |
| <b>Standard #2: Continuous System Improvement</b>    |                          |                                  |
| <b>Standard #3: Fiscal Responsibility</b>            |                          |                                  |
| <b>Standard #4: Cooperation and Collaboration</b>    |                          |                                  |
| <b>Standard #5: School Culture and Climate</b>       |                          |                                  |
| <b>Standard #6: Operations and Management</b>        |                          |                                  |

|                                 |   |
|---------------------------------|---|
| <b>Meets District Standards</b> |   |
|                                 | Yes   |
|                                 | No (if selected, please complete the Plan for Improvement or Plan for Assistance forms) |

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| <b>Additional Evaluator's Comments (strengths and/or areas of improvement)</b> |
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| <b>Written Response to Evaluation Report by Principal/Administrator:</b> |
|  |

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation form.

|                                      |  |
|--------------------------------------|--|
| Principal/Administrator's Signature: |  |
| Date:                                |  |
| Evaluator's Signature:               |  |
| Date:                                |  |



# Malcolm Public School 2024-2025 Principal/Administrator Evaluation Form

|                              |  |
|------------------------------|--|
| <b>Administrator:</b>        |  |
| <b>Supervisor/Evaluator:</b> |  |

|   |
|---|
| <b>Principal/Administrator Evaluation and Instructional Model</b> |
| <b>S = Satisfactory</b> (Meets District Standards)                |
| <b>U = Unsatisfactory</b> (Does Not Meet District Standards)      |

| <b>Standard #1: Data-Driven Student Achievement</b> |   |
|---|---|
|   | Ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.   |
|   | Ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.  |
|   | Ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.  |
|   | Ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.   |
|   | Ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed. |

- | <b>Considerations for Data-Driven on Student Achievement</b>  |
|---|
| <ul style="list-style-type: none"><li>• School-wide achievement goals are posted and discussed (class, subject, etc.).</li><li>• Individual student achievement goals are established and a plan for progress is developed (formative and summative assessments).</li><li>• Parent teacher conferences are focused on individual student goals.</li><li>• Reports, graphs, and charts are available for overall school and student achievement.</li><li>• Data briefings/meetings are conducted with staff.</li><li>• Staff can explain how data are used to track growth in student achievement.</li><li>• Staff regularly analyze school and student growth.</li><li>• Administrator teams regularly analyze individual student performance.</li><li>• Supplemental programs are in place to enhance academic achievement.</li><li>• MTSS, RTI, SAT are in place.</li><li>• Enrichment programs are in place.</li></ul> |

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| <b>Administrator's Comments:</b> |
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| <b>Evaluator's Comments:</b> |
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**Standard #2: Continuous Improvement of Instruction**

|  |   |
|--|---|
|  | Provides a clear vision as to how instruction should be addressed in the school.  |
|  | Effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.  |
|  | Is aware of predominant instructional practices throughout the school.  |
|  | Ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. |
|  | Ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.   |

**Considerations for Continuous Improvement of Instruction**

- A school-wide instruction model is in place and is being consistently employed.
- The school-wide language of instruction is used regularly by staff (staff meetings, PLC, etc.).
- Instructional model professional development opportunities are provided.
- Professional development is available for curriculum and instruction.
- New initiatives are researched, vetted and prioritized.
- Staff have a working understanding of the instructional model which promotes learning.
- Staff have written growth goals and routinely track their progress.
- Evaluation results, growth plans, and interventions are complete and accessible to staff.
- Hold regularly scheduled staff meetings.
- A system is in place to effectively evaluate teachers and provide mentorship.
- Demonstrates competency in hiring and retaining effective teachers.
- Formal and informal observations are being executed.
- Implements, understands, and promotes instructional practices in the school.

**Administrator's Comments:****Evaluator's Comments:**

**Standard #3: Curriculum--Research, Selection, Adoption, Alignment and Implementation**

|  |  |
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|  | When applicable, researches, pilots, selects, and adopts physical curriculum that properly aligns to state and local standards and assessments |
|  | Ensures that staff is implementing the adopted curriculum with precision and fidelity  |
|  | Curriculum teams ensure the curriculum, and the requisite time needed to teach the curriculum, is optimal for student learning                 |
|  | Works with staff to ensures that all students learn the critical content of the curriculum.  |
|  | Students are working on a college and career ready path  |
|  | Parents have access to student academic progress   |
|  | Students are working at their performance level  |

**Considerations for Curriculum--Research, Selection, Adoption, Alignment and Implementation**

- Lead Curriculum Teams
  - Regularly conduct analysis on standards, and assessments.
  - Align the curriculum to standards and assessments (pacing guides, curriculum maps, etc.).
  - Identify, define and list the essential learning elements of the curriculum.
  - Discuss the validity of standards, curriculum, and assessment documents—affirm or recommend changes
- Data are available to show that students are on a college and career ready path.
- Develop and employ a plan to monitor the precision and fidelity of curriculum instruction.
- Establish a process that guarantees parents have access to their child’s academic progress.
- Ensure all students have access to on-level learning experiences regardless of level or rigor.

**Administrator’s Comments:**

**Evaluator’s Comments:**

**Standard #4: Cooperation and Collaboration**

|  |   |
|--|---|
|  | Ensures that teachers have opportunities to observe and discuss effective teaching.   |
|  | Ensures that teachers have formal roles in the decision-making process.   |
|  | Ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. |
|  | Ensures that a formal process is in place for teachers/staff to provide input on operational issues of the school, department or program  |
|  | Ensures that students, parents, and community have a way to provide input regarding any operational issues of the school, department or program                                     |

**Considerations for Cooperation and Collaboration (check all that apply)**

- Teachers have opportunities to engage in instructional rounds.
- Teachers have regular times to meet and discuss effective instructional practices.
- Teachers will be notified about specific types of decisions in which they may offer direct input.
- Data-gatherings are in place to collect information from staff.
- Designated teachers are selected for participation in committees, or to offer personal input on specific topics.
- Teacher leaders are enabled to proactively initiate, plan, implement, and monitor initiatives.
- Stakeholder input will be valued and considered.
- Professional learning communities (PLCs) are in place and meet regularly.
- The MTSS team and school improvement team provide input to the administrator.
- The administrator demonstrates ongoing mentoring of teachers and teacher leaders.
- Processes are in place to share specific and/or general school information
- Appropriate social networking is utilized to involve students, staff, parents, and community.
- Stakeholder focus groups are convened when appropriate and necessary.
- School planning is representative of stakeholder input.

**Administrator's Comments:**

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**Evaluator's Comments:**

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**Standard #5: School Culture and Climate**

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|--|---|
|  | The school administrator is recognized and respected as an educational leader.  |
|  | Implements and accounts for an instructional model which provides common instructional language and effective teaching practices.                   |
|  | Has earned the trust of the faculty/staff that his/her actions are guided by what is best for all student populations.                              |
|  | The faculty/staff trust that decisions are made with the students' best interests in mind   |
|  | Ensures that the school environment is safe, secure and orderly.  |
|  | Ensures that the school environment is safe and secure for students, parents, and community.  |
|  | Acknowledges the success of the whole school, as well as all individuals within the school.   |
|  | Mentors emerging staff in an attempt to build capacity and improve performance.   |
|  | The administrator observes staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practices. |

**Considerations for School Culture and Climate**

- A growth plan is in place and will be amended or renewed each year
- Action plans are consistent with the leader's growth plan.
- Evidence of leadership initiatives are observable.
- Has demonstrated the ability to be a problem solver.
- Is focused on student growth and achievement.
- Effectively communicates with students, parents, staff, and community members.
- Clear and specific rules and procedures are in place for the running of the school.
- Faculty/staff are provided the opportunities to communicate and be heard.
- Faculty/staff have been trained emergency management procedures.
- Visible and accessible.
- The accomplishments of staff, teachers, and the whole school are appropriately celebrated.
- The accomplishments of students are appropriately celebrated.

**Administrator's Comments:****Evaluator's Comments:**

**Standard #6: Operations and Management**

In collaboration with the educational community, the administrator establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and governing values/beliefs of the school.

Creates, implements, employs and sustains a system of conflict resolution among stakeholders of the educational community.

Promotes family and community engagement.

Informs and complies with local, state, and federal regulations, policies, and laws.

Engages in responsible, ethical, and accountable budgeting and accounting practices.

Manages and monitors the school's sites, facilities, services, and equipment to maintain a safe, clean, and healthy learning environment.

**Considerations for Operations and Management (check all that apply)**

- Materials and resources for specific classes and courses meet the state or district specification.
- Detailed budgets are developed, submitted, and implemented.
- Data are available to show that resources and expenditures produce results (curriculum, programming, etc.).
- Manages time effectively to maximize focus on instruction.
- Appropriately directs the use of technology to improve teaching and learning.
- Staff have adequate materials to teach effectively.
- Staff have adequate time to teach effectively.

**Administrator's Comments:****Evaluator's Comments:**

| STANDARD   | Meets District Standards | Does Not Meet District Standards |
|--|--------------------------|----------------------------------|
| Standard #1: Data-Driven Student Achievement   |                          |                                  |
| Standard #2: Continuous Improvement of Instruction                                   |                          |                                  |
| Standard #3: Curriculum--Research, Selection, Adoption, Alignment and Implementation |                          |                                  |
| Standard #4: Cooperation and Collaboration   |                          |                                  |
| Standard #5: School Culture and Climate  |                          |                                  |
| Standard #6: Operations and Management   |                          |                                  |

| Meets District Standards |   |
|--------------------------|---|
|                          | Yes   |
|                          | No (if selected, please complete the Plan for Improvement or Plan for Assistance forms) |

| Additional Evaluator's Comments (strengths and/or areas of improvement) |
|---|
|   |

| Written Response to Evaluation Report by Principal/Administrator: |
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|   |

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation form.

|                                      |  |
|--------------------------------------|--|
| Principal/Administrator's Signature: |  |
| Date:                                |  |
| Evaluator's Signature:               |  |
| Date:                                |  |



# Malcolm Public School 2024-2025 Principal/Administrator Evaluation Form

|                              |  |
|------------------------------|--|
| <b>Administrator:</b>        |  |
| <b>Supervisor/Evaluator:</b> |  |

|   |
|---|
| <b>Principal/Administrator Evaluation and Instructional Model</b> |
| <b>S = Satisfactory</b> (Meets District Standards)                |
| <b>U = Unsatisfactory</b> (Does Not Meet District Standards)      |

| <b>Standard #1: Data-Driven Student Achievement</b> |   |
|---|---|
|   | Ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.   |
|   | Ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.  |
|   | Ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.  |
|   | Ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.   |
|   | Ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed. |

- | <b>Considerations for Data-Driven on Student Achievement</b>  |
|---|
| <ul style="list-style-type: none"><li>• School-wide achievement goals are posted and discussed (class, subject, etc.).</li><li>• Individual student achievement goals are established and a plan for progress is developed (formative and summative assessments).</li><li>• Parent teacher conferences are focused on individual student goals.</li><li>• Reports, graphs, and charts are available for overall school and student achievement.</li><li>• Data briefings/meetings are conducted with staff.</li><li>• Staff can explain how data are used to track growth in student achievement.</li><li>• Staff regularly analyze school and student growth.</li><li>• Administrator teams regularly analyze individual student performance.</li><li>• Supplemental programs are in place to enhance academic achievement.</li><li>• MTSS, RTI, SAT are in place.</li><li>• Enrichment programs are in place.</li></ul> |

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| <b>Administrator's Comments:</b> |
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| <b>Evaluator's Comments:</b> |
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**Standard #2: Continuous Improvement of Instruction**

|  |   |
|--|---|
|  | Provides a clear vision as to how instruction should be addressed in the school.  |
|  | Effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.  |
|  | Is aware of predominant instructional practices throughout the school.  |
|  | Ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. |
|  | Ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.   |

**Considerations for Continuous Improvement of Instruction**

- A school-wide instruction model is in place and is being consistently employed.
- The school-wide language of instruction is used regularly by staff (staff meetings, PLC, etc.).
- Instructional model professional development opportunities are provided.
- Professional development is available for curriculum and instruction.
- New initiatives are researched, vetted and prioritized.
- Staff have a working understanding of the instructional model which promotes learning.
- Staff have written growth goals and routinely track their progress.
- Evaluation results, growth plans, and interventions are complete and accessible to staff.
- Hold regularly scheduled staff meetings.
- A system is in place to effectively evaluate teachers and provide mentorship.
- Demonstrates competency in hiring and retaining effective teachers.
- Formal and informal observations are being executed.
- Implements, understands, and promotes instructional practices in the school.

**Administrator's Comments:**

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**Evaluator's Comments:**

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**Standard #3: Curriculum--Research, Selection, Adoption, Alignment and Implementation**

|  |  |
|--|--|
|  | When applicable, researches, pilots, selects, and adopts physical curriculum that properly aligns to state and local standards and assessments |
|  | Ensures that staff is implementing the adopted curriculum with precision and fidelity  |
|  | Curriculum teams ensure the curriculum, and the requisite time needed to teach the curriculum, is optimal for student learning                 |
|  | Works with staff to ensures that all students learn the critical content of the curriculum.  |
|  | Students are working on a college and career ready path  |
|  | Parents have access to student academic progress   |
|  | Students are working at their performance level  |

**Considerations for Curriculum--Research, Selection, Adoption, Alignment and Implementation**

- Lead Curriculum Teams
  - Regularly conduct analysis on standards, and assessments.
  - Align the curriculum to standards and assessments (pacing guides, curriculum maps, etc.).
  - Identify, define and list the essential learning elements of the curriculum.
  - Discuss the validity of standards, curriculum, and assessment documents—affirm or recommend changes
- Data are available to show that students are on a college and career ready path.
- Develop and employ a plan to monitor the precision and fidelity of curriculum instruction.
- Establish a process that guarantees parents have access to their child’s academic progress.
- Ensure all students have access to on-level learning experiences regardless of level or rigor.

**Administrator’s Comments:**

**Evaluator’s Comments:**

**Standard #4: Cooperation and Collaboration**

|  |   |
|--|---|
|  | Ensures that teachers have opportunities to observe and discuss effective teaching.   |
|  | Ensures that teachers have formal roles in the decision-making process.   |
|  | Ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. |
|  | Ensures that a formal process is in place for teachers/staff to provide input on operational issues of the school, department or program  |
|  | Ensures that students, parents, and community have a way to provide input regarding any operational issues of the school, department or program                                     |

**Considerations for Cooperation and Collaboration (check all that apply)**

- Teachers have opportunities to engage in instructional rounds.
- Teachers have regular times to meet and discuss effective instructional practices.
- Teachers will be notified about specific types of decisions in which they may offer direct input.
- Data-gatherings are in place to collect information from staff.
- Designated teachers are selected for participation in committees, or to offer personal input on specific topics.
- Teacher leaders are enabled to proactively initiate, plan, implement, and monitor initiatives.
- Stakeholder input will be valued and considered.
- Professional learning communities (PLCs) are in place and meet regularly.
- The MTSS team and school improvement team provide input to the administrator.
- The administrator demonstrates ongoing mentoring of teachers and teacher leaders.
- Processes are in place to share specific and/or general school information
- Appropriate social networking is utilized to involve students, staff, parents, and community.
- Stakeholder focus groups are convened when appropriate and necessary.
- School planning is representative of stakeholder input.

**Administrator's Comments:**

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**Evaluator's Comments:**

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**Standard #5: School Culture and Climate**

The school administrator is recognized and respected as an educational leader.

Implements and accounts for an instructional model which provides common instructional language and effective teaching practices.

Has earned the trust of the faculty/staff that his/her actions are guided by what is best for all student populations.

The faculty/staff trust that decisions are made with the students' best interests in mind

Ensures that the school environment is safe, secure and orderly.

Ensures that the school environment is safe and secure for students, parents, and community.

Acknowledges the success of the whole school, as well as all individuals within the school.

Mentors emerging staff in an attempt to build capacity and improve performance.

The administrator observes staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practices.

**Considerations for School Culture and Climate**

- A growth plan is in place and will be amended or renewed each year
- Action plans are consistent with the leader's growth plan.
- Evidence of leadership initiatives are observable.
- Has demonstrated the ability to be a problem solver.
- Is focused on student growth and achievement.
- Effectively communicates with students, parents, staff, and community members.
- Clear and specific rules and procedures are in place for the running of the school.
- Faculty/staff are provided the opportunities to communicate and be heard.
- Faculty/staff have been trained emergency management procedures.
- Visible and accessible.
- The accomplishments of staff, teachers, and the whole school are appropriately celebrated.
- The accomplishments of students are appropriately celebrated.

**Administrator's Comments:****Evaluator's Comments:**

**Standard #6: Operations and Management**

In collaboration with the educational community, the administrator establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and governing values/beliefs of the school.

Creates, implements, employs and sustains a system of conflict resolution among stakeholders of the educational community.

Promotes family and community engagement.

Informs and complies with local, state, and federal regulations, policies, and laws.

Engages in responsible, ethical, and accountable budgeting and accounting practices.

Manages and monitors the school's sites, facilities, services, and equipment to maintain a safe, clean, and healthy learning environment.

**Considerations for Operations and Management (check all that apply)**

- Materials and resources for specific classes and courses meet the state or district specification.
- Detailed budgets are developed, submitted, and implemented.
- Data are available to show that resources and expenditures produce results (curriculum, programming, etc.).
- Manages time effectively to maximize focus on instruction.
- Appropriately directs the use of technology to improve teaching and learning.
- Staff have adequate materials to teach effectively.
- Staff have adequate time to teach effectively.

**Administrator's Comments:****Evaluator's Comments:**

| STANDARD   | Meets District Standards | Does Not Meet District Standards |
|--|--------------------------|----------------------------------|
| Standard #1: Data-Driven Student Achievement   |                          |                                  |
| Standard #2: Continuous Improvement of Instruction                                   |                          |                                  |
| Standard #3: Curriculum--Research, Selection, Adoption, Alignment and Implementation |                          |                                  |
| Standard #4: Cooperation and Collaboration   |                          |                                  |
| Standard #5: School Culture and Climate  |                          |                                  |
| Standard #6: Operations and Management   |                          |                                  |

| Meets District Standards |   |
|--------------------------|---|
|                          | Yes   |
|                          | No (if selected, please complete the Plan for Improvement or Plan for Assistance forms) |

| Additional Evaluator's Comments (strengths and/or areas of improvement) |
|---|
|   |

| Written Response to Evaluation Report by Principal/Administrator: |
|---|
|   |

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation form.

|                                      |  |
|--------------------------------------|--|
| Principal/Administrator's Signature: |  |
| Date:                                |  |
| Evaluator's Signature:               |  |
| Date:                                |  |



**Administrative Report**  
**Westfall Elementary**  
**Date: 8/19/2024**  
**Amber Dolliver, PK-6 Principal**

**Elementary Information:**

- PK-6 Student Enrollment 339
- Branching Minds
  - Academics & Assessment Data
  - Behaviors
  - Social Emotional
  - IEP's, 504's, SAT, etc.
- Mentor Program
- School Teams
  - MTSS
  - SAT
  - Advisory
  - ANCHOR
- Reveal Math Curriculum
  - Professional Development
- AI Training - Lynne Herr, ESU 6
- NWEA MAP Growth - Fall Benchmark Assessments
  - K-4th - Math and Reading
  - 5th-11th - Math, Reading, and Science
- MAP Fluency
  - K-5th
- ANCHOR Expectations
  - ANCHOR Tickets
  - Clipper Crews
- Safety and Security
  - Online Trainings
  - Deputy Piitz - SRP
  - Drills - fire, tornado, lockdown
  - CPR
- Malcolm Activity Passes
- 
- MPTO
  - Coffee Truck
  - Staff Shirts

**Upcoming Events**

- August 15th - 1st Day of School
- August 19th - 1st Day of Preschool
- August 22nd - School Pictures



- September 2nd - No School (Labor Day)
- September 13th - No School (data meetings)
- September 24th - Early Dismissal
- September 25th - No School (Parent Teacher Conferences)

# ADMINISTRATIVE REPORT

Malcolm Jr/Sr High School

**Excellence in Action**

**August 19th, 2024 | Simon Wiedel [Jr/Sr High Principal]**

## General Information

- Student Enrollment | 203 [9-12] Students & 99 [7-8] Students
- New Students | 9 Students
- New Staff
  - Ms. Luebbe [Industrial Technology, Ag, FFA]
  - Ms. Hill [Mathematics]
  - Mr. Moore [Business, Computers]
- Activity Passes

## In-service Days

- Reveal Math Curriculum
  - Professional Development
- AI Training [Lynne Herr, ESU6]
- Safety & Security [Deputy Piitz]
- Mentor/Mentee Meetings
  - Mentors and mentees utilizing the Malcolm Mentoring Program.

## Onward and Upward [Moving Forward]

- Data-informed Decisions
  - Branching Minds
    - Academics & Assessment Data
    - Behaviors
    - Social Emotional
    - IEPs, 504s, SAT, etc.
- Common Expectations
  - Cell Phones
  - Lunch [Tables & Chairs]
  - Study Halls
- School Teams

## Upcoming Events

- August 22 | School Pictures
- September 2 | No School
- September 9-13 | Homecoming Week

