

MALCOLM PUBLIC SCHOOLS, DISTRICT #148
BOARD OF EDUCATION REGULAR MEETING AGENDA
Monday, October 21, 2024 7:00 PM
SCHOOL DISTRICT BOARD ROOM

{{Name: Agenda Item Name}}

1. **Call Regular Board Meeting to Order - Roll Call**
2. **Pledge of Allegiance**
3. **Consent Agenda**
4. **Communication From the Public: Communications in general or about a specific agenda item.**
5. **Unfinished Business**
 - 5.1. Discuss, Consider and Take All Necessary Action in Approving the Job Descriptions for:
 - 2230.1 (A) Athletic Director-Assistant Principal - Job Description (Final)
 - 2230.2 (S) Student Services Director - Job Description (Final)
 - 2230.3 (T) Technology Director Job Description (Final)
 - 5.2. Discuss, Consider and Take All Necessary Action in Approving the Evaluations for the Directors:
 - 2230.1 (A): Assistant Principal/Activities Director
 - 2230.2 (S): Student Services Director
 - 2230.3 (T): Director of Technology
6. **New Business**
 - 6.1. Discuss, Consider and Take All Necessary Action in Recognizing MEA as the Bargaining Agent for the Teachers
 - 6.2. Discuss, Consider and Potentially Take Action in Approving the Priority Strategy Tactics for the 2024 Strategic Plan
 - 6.3. Discuss, Consider and Take All Necessary Action in approving participation in pursuing claims for damages associated with insulin pricing to include, as appropriate, the filing of and/or participation in such lawsuits and approving the Attorney-Client Fee Contracts with the Frantz Law Group, APLC (the "Agreement"), for this case provided that the Frantz Law Group, APLC enters into a co-counsel agreement with the Perry Law Firm related to such claims.
 - 6.4. Discuss, Consider and Take All Necessary Action in Setting a Meeting Time for the Committee on American Civics
7. **Reports and Discussion Topics**
 - 7.1. Administration Reports and Discussion Topics
 - 7.1.A. Principals
 - 7.1.B. Superintendent:
 - Negotiations Committee: Discuss potential dates for negotiations
 - Suggested Dates from MEA**
 - Tuesday, October 29th**
 - Tuesday, November 5th**
 - Thursday, November 7th**
 - Tuesday, November 19th**

Thursday, November 21st

Discuss the State Board Convention

Requested items:

Transportation & Facilities Committee: Discuss Potential Dates and Times

Discuss the Annual Audit

Rule 10 Assurance

Class Action Lawsuits Update

8. 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)

9. 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

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 10/15/2024 4:42:04 PM

| Receipt Number | Customer Name | Description | Date Received | Receipt Amount | Account Code |
|----------------|----------------------------|-------------------|---------------|--------------------|-------------------------|
| SewSept24Bond | Seward County Treasurer | Local Collections | 09/09/2024 | \$1,442.40 | 07-1-01100-000-000-0000 |
| LancSept24Bond | Lancaster County Treasurer | Local Collections | 09/13/2024 | \$12,093.96 | 07-1-01100-000-000-0000 |
| Sept24BondInt | NDSLAF Bond Fund | Bond Interest | 09/30/2024 | \$1,452.21 | 07-1-01510-000-000-0000 |
| | | | | \$14,988.57 | |

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 10/15/2024 3:08:05 PM

| Receipt Number | Customer Name | Description | Date Received | Receipt Amount | Account Code |
|----------------|---------------------|-------------------|---------------|-------------------|-------------------------|
| Sept24CkDepr | Union Bank Interest | Checking Interest | 09/30/2024 | \$12.72 | 02-1-01510-000-000-0000 |
| Sept24STFITInt | Union Bank Interest | STFIT Interest | 09/30/2024 | \$1,109.32 | 02-1-01510-000-000-0000 |
| | | | | \$1,122.04 | |

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 10/15/2024 12:36:27 PM

| Receipt Number | Customer Name | Description | Date Received | Receipt Amount | Account Code |
|-----------------|----------------------------|--|---------------|---------------------|-------------------------|
| 23-24EC-3540 | State of Nebraska | Early Childhood Grant Reimbursement | 09/04/2024 | \$46,843.00 | 01-1-03540-000-000-0000 |
| Sept24Sew | Seward County Treasurer | Local Collections | 09/09/2024 | \$21,303.07 | 01-1-01100-000-000-0000 |
| LancSept 24 | Lancaster County Treasurer | Local Collections | 09/13/2024 | \$200,714.46 | 01-1-01100-000-000-0000 |
| 22-097 | ESU | GYO Stipend/EUS Stipend/Sub Pay GYO | 09/16/2024 | \$1,998.09 | 01-1-02210-000-000-0000 |
| Mar-May24DS | State of Nebraska | Medicaid Administrative Reimbursement | 09/23/2024 | \$491.89 | 01-1-04709-000-000-0000 |
| 25-001 | Malcolm Lunch Fund | Lunch Fund PR Taxes | 09/26/2024 | \$5,931.50 | 01-1-09000-000-000-0000 |
| 25-002 | Malcolm Mateys, LLC | Before/After School Care | 09/26/2024 | \$977.38 | 01-1-01910-000-000-0000 |
| 25-003 | Patrons/Students | Excess Property Donation-Tables/Chairs | 09/26/2024 | \$50.00 | 01-1-05690-000-000-0000 |
| 25-004 | Patrons/Students | Option Transportation | 09/26/2024 | \$562.50 | 01-1-01410-000-000-0000 |
| 25-005 | Patrons/Students | Pre-School Tuition/Fees | 09/26/2024 | \$2,640.00 | 01-1-01370-000-000-0000 |
| 25-006 | Sadoff & Rudoy | Recycle Metal | 09/26/2024 | \$234.24 | 01-1-05300-000-000-0000 |
| 25-007 | Patrons/Students | Staff Appreciation Item Balances | 09/26/2024 | \$53.00 | 01-1-05690-000-000-0000 |
| 25-008 | Patrons/Students | Bok Fines | 09/26/2024 | \$17.46 | 01-1-01100-000-000-0000 |
| Sept24STFIT Int | Union Bank Interest | STFIT Interest | 09/30/2024 | \$11,585.59 | 01-1-01510-000-000-0000 |
| Sept24StAid | State of Nebraska | State Aid | 09/30/2024 | \$330,614.00 | 01-1-03110-000-000-0000 |
| Sept24EFunds | Patrons/Students | PS/Chromebook/Rental/Opt Bus | 09/30/2024 | \$1,100.00 | Multiple |
| | | | | \$625,116.18 | |

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 10/15/2024 2:37:02 PM

| Receipt Number | Customer Name | Description | Date Received | Receipt Amount | Account Code |
|--------------------|---------------------|-----------------------------|---------------|--------------------|-------------------------|
| 24-066 | Patrons/Students | Student Lunches | 09/05/2024 | \$1,330.00 | 06-1-01611-000-000-0000 |
| 24-167 | Patrons/Students | Student Lunches | 09/12/2024 | \$1,425.00 | 06-1-01611-000-000-0000 |
| Aug24Fed | State of Nebraska | Federal Lunch Reimbursement | 09/17/2024 | \$7,859.78 | 06-1-04210-000-000-0000 |
| 24-168 | Patrons/Students | Student Lunches | 09/19/2024 | \$600.00 | 06-1-01611-000-000-0000 |
| 24-145 | Patrons/Students | Student Lunches | 09/26/2024 | \$2,275.00 | 06-1-01611-000-000-0000 |
| Act-LunchAdjSept24 | Patrons/Students | Activity to Lunch Transfers | 09/26/2024 | \$294.65 | 06-1-01611-000-000-0000 |
| Sept24STFIT-Lunch | Union Bank Interest | STFIT Interest | 09/30/2024 | \$142.43 | 06-1-01510-000-000-0000 |
| Sept24EFunds | Patrons/Students | Student Lunches | 09/30/2024 | \$18,334.10 | 06-1-01611-000-000-0000 |
| | | | | \$32,260.96 | |

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 10/15/2024 5:01:03 PM

| Receipt Number | Customer Name | Description | Date Received | Receipt | Account Code |
|----------------|----------------------------|-------------------|---------------|--------------------|-------------------------|
| SewSept24SBF | Seward County Treasurer | Local Collections | 09/09/2024 | \$2,968.56 | 08-1-01100-000-000-0000 |
| LancSept24SBF | Lancaster County Treasurer | Local Collections | 09/13/2024 | \$24,556.07 | 08-1-01100-000-000-0000 |
| Sept24SBFInt | NDSLAF Special Bldg | Interest | 09/30/2024 | \$10,211.64 | 08-1-01510-000-000-0000 |
| | | | | \$37,736.27 | |

**Minutes – Board of Education – Unofficial Until Board Approval
September 16, 2024**

The Board of Education, School District 148, Lancaster County, Nebraska held a Budget Hearing on Monday, September 16, 2024 at 7:00PM at the District Board Room, 10004 NW 112th St., Malcolm, NE for the purpose of hearing testimony of support, opposition, criticism, suggestions, or observations of taxpayers relating to the proposed Budget of Receipts and Expenditures for the 2024-2025 fiscal school year, and to consider amendments thereto. Notice of said hearing was published in the minutes of the August 19, 2024 meeting of the Board in *“The Clipper”* of September 2024 and in the September 11, 2024 issue of the *Seward County Independent*. Board members present at the hearing were: William England, Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. Chairman Nutter called the hearing to order at 7:01PM and noted that the Open Meetings Act is posted on the north wall of the Board Room. Superintendent Terwilliger reviewed the proposed budget and answered questions from the Board. Discussion ensued. Not seeing or hearing any members of the public wanting to provide further testimony, and the Tax Hearing information reviewed by Mr. Terwilliger, Chairman Nutter declared the Budget Hearing and Tax Hearing closed at 7:46PM.

The Board of Education, School District #148, Lancaster County, Nebraska met on September 16, 2024 at 7:46PM in open and public session at 10004 NW 112th St., Malcolm, Nebraska. The Notice of the meeting was published in the minutes of the August 19, 2024 meeting of the Board, in the September 2024 issue of *“The Clipper”* and the *Seward County Independent* of September 11, 2024. Board members present were: William England, Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. Administrators present were Ryan Terwilliger, Simon Wiedel, Amber Dolliver. Chairman Nutter called the meeting to order at 7:46PM 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 Heidtbrink, to approve the consent agenda. Ms. Lostroh reviewed the bills, receipts and answered questions. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek – Abstain on Coaching payment to John Swotek, England, Heidtbrink. NAYS – None. Motion passed.

| Financial Summary | | | | | |
|-----------------------------|-----------------|------------------|-----------------|-------------------|---------------------|
| 8/31/2024 | | | | | |
| School Accounts | General | Lunch | Activity | Bus Deprec | Student Fees |
| Previous Bal 8/01/2024 | \$3,030,789.96 | \$7,974.20 | \$157,310.12 | \$219,790.27 | \$43,496.57 |
| Receipts - August 2024 | \$970,760.43 | \$41,248.69 | \$74,850.87 | \$50,880.15 | \$17,710.00 |
| Disbursements- Aug 2024 | \$861,872.61 | \$13,089.98 | \$42,244.64 | \$0.00 | \$58,933.21 |
| Cash in Cking 8/31/2024 | \$61,839.04 | \$6,165.00 | -\$3,548.90 | \$10,573.75 | \$2,273.36 |
| Invested: August 2024 | \$3,077,838.74 | \$29,967.91 | \$193,465.25 | \$260,096.67 | |
| Lanc. Co. Treasurer: | General | | Bond | | Spc Bldg |
| Previous Bal 8/01/2024 | \$949,237.30 | | \$72,677.45 | | \$132,195.69 |
| Receipts - August 2024 | \$202,404.26 | | \$12,213.49 | | \$24,798.69 |
| Disbursements Aug 2024 | \$950,927.10 | | \$72,796.98 | | \$132,438.31 |
| Cash on Hand 8/31/2024 | \$200,714.46 | | \$12,093.96 | | \$24,556.07 |
| NSDLAF (Investment) | Spc Bldg | Bond Fund | | | |
| Previous Bal 8/1/2024 | \$2,388,839.46 | \$289,897.83 | | | |
| Receipts August 2024 | \$143,219.62 | \$74,345.37 | | | |
| Disbursements Aug 2024 | \$9,760.67 | \$0.00 | | | |
| Cash on Hand 8/31/2024 | \$2,522,298.41 | \$364,243.20 | | | |

Communication From The Public –

Ruby Bostock, Skills USA President, reported to the Board on the many activities the Skills students are working on. She reported they have chosen a full slate of officers. On September 20th, officers and two members will be attending the Fall Leadership Conference. They have set goals to attend the Skills USA State Convention in April and hold fundraisers to give back to the school community. [Skills USA September 2024 Board Report](#)

Unfinished Business:

Swotek moved, seconded by Mitchell, to table action on approving the evaluations of Directors – Asst. Principal/AD; Student Services; Technology Director. The Board felt they should approve the job descriptions of these positions, then approve their evaluations. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Heidtbrink, Mitchell. NAYS – None. Motion passed.

Heidtbrink moved, seconded by Mitchell, to approve Policy 2110 (Appendix) – Duties and Job Description of the Superintendent, as discussed. Voting by roll call: AYES – Spellman, Swotek, England, Heidtbrink, Mitchell, Nutter. NAYS – None. Motion passed.

New Business –

Mitchell moved, seconded by Spellman, to adopt the Malcolm Public Schools 2024-2025 Budget, as presented. Voting by roll call: AYES – Swotek, England, Heidtbrink, Mitchell, Nutter, Spellman, NAYS – None. Motion passed.

Heidtbrink moved, seconded by Spellman, to approve the Malcolm Public Schools 2024-2025 Tax Request Resolution read by Mr. Terwilliger. Voting by roll call: AYES – England, Heidtbrink, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Swotek moved, seconded by England, to approve the Option Enrollment Policy Resolution for the 2025-2026 School Year, as read by Mr. Terwilliger. Voting by roll call: AYES – Heidtbrink, Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

Swotek moved to table the action to rescind Policies 1220 – Title IX Grievance Policy and Policy 1220 Form – Title IX Complaint to request a legal opinion on addressing specific questions on proposed replacement to existing Policies 1220 and 1220 Form. Failed for lack of a second. Nutter moved, seconded by Heidtbrink, to rescind Policies 1220 – Title IX Grievance Policy and Policy 1220 Form – Title IX Complaint. The Board discussed the legal advice concerning rescinding the policy and form. Mr. Terwilliger reported on his conversations with the school’s legal counsel. Voting by roll call: AYES – Mitchell, Nutter, Spellman, England, Heidtbrink. NAYS – None. ABSTAIN – Swotek. Motion passed.

Spellman moved, seconded by Mitchell, to amend Policy 1201 – Title IX Policy, as presented. Mr. Terwilliger reviewed the Policy update as presented by the school’s legal counsel. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Heidtbrink, Mitchell. NAYS – None. Motion passed.

Spellman moved, seconded by Heidtbrink, to approve the event help compensation as presented and discussed. The schedule will start retroactive to the beginning of this school year’s activities. Voting by roll call: AYES – Spellman, Swotek, England, Heidtbrink, Mitchell, Nutter. NAYS – None. Motion passed.

England moved, seconded by Heidtbrink, to approve deeming the 8’ Bush Hog Blade excess property. Voting by roll call: AYES – Swotek, England, Heidtbrink, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

Swotek moved, seconded by Mitchell, to approve participation in pursuing claims for damages associated with opioid manufacturer and distributor litigation and social media companies litigation to include, as appropriate, the filing of and/or participation in such lawsuits and approving the Attorney-Client Fee Contracts with the Frantz Law Group, APLC (the “Agreement”), for both cases provided that the Frantz Law Group, APLC enters into a co-counsel agreement with the Perry Law Firm related to such claims. Voting by roll call: - AYES – England, Heidtbrink, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

The Board took no action on approving Strategies and Tactics for the 2024 Strategic Plan.

Administrative Reports –

Mr. Simon Wiedel, Jr/Sr High School Principal

- Reported to the Board – Homecoming; Assessment/Academic Data Collection; Common Expectations; Safety/Security; Upcoming Events - [Mr. Wiedel September 2024 Report](#)
- Passed out the Cell Phone Guidelines he shared with students and parents - [Cell Phone Guidelines](#)

Superintendent Ryan Terwilliger

- Please let Julie know if you will be attending the NASB State Conference in November.
- Asked the Board members to report on attending the NASB Membership Meeting in York.

- Invited Mr. Wiedel to discuss the Cell Phone Guidelines given to the Board based on Policy 5101.
With no further business before the Board, Mitchell moved, seconded by England, to adjourn. Chairman Nutter declared the meeting adjourned by acclamation at 9:53PM.

Respectfully submitted,

Julia Lostroh
Recording Secretary

The next regular meeting of the Board of Education will be held on Monday, October 21, 2024 at 7:00PM in the District Board Room, 10004 NW 112th St., Malcolm, NE. An agenda is available as it develops at: [SparqsData](#)

Financial Summary
9/30/2024

| School Accounts | General | Lunch | Activity | Bus Deprec | Student Fees |
|---------------------------|----------------|--------------|-----------------|-------------------|---------------------|
| Previous Bal 9/01/2024 | \$3,139,677.78 | \$36,132.91 | \$189,916.35 | \$270,670.42 | \$2,273.36 |
| Receipts - September 2024 | \$626,910.64 | \$32,261.06 | \$80,071.34 | \$1,122.04 | \$3,545.00 |
| Disbursements- Sept 2024 | \$756,863.96 | \$40,369.80 | \$37,705.58 | \$0.00 | \$0.00 |
| Cash in Cking 9/30/2024 | \$489,300.13 | -\$86.17 | -\$6,991.77 | \$10,586.47 | \$5,818.36 |
| Invested: Sept 2024 | \$2,520,424.33 | \$28,110.34 | \$239,273.88 | \$261,205.99 | |

| Lanc. Co. Treasurer: | General | Bond | Spc Bldg |
|-----------------------------|----------------|-------------|-----------------|
| Previous Bal 9/01/2024 | \$200,714.46 | \$12,093.96 | \$24,556.07 |
| Receipts - September 2024 | \$47,903.35 | \$1,146.68 | \$2,146.11 |
| Disbursements Sept 2024 | \$200,863.93 | \$12,105.43 | \$24,577.53 |
| Cash on Hand 9/30/2024 | \$47,753.88 | \$1,135.21 | \$2,124.65 |

| NSDLAF (Investment) | Spc Bldg | Bond Fund |
|----------------------------|-----------------|------------------|
| Previous Bal 9/1/2024 | \$2,532,059.08 | \$364,243.20 |
| Receipts September 2024 | \$37,736.27 | \$14,988.57 |
| Disbursements Sept 2024 | \$70,644.16 | \$0.00 |
| Cash on Hand 9/30/2024 | \$2,499,151.19 | \$379,231.77 |

| | | |
|----------------|--------------|--------|
| \$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 |

| GENERAL FUND EXPENDITURES | | |
|---|--------------|--|
| October 21, 2024 | | |
| Payroll | \$611,095.47 | Payroll Expenses/Benefits |
| Advanced Office Automation | \$375.00 | Annual Folding Machine Service Agreement |
| Amazon | \$1,511.33 | Classroom/Tech/Art/FFA/Ofc/Storage IT/Maint Supplies |
| Apple, Inc | \$607.00 | Tech iPad/Apple Pencil |
| Babb, Jay | \$2,095.00 | Head HS Softball Contract Coach |
| Baker, Brett | \$916.56 | Asst. HS Drama Contract Coach |
| Beach, Beth | \$290.97 | Reimbursement for Classroom Supplies |
| Benischek, Nicole | \$916.56 | Asst. HS Drama Contract Coach |
| ByteSpeed | \$375.00 | Spectrum Power Prodigy Replacement |
| Concentra | \$83.00 | DOT PreDrive Drug Test |
| Council for Exceptional Children | \$195.00 | Annual Dues - SPED |
| DAS State ACCTG | \$292.87 | September Internet Service |
| Eakes | \$51.91 | EGold Fax/Contract Printer Copy Charge |
| ESU #6 | \$35,924.95 | Project Search /Tech Hosted Services |
| First Concord | \$65.00 | Flex 125 Adm Fees |
| Glass Doctor | \$419.56 | Chevy Minivan Windshield |
| GO Physical Therapy - was Central Rehab | \$1,030.25 | SPED Vision Resource Services |
| Heffelfinger, Ami | \$2,982.72 | Mental Health Contracted Services |
| Hillyard | \$875.35 | Custodial Supplies |
| HomeTown Leasing | \$1,417.01 | Copier/Printer Leases |
| Husker Auto Group | \$2,727.66 | Silver Van Repair |
| JW Pepper | \$690.69 | Vocal Sheet Music |
| Jensen Publishing Inc. | \$25.00 | Husker Prep Magazine - HS Library |
| Kidwell | \$2,266.81 | FB Field Lights/Pole Light Repair |
| Kiner Supply | \$1,743.17 | Plumbing Supplies |
| Lancaster County Sheriff's Office | \$262.87 | Event Security |
| Learning A-Z | \$132.00 | Raz-Kid's License - 1st Grade |
| Liberty Hardwoods, Inc. | \$4,675.00 | Wood for IT Class |
| LTR Towing | \$194.40 | Silver Van Tow |
| Matheson | \$53.92 | Welding/IT Classroom Supplies Cylinder Rentals |
| Maytum, Isaac | \$916.56 | Asst HS Drama Contract Coach |
| MCS | \$1,421.73 | Paper Towels |
| Meehl, Jan | \$627.30 | SPED PT Services |
| Menards | \$753.38 | Maintenance/ IT Class Supplies |
| NAPA | \$167.94 | Brake Pads |
| NASB | \$637.00 | NE Education Law Books/Swotek State Ed. Conference |
| NCSA | \$630.00 | Active Dues/CASE-CEC Squire |
| Nebraska Landscape Solutions | \$1,354.30 | Fertilizer |
| Nebraska Safety Center | \$250.00 | Driver Training In-Service |
| NIFCO | \$508.64 | Repair Back flow Preventers |
| Norris Public Power | \$11,443.76 | September 2024 Electricity |
| NRCSA | \$850.00 | Annual Membership Fee |
| One Source | \$38.00 | Background Checks |
| Perry Law Firm | \$1,236.00 | Legal Fees |
| Rezny, Brock | \$5.55 | Reimbursement for Classroom Supplies |
| Rezny, Kelsey | \$977.67 | Asst. HS VB Contract Coach |
| Ron's Rolloffs, Inc. | \$275.00 | Moved Container to Ballfield |
| Robotham, Evaline | \$311.95 | Mileage Reimbursement/Two Months |
| Scholastic | \$142.86 | Choices Magazine - HS Guidance |
| School Specialty | \$179.59 | FFA/SPED/Co-op Supplies |

| | | |
|--------------------------------------|---------------------|--|
| SCI | \$471.64 | Legal Meetings Notice/Budget Hearing |
| Southeast Community College | \$15,756.21 | SENCAP Fall Tuition |
| Super Saver | \$91.94 | SPED Groceries/Classroom Supplies |
| Sweet, Dallas | \$1,323.25 | AD Mileage - May 2024 - Oct 2024 |
| Swotek, John | \$1,257.00 | Asst. HS Cross Country Contract Coach |
| TAESE | \$255.00 | SPED Law Conference |
| TechMasters | \$20,294.56 | Dishwasher - WF Kitchen |
| Thompson, Ian | \$1,257.00 | Asst. HS Softball Contract Coach |
| Tobey, Dustin | \$73.56 | Conference Mileage Reimbursement |
| Tractor Supply Co. | \$22.99 | Maintenance Supplies |
| Trane | \$11,796.00 | 24-25 Service Agreement |
| Truck Center Companies - Omaha Truck | \$268.56 | Oil Filters/Parts |
| TSA/Omni | \$83.33 | 403b TPA |
| Unite Private Network | \$462.39 | Distance Learning Cable - CREDIT |
| Unity Bus Parts | 239.28 | Mini Hawkeye Internal Connect Bus Mirror |
| Verizon | \$188.04 | Cellphone Service |
| Village of Malcolm | \$11,039.58 | Water/Sewer Service |
| VISA | \$1,033.11 | CPR Certs/FFA Supplies/IXL Registration/SPED Subscriptions |
| Wex | \$4,060.87 | School Vehicle Fuel |
| Wiedel, Simon | \$854.92 | Principal Mileage - 7-24-24 thru 10-11-24 |
| Windstream | \$824.54 | Phone Service |
| | | |
| Out of Cycle | | |
| US Post Office | \$384.61 | Clipper/Brd Minute Postage |
| ABS Pest Control | \$290.00 | Pest Control Services |
| Bluum Technology | \$13.12 | Smartphone Stylus |
| SHAPE NE | \$350.00 | PE Teacher Conference |
| Innovative Office Solutions | \$868.84 | Teacher Desk/Nurse Office File Folders |
| NE Dept of Motor Vehicles | \$82.50 | CDL Driver Records 24-25 |
| Paragon | \$404.25 | Sanitation Services |
| Lincoln Children's Zoo | \$21.00 | SPED Sensory Safari Field Trip |
| Staples | \$234.31 | Co-op 24-25 Supplies - From April Invoice |
| Whisenhunt, Charlotte | \$39.00 | Reimburse for School Vehicle Fuel |
| | | |
| | \$771,360.66 | Total |
| | | |
| School Lunch Fund | | |
| Payroll | \$20,757.11 | Payroll Expenses |
| Broughton, Danni | \$16.98 | Reimburse Special Dietary Items |
| CashWa | \$28,948.61 | Food/Custodial Supplies |
| DFA Kemps | \$3,197.40 | Milk Products |
| Pekarek, Nicole | \$20.00 | Serve/Clean Food Handler Permit |
| Robinette Farms, LLC | \$280.32 | Farm to School Grant Produce |
| Sysco Lincoln | \$5,335.95 | Food/Custodial Supplies |
| | | |
| | \$58,556.37 | Total |

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

| Physical Activities | | Requirements Director | Item is not a requirement of the job NE | Occasional – up to 33% of time NE | Occasional/Essential – up to 33% of time, absolutely essential to the job E | Frequent – between 34% - 66% E | Continuous – over 66% of time E |
|------------------------------|---|-----------------------|--|--------------------------------------|--|-----------------------------------|------------------------------------|
| Stamina | | | | | | | |
| 1. | Sitting | | | | | X | |
| 2. | Walking | | | | | X | |
| 3. | Standing | | | | X | | |
| 4. | Sprinting/Running | | | X | | | |
| Flexibility | | | | | | | |
| 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 | |
| Activities | | | | | | | |
| 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 | | |
| Use of Arms and Hands | | | | | | | |
| 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 | | |
| Lifting Requirements | | | | | | | |
| 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 | | | | | |
| Pushing/Pulling | | | | | | | |
| 23. | 25 to 50 pounds | | | X | | | |
| 24. | 51 to 75 pounds | | | X | | | |
| 25. | 76 to 90 pounds | X | | | | | |
| 26. | Over 90 pounds | X | | | | | |
| Carrying | | | | | | | |
| 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:

| | | Physical Special | Education | Requirements Director | Item is not a requirement of the job NE | Occasional – up to 33% of time NE | Occasional/Essential – up to 33% of time, absolutely essential to the job E | Frequent – between 34% – 66% E | Continuous – over 66% of time E |
|-------------------------------------|---|---------------------|-----------|--------------------------|---|---|--|--------------------------------------|---------------------------------------|
| E = Essential NE = Non-Essential | | | | | | | | | |
| Stamina | | | | | | | | | |
| 1. | Sitting | | | | | | X | | |
| 2. | Walking | | | | | | X | | |
| 3. | Standing | | | | | | X | | |
| 4. | Sprinting/Running | | | | X | | | | |
| Flexibility | | | | | | | | | |
| 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 | | |
| Activities | | | | | | | | | |
| 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 | | |
| Use of Arms and Hands | | | | | | | | | |
| 15. | Manual dexterity (screwing a lid on a jar) | | | | | | X | | |
| 16. | Finger dexterity (typing) | | | | | | X | | |
| Lifting Requirements | | | | | | | | | |
| 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 | | | | |
| Pushing/Pulling | | | | | | | | | |
| 23. | 25 to 50 pounds | | | | | X | | | |
| 24. | 51 to 75 pounds | | | | | X | | | |
| 25. | 76 to 90 pounds | | | | X | | | | |
| 26. | Over 90 pounds | | | | X | | | | |
| Carrying | | | | | | | | | |
| 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 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

| Physical Technology | | Requirements Director | | | | | | | | |
|-------------------------------------|---|--------------------------------------|--------------------------------|---|------------------------------|-------------------------------|--|--|--|--|
| E = Essential NE = Non-Essential | | Item is not a requirement of the job | Occasional – up to 33% of time | Occasional/Essential – up to 33% of time, absolutely essential to the job | Frequent – between 34% – 66% | Continuous – over 66% of time | | | | |
| | | NE | NE | E | E | E | | | | |
| Stamina | | | | | | | | | | |
| 1. | Sitting | | | | X | | | | | |
| 2. | Walking | | | | X | | | | | |
| 3. | Standing | | | X | | | | | | |
| 4. | Sprinting/Running | X | | | | | | | | |
| Flexibility | | | | | | | | | | |
| 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 | | | | | | | |
| Activities | | | | | | | | | | |
| 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 | | | | | | | |
| Use of Arms and Hands | | | | | | | | | | |
| 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 | | | | | | |
| Lifting Requirements | | | | | | | | | | |
| 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 | | | | | | | | |
| Pushing/Pulling | | | | | | | | | | |
| 23. | 25 to 50 pounds | | | X | | | | | | |
| 24. | 51 to 75 pounds | | | X | | | | | | |
| 25. | 76 to 90 pounds | X | | | | | | | | |
| 26. | Over 90 pounds | X | | | | | | | | |
| Carrying | | | | | | | | | | |
| 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 Director of Technology Evaluation Form

| | |
|------------------------------|--|
| Administrator: | |
| Supervisor/Evaluator: | |

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

| Standard #1: Management of Technology Systems | |
|--|--|
| | 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. |

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

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| Administrator's Comments: |
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| Evaluator's Comments: |
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Standard #2: Continuous System Improvement

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| | 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

| | |
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| | 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

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|--|--|
| | 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

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|--|---|
| | 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 |
|--|--------------------------|----------------------------------|
| Standard #1: Management of Technology Systems | | |
| Standard #2: Continuous System Improvement | | |
| Standard #3: Fiscal Responsibility | | |
| 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: | |



Malcolm Public School 2024-2025

Assistant Principal/Activities Director

| | |
|-----------------------|--|
| Administrator: | |
| Supervisor/Evaluator: | |

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

| Standard #1: Personal and Professional Responsibilities | |
|--|---|
| | 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

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| | 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

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| | 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

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| | 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) |
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| |

| 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 Principal/Administrator Evaluation Form

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|------------------------------|--|
| Administrator: | |
| Supervisor/Evaluator: | |

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

| Standard #1: Data-Driven Student Achievement | |
|---|---|
| | 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. |

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

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| Administrator's Comments: |
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| Evaluator's Comments: |
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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

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|--|---|
| | 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:

Evaluator's Comments:

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:

October 11, 2024

Malcolm Public School
Board of Education
10004 NW 112th St.
Malcolm, NE 68402

Dear Negotiations Committee:

The Malcolm Education Association requests that the school board of Malcolm Public Schools take action to recognize the Malcolm Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2026-27 contract year.

Please direct your response to the undersigned.

Sincerely,

Kelly Frank

Kelly Frank
Malcolm Education Association



Administrative Report
Westfall Elementary
Date: 10/21/2024
Amber Dolliver, PK-6 Principal

Elementary/School Information

- 1st Quarter Information
 - Report cards, progress reports, reading cards, enrichment information, etc.
- Parent Teacher Conferences
 - PK-5 97%
 - PK-6 92% (drop in attendance with 6th grade)
- NWEA MAP Growth & Fluency Assessments
 - W.I.N. - interventions & enrichment
 - Monthly progress monitoring
 - Student Growth Reports
- ANCHOR Info
 - Anchor assembly - monthly
 - Clipper Crew
 - Anchor expectations - school wide expectations
 - 6-8 1st Quarter Celebration
- School Activities:
 - Fire Department visit Oct 17
 - Red Ribbon Week - Oct. 28 - Nov. 1
 - UNL Pep Rally - Nov 4
 - Veterans Day Program - Nov. 11
- Landscaping
 - 10 Free Trees grant program - Sheila Schrader & 4th grade
- Field Trips - kindergarten & 4th



Upcoming Events

- October 17th - End of 1st Quarter
- October 18th - No School
- November 1st - Early Dismissal
 - Math Professional Development
- November 4th - UNL Pep Rally
- November 11th - Veterans Day Program @ 8:30



Malcolm Jr/Sr High School

Excellence in Action

October 21st, 2024 | Simon Wiedel [Jr/Sr High Principal]

Parent-Teacher Conferences

- 406 Total Conferences
- Average | 17 Conferences per Teacher [20%]

Anchor Time

Anchor Time serves as an opportunity to further cultivate a positive learning community within our school district through a variety of activities and presentations.

- Early Dismissal Days [8:37 to 9:04 AM]
- ANCHOR Expectations
- Jr/Sr High to Elementary

Onward and Upward [Moving Forward]

- MTSS Team [Core Belief Focus]
 - High Expectations Promote Higher Achievement
- Stay Anchored Awards
 - Recognizing students that are excelling in how they represent our school by being accountable, nurturing, honest, open-minded, respectful, and showing high character.

Upcoming Events

- November 1st | Early Dismissal [Teacher In-service]
- November 4th | 6-8 Students to UNL Pep Rally
- November 11th | Veterans Day Program

