

**MALCOLM PUBLIC SCHOOLS, DISTRICT #148**  
**BOARD OF EDUCATION REGULAR MEETING AGENDA**  
**Monday, January 20, 2025 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. **Board Reorganization/Election of Officers**
4. **Committee Appointments**
5. **Board Member Code of Conduct**
6. **Consent Agenda**
  - 6.1. Donations:

T.J.Sykes--concrete work at the Baseball/Softball Complex  
Music Booster--purchase of a new tuba

7. **Communication From the Public: Communications in general or about a specific agenda item.**
8. **Unfinished Business**
9. **New Business**
  - 9.1. Discuss, Consider and Take All Necessary Action Pertaining to the Official Designation for Legal Publication
  - 9.2. Discuss, Consider and Take All Necessary Action Pertaining to the Official Designation for Legal Counsel.
  - 9.3. Discuss, Consider and Take All Necessary Action Pertaining to the Official Designation for Bank Depository
  - 9.4. Consider and Take All Necessary Action in Permitting Malcolm Coaches the Use of School Vehicles, Building and Grounds for 2025 Summer Athletic Activities.
  - 9.5. Discuss, Consider and Take All Necessary Action in Accepting the Resignation of Andrea Woita (Kindergarten).
10. **Reports and Discussion Topics**
  - 10.1. Administration Reports and Discussion Topics
    - 10.1.A. Principals
    - 10.1.B. Superintendent:
      - Legislative Bills
        - Web Address for the NASB legislative bills page:  
<https://nasb.envisiams.com/legislative-bills>
      - Westfall Gym
      - Roof
      - Class Action Lawsuits
    - 10.1.C.
    - 10.1.D. Strategic Plan Report
    - 10.1.E. Discuss Board Member Recognition
11. **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)**

**12. 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

According to Policy, the **Business Manager** will serve as the temporary chairman until the office of President is filled. Voting for individual offices will be done by written ballot, unless there is only one candidate for the office. The position will be declared filled with a candidate receiving a simple majority of all votes cast. The meeting shall be turned over to the newly elected President who shall seek nominations for the remaining three offices. We will fill the offices as follows:

1) Nominations are now in order for the office of President:

Nomination #1	
Nomination #2	
Nomination #3	

2) Are there other nominations?

- This question will be asked until there are no further nominations.
- Once there are no further nominations, proceed to item #3.

3) Hearing or seeing none, I declare that nominations are closed.

- If there is one nominee, the Business Manager will proceed to item #4.
- If there are multiple nominations:
  - Board members will vote by written ballot.
  - The written ballots will be collected and the votes will be read by one of the principals.

4) If there is only one nomination, the Business Manager will say, "If there is no objection, I will declare \_\_\_\_\_ elected by acclamation."

5) If there are multiple nominations, the Business Manager will declare the member with the majority of the votes, President.

- In the case of a tie, there will be up to two more ballots (maximum of three, total) used to break the tie.
- After the final (third) ballot, if the tie has not been broken, the winner will be determined by the flip of a coin.

Vote to ratify the selection (only if a coin-flip is used to determine a winner)

England	YES	NO	Nutter	YES	NO
Heidtbrink	YES	NO	Spellman	YES	NO
Mitchell	YES	NO	Swotek	YES	NO

**\*Once a President is elected, they will take control and preside over the remainder of the meeting**

5) Nominations are now in order for the office of Vice President:

Nomination #1	
Nomination #2	
Nomination #3	

6) Are there other nominations?

- This question will be asked until there are no further nominations.
- Once there are no further nominations, proceed to item #7.

- 7) Hearing or seeing none, I declare that nominations are closed.
- If there is one nominee, the President will proceed to item #8.
  - If there are multiple nominations:
    - Board members will vote by written ballot.
    - The written ballots will be collected and the votes will be read by one of the principals.
- 8) If there is only one nomination, the President will say, "If there is no objection, I will declare \_\_\_\_\_ elected by acclamation.
- 9) If there are multiple nominations, the President will declare the member with the majority of the votes, Vice President.
- In the case of a tie, there will be up to two more ballots (maximum of three, total) used to break the tie.
  - After the final (third) ballot, if the tie has not been broken, the winner will be determined by the flip of a coin.

Vote to ratify the selection (only if a coin-flip is used to determine a winner)

England	YES	NO	Nutter	YES	NO
Heidtbrink	YES	NO	Spellman	YES	NO
Mitchell	YES	NO	Swotek	YES	NO

- 10) Nominations are now in order for the office of Secretary:

Nomination #1	
Nomination #2	
Nomination #3	

- 11) Are there other nominations?
- This question will be asked until there are no further nominations.
  - Once there are no further nominations, proceed to item #12.
- 12) Hearing or seeing none, I declare that nominations are closed.
- If there is one nominee, the President will proceed to item #13.
  - If there are multiple nominations:
    - Board members will vote by written ballot.
    - The written ballots will be collected and the votes will be read by one of the principals.
- 13) If there is only one nomination, the President will say, "If there is no objection, I will declare \_\_\_\_\_ elected by acclamation.
- 14) If there are multiple nominations, the President will declare the member with the majority of the votes, Secretary.
- In the case of a tie, there will be up to two more ballots (maximum of three, total) used to break the tie.
  - After the final (third) ballot, if the tie has not been broken, the winner will be determined by the flip of a coin.

Vote to ratify the selection (only if a coin-flip is used to determine a winner)

England	YES	NO	Nutter	YES	NO
Heidtbrink	YES	NO	Spellman	YES	NO
Mitchell	YES	NO	Swotek	YES	NO

15) Nominations are now in order for the office of Treasurer:

Nomination #1	
Nomination #2	
Nomination #3	

16) Are there other nominations?

- This question will be asked until there are no further nominations.
- Once there are no further nominations, proceed to item #17.

17) Hearing or seeing none, I declare that nominations are closed.

- If there is one nominee, the President will proceed to item #18.
- If there are multiple nominations:
  - Board members will vote by written ballot.
  - The written ballots will be collected and the votes will be read by one of the principals.

18) If there is only one nomination, the President will say, "If there is no objection, I will declare \_\_\_\_\_ elected by acclamation.

19) If there are multiple nominations, the President will declare the member with the majority of the votes, Treasurer.

- In the case of a tie, there will be up to two more ballots (maximum of three, total) used to break the tie.
- After the final (third) ballot, if the tie has not been broken, the winner will be determined by the flip of a coin.

Vote to ratify the selection (only if a coin-flip is used to determine a winner)

England	YES	NO	Nutter	YES	NO
Heidtbrink	YES	NO	Spellman	YES	NO
Mitchell	YES	NO	Swotek	YES	NO

**Malcolm Public Schools 2025 Officers:**

President	
Vice-President	
Secretary	
Treasurer	

Following the election of officers, the President will ask for volunteers for committees. The President will then make committee appointments and assign each a Committee Chairperson-- listed in #1 position in the table.

**Negotiations:**

1)	
2)	
3)	

**Committee on American Civics:**

1)	
2)	
3)	

**Transportation and Facilities**

1)	
2)	
3)	

Malcolm Public Schools  
Board Member  
Code of Conduct

## BOARD MEMBER CODE OF CONDUCT

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**M**alcolm Public Schools advocates that each board adopt and adhere to the Code of Conduct. This aids in the board's responsibility to carry out the important education decision-making role while maintaining effective relationships with school administrators, staff, and community members. Given the complexity of the education governance structure, nothing is more important than clarifying appropriate roles and responsibilities for the school board, superintendent, and principal(s).

A school board member has no legal powers unless participating at a meeting that complies with the Nebraska Open Meetings Law, or acting on behalf of the school board after the board formally grants authority to do so. Thus, it is essential that every school board member work as a member of the broader leadership team to perform board duties and act in a manner consistent with the Code.

*Note: Board members can demonstrate personal commitment to the Code by signing this document signifying agreement to uphold the principles of the Code, both, in letter and spirit.*

Malcolm Public Schools will post a copy of the signed Code. This public display of school leadership team commitment sends a powerful message and sets the tone for how the business of education will be conducted in the schools and community.

As citizens of the United States, board members have certain Constitutional rights, including freedom of speech that cannot be taken away, whether or not you choose to sign this document. The only sections of this Code that require legal compliance are the "*conflict of interest*" and "*act only as a member of the board.*" All other sections represent best practice.

*Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to the responsibility of duty.*

Each board member shall follow the code of conduct:

### **As a Board Member**

- I will listen.
- I will respect the opinion of others.
- I will recognize the integrity of my predecessors and the merit of their work.
- I will be motivated only by an earnest desire to serve the school district and the students in the best possible way.
- I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
- I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.

- I will approach each meeting with an open mind and a willingness to listen and consider multiple points of view—only then, will I decide how to vote on proposals presented for consideration.
- I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
- I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
- I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
- I will express my honest and most thoughtful opinions in board meetings in an effort to have decisions made for the best interest of the students and the education program.
- I will abide by majority decisions of the board.
- I will carefully consider petitions, resolutions, and complaints and will act in the best interest of the school district.
- I will not discuss the confidential business of the board.
- I will endeavor to keep informed on local, state, and national educational developments of significance.

## **Board Governance**

- Attend all regularly scheduled board meetings, insofar as possible, and review advance materials provided.
- Respect the confidentiality of privileged information and make no individual decisions or commitments that would compromise the board or administration.
- Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.
- Maintain a priority board focus on policymaking, goal setting, planning process, and evaluation. Most importantly increasing student learning and achievement and ensuring efficient use of education resources.
- Comply with Board policy, all applicable local, state and federal laws and regulations and guidance from the superintendent, when making board decisions.
- Encourage individual board member expression of opinion and establish an open, two-way communication process between the board and students, staff, and all elements of the community.
- Remain current with changing needs and requirements pertaining to educational issues through individual study and by participating in board learning opportunities such as those sponsored by the Nebraska and National School Boards Associations, the Nebraska

Department of Education, and other education organizations.

- Recognize that a board member's responsibility, together with fellow board members, is to ensure the school district provides a quality education for all students.
- In consultation with the superintendent and district administrators, set education goals for the school(s).
- Maintain confidentiality of information and discussion conducted in closed session.
- Review essential facts, consider others' ideas, and then present personal opinions during board deliberations but, once the board vote has been taken, support board decisions regardless of how individuals voted.
- Act only as a member of the board and do not assume any individual authority when the board is not in session, unless otherwise directed by the board.
- Rely on school policies that are continually updated and aligned with Nebraska and federal education laws, and guidance from the superintendent, when making board decisions.
- Request recommendations from the superintendent and seek legal counsel, when required for full and informed board consideration of issues requiring legal expertise.
- Expect an equitable amount of board meeting time be spent both learning about educational programs and conducting the business of the board.
- Maintain a priority board focus on increasing student learning and ensuring efficient use of education resources.
- Retain independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Voice opinions respectfully and maintain good relations with other board members, administrators, school staff, and members of the public.
- Be informed about educational issues through individual study and by participating in board development opportunities such as those sponsored by the Nebraska and National School Boards Associations, the Nebraska Department of Education, and other education organizations.
- Support new school board members by sharing your experience and knowledge.
- Ensure that adequate board orientation and team building opportunities are available for board members and administrators.
- Associate with board members from other school districts to discuss school problems and collaborate on school improvement initiatives.

## **Board – Superintendent Relations**

- Respect that the superintendent of schools and his or her staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Ensure strong management of the school system by hiring, setting goals with and evaluating the Superintendent.
- Provide policy support for school administrators in the performance of their duties and delegate authority commensurate with those responsibilities.
- Expect the superintendent to keep the board adequately informed through regular written and oral communications.
- Refer complaints, requests, and concerns to the superintendent.
- Avoid making commitments that may compromise the decision-making ability of the board or administrators.
- Maintain open and candid communication with the superintendent.
- Hold the superintendent accountable by jointly creating job performance standards and at least annually performing a comprehensive evaluation process based on the job description, contract, and identified performance standards.
- Recognize that a board member's responsibility is to see that schools are well run, but not to run them.

## **Personnel Relations**

- Seek to employ the most qualified school staff and insist on regular, impartial employee evaluations.
- Hire no superintendent, principal, or teacher already under contract with another school district unless the person has formally been released from his or her contract.
- Individual board members shall not give directives to any school administrator or employee, publicly or privately.

## **Community Relations**

- Perform a liaison communications role by respecting the needs of both the community and the school.
- Consider the needs of the entire community and vote for what is best for students.
- Encourage collaboration between the school and community.
- Request that periodic surveys be conducted with the community to assess the quality of education services and use the data to establish and monitor goals.

**Conflict of Interest**

- Do not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote.
- Do not receive anything of value by contract or otherwise, from the school district you serve unless it is received:
  - as a result of a contract accepted after a public bid.
  - in public recognition of service or achievement.
  - as expenses allowed by law for official duties performed as a member of such board.
- Follow the school board conflict of interest policy regarding the appearance of conflict of interest.

*(Optional Signature)*

I agree to abide by the principles outlined in the Board of Education Code of Conduct and will do everything in my power to work as a productive member of the leadership team.

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Date

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 1/15/2025 11:52:44 AM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Dec24LancBond	Lancaster County Treasurer	Local Collections	12/31/2024	\$711.82	07-1-01100-000-000-0000
NLAFBondIntDec24	NDSLAF Bond Fund	Interest	12/31/2024	\$654.02	07-1-01510-000-000-0000
				<b>\$1,365.84</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 1/15/2025 12:33:32 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Dec24DeprCk	Union Bank Interest	Checking Interest	12/31/2024	\$10.19	02-1-01510-000-000-0000
Dec24STFITInt	Union Bank Interest	STFIT Interest	12/31/2024	\$1,037.76	02-1-01510-000-000-0000
				<b>\$1,047.95</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 1/15/2025 4:20:30 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Dec24E-Funds	Patrons/Students	OptBus/PS Tuition/Chromebook	12/31/2024	\$957.50	Multiple
Dec24StateAid	State of Nebraska	State Aid	12/31/2024	\$322,751.00	01-1-03110-000-000-0000
Dec24Int	Union Bank Interest	STFIT Interest	12/31/2024	\$7,844.56	01-1-01510-000-000-0000
Dec24SPEDFFR/IDEA	State of Nebraska	SPED FFR/IDEA Reimbursement	12/27/2024	\$211,718.00	Multiple
25-022	Lancaster County Treasurer	AgExpo Festival Bus Reimbursement	12/20/2024	\$158.84	01-1-05690-000-000-0000
25-023	MYSA - Organization	Ball Field Fertilizer	12/20/2024	\$120.53	01-1-05690-000-000-0000
25-024	Malcolm Mateys, LLC	Before After School Rental	12/20/2024	\$505.22	01-1-01910-000-000-0000
25-025	Village of Malcolm - Liquor License	Ball Field Fertilizer	12/20/2024	\$120.53	01-1-05690-000-000-0000
25-026	Malcolm Lunch Fund	Lunch PR Taxes	12/20/2024	\$6,782.39	01-1-09000-000-000-0000
25-027	Patrons/Students	Pre-School Tuition	12/20/2024	\$1,080.00	01-1-01370-000-000-0000
25-028	Patrons/Students	Pre-School Tuition	12/20/2024	\$360.00	01-1-01370-000-000-0000
FY2025ImpAid	US Treasury - Impact Aid	FY2025 Impact Aid Pavment	12/18/2024	\$40,797.00	01-1-04305-000-000-0000
SCC-Procters	Southeast Community College	SCC On-Line Teachers	12/16/2024	\$3,976.00	01-1-03551-000-000-0000
Dec24Lanc	Lancaster County Treasurer	Local Collections	12/13/2024	\$35,471.05	01-1-01100-000-000-0000
Dec24Sew	Seward County Treasurer	Local Collections	12/11/2024	\$2,060.65	01-1-01100-000-000-0000
BCBS-Dec24	BCBS - Wellness	HS Wellness Grant	12/04/2024	\$500.00	01-1-05690-000-000-0000
Dec24Fed/StAid	State of Nebraska	State Aid/ESSER/Title I	12/02/2024	\$534,877.00	Multiple
				<b>\$1,170,080.27</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 1/15/2025 1:27:10 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Dec24STFITInt	Union Bank Interest	STFIT Interest	12/31/2024	\$53.98	06-1-01510-000-000-0000
Stu/ActTransfersDec24	Patrons/Students	Transfers from Patrons StuFees/Acti	12/31/2024	\$140.00	06-1-01611-000-000-0000
Dec24EFunds	Patrons/Students	Student Lunches	12/31/2024	\$18,426.03	06-1-01611-000-000-0000
Dec24Fed	State of Nebraska	Federal Reimbursement	12/23/2024	\$10,606.28	06-1-04210-000-000-0000
24-155	Patrons/Students	Student Lunches	12/19/2024	\$2,805.00	06-1-01611-000-000-0000
Dec24GF	Malcolm General Fund Transfer	General Fund Transfer	12/18/2024	\$15,000.00	06-1-05200-000-000-0000
24-154	Patrons/Students	Student Lunches	12/12/2024	\$3,390.00	06-1-01611-000-000-0000
24-153	Patrons/Students	Student Lunches	12/05/2024	\$2,955.00	06-1-01611-000-000-0000
				<b>\$53,376.29</b>	

# Lancaster County School District #148

## Cash Receipts Item Report

[Cycle Name]: "FY24-25"; Created On: 1/15/2025 12:19:00 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Dec24IntSBF	NDSLAF Special Bldg	Interest	12/31/2024	\$9,204.16	08-1-01510-000-000-0000
Dec24SBFLanc	Lancaster County Treasurer	Local Collections	12/13/2024	\$1,381.52	08-1-01100-000-000-0000
				<b>\$10,585.68</b>	

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

The Board of Education, School District #148, Lancaster County, Nebraska, met on Monday, December 16, 2024 at 7:00PM in open and public session at 10004 NW 112th St., Malcolm, Nebraska. Notice of the meeting was published in the minutes of the November 18, 2024 meeting of the Board, in the December 2024 issue of *“The Clipper”* and the *Seward Independent* of December 11, 2024. Board members present were: William England, Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. Administrators present were Ryan Terwilliger, Amber Dolliver, Simon Wiedel, Dallas Sweet. 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.

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

<b>Financial Summary</b>					
<b>11/30/2024</b>					
<b>School Accounts</b>	<b>General</b>	<b>Lunch</b>	<b>Activity</b>	<b>Bus Deprec</b>	<b>Student Fees</b>
Previous Bal 11/01/2024	\$2,630,764.55	\$6,131.77	\$240,283.64	\$272,810.43	\$7,513.36
Receipts - November 2024	\$101,897.35	\$64,284.83	\$24,120.84	\$876.56	\$1,065.00
Disbursements- Nov 2024	\$719,552.26	\$54,884.50	\$12,594.48	\$0.00	\$1.87
Cash in Cking 11/30/2024	\$185,793.84	\$5,400.55	-\$1,999.14	\$10,608.47	\$8,576.49
Invested: Nov 2024	\$1,827,315.80	\$10,131.55	\$253,809.14	\$263,078.52	
<b>Lanc. Co. Treasurer:</b>	<b>General</b>	<b>Bond</b>		<b>Spc Bldg</b>	
Previous Bal 11/01/2024	\$42,573.09	\$1,275.37		\$2,611.42	
Receipts - November 2024	\$35,568.15	\$719.01		\$1,395.47	
Disbursements Nov 2024	\$42,670.19	\$1,282.56		\$2,625.37	
Cash on Hand 11/30/2024	\$35,471.05	\$711.82		\$1,381.52	
<b>NSDLAF (Investment)</b>	<b>Spc Bldg</b>	<b>Bond Fund</b>			
Previous Bal 11/1/2024	\$2,512,033.57	\$382,165.20			
Receipts November 2024	\$12,062.24	\$2,513.93			
Disbursements Nov 2024	\$0.00	\$193,983.75			
Cash on Hand 11/30/2024	\$2,524,095.81	\$190,695.38			

**Student Organization Reports – None**

**Committee Reports –**

The Board discussed whether the Board should approve minutes from a committee meeting. Members felt they did not want to approve minutes of a meeting they did not attend. It was discussed that the Board could approve the report of the meeting and have the minutes attached to the report for patrons to view.

Mr. Terwilliger updated the Board on the Administration’s plan for implementing the next phase of Malcolm branded environmental graphics. He will forward the recommended plan, with graphic images, to the Board.

Swotek moved, seconded by Heidtbrink, to accept the report of the Committee on American Civics, as presented. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England, Heidtbrink. NAYS – None. Motion passed.

Swotek moved, seconded by Spellman, to accept the report of the Transportation and Facilities Committee, as presented. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Heidtbrink, Mitchell. NAYS – None. Motion passed.

**Communication From The Public – None**

**Unfinished Business – None.**

**New Business –**

Mitchell moved, seconded by Heidtbrink, to approve the 2024 Annual Report, as discussed. Mr. Terwilliger presented the report and reviewed the contents. Voting by roll call: AYES – Spellman, Swotek, England, Heidtbrink, Mitchell, Nutter. NAYS – None. Motion passed.

England moved, seconded by Heidtbrink, to set the Pre-School Tuition rates for the 2025-2026, as presented. Full tuition \$250 per month/Reduced \$80 per month – Transportation \$1.50 within 1 mile of school/\$2.50 outside of 1 mile. Mrs. Dolliver discussed the proposed rates and answered questions from the Board. Voting by roll call: AYES – Swotek, England, Heidtbrink, Mitchell, Nutter, Spellman. NAYS – None. Motion passed.

Spellman moved, seconded by Mitchell, to approve the Pre-School Handbook for the 2025-2026 School Year. Mrs. Dolliver answered questions from the Board. Voting by roll call: AYES – England, Heidtbrink, Mitchell, Nutter, Spellman, Swotek. NAYS – None. Motion passed.

Swotek moved, seconded by Heidtbrink, to approve the Academic Calendar for the 2025 – 2026 School Year. Mr. Terwilliger answered questions from the Board. Voting by roll call: AYES – Heidtbrink, Mitchell, Nutter, Spellman, Swotek, England. NAYS – None. Motion passed.

The Board discussed the issue of paying coaches for the Junior High Girls Wrestling season. Mr. Terwilliger and Mr. Sweet answered questions from the Board.

Mr. Wiedel presented and discussed the Financial Literacy Report. Mrs. Dolliver discussed activities in the Elementary School. The Board asked questions concerning student activities in the classes offered.

#### **Administrative Reports –**

Mr. Simon Wiedel, Jr/Sr High School Principal

- [Mr. Wiedel December 2024 Report](#)

Superintendent Ryan Terwilliger

- Mr. Terwilliger announced his intent to return as Superintendent for the 2025-2026 School Year, per policy.
- Board members visited about the NASB State Conference they attended in November.
- The Board directed Ms. Lostroh concerning their intent to attend the NRCSA Conference in March. Mr. Swotek will attend the Legislative Conference in Lincoln.

Mitchell moved, seconded by Heidtbrink, to enter executive session at 8:45PM for the evaluation of job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, England, Heidtbrink, NAYS – None. Motion passed.

Mitchell moved, seconded by Heidtbrink, to exit executive session at 10:05PM. Voting by roll call: AYES – Nutter, Spellman, Swotek, England, Heidtbrink, Mitchell. NAYS – None. Motion passed.

With no further business before the Board, Heidtbrink moved, seconded by Spellman, to adjourn by acclamation. Chairman Nutter declared the meeting adjourned at 10:06PM. Voting AYE – ALL. NAYS – None. Motion passed.

Respectfully submitted,

Julia Lostroh  
Recording Secretary

The next regular meeting of the Board will be Monday, January 20, 2025 at 7:00PM at the District Board Room, 10004 NW 112<sup>th</sup> St., Malcolm, NE. An agenda is available as it develops at: [Sparqs Data](#)

**Financial Summary  
12/31/2024**

<b>School Accounts</b>	<b>General</b>	<b>Lunch</b>	<b>Activity</b>	<b>Bus Deprec</b>	<b>Student Fees</b>
Previous Bal 12/01/2024	\$2,013,109.64	\$15,532.10	\$251,810.00	\$273,686.99	\$8,576.49
Receipts - December 2024	\$1,180,562.58	\$53,773.68	\$17,435.50	\$1,047.95	\$50.00
Disbursements- Dec 2024	\$734,400.70	\$50,115.07	\$19,215.20	\$0.00	\$0.00
Cash in Cking 12/31/2024	\$518,111.16	\$1,005.18	-\$4,665.08	\$10,618.66	\$8,626.49
Invested: Dec 2024	\$1,941,160.36	\$18,185.53	\$254,695.38	\$264,116.28	

<b>Lanc. Co. Treasurer:</b>	<b>General</b>	<b>Bond</b>	<b>Spc Bldg</b>
Previous Bal 12/01/2024	\$35,471.05	\$711.82	\$1,381.52
Receipts - December 2024	\$179,840.71	\$12,484.07	\$22,840.45
Disbursements Dec 2024	\$36,906.91	\$835.33	\$1,607.68
Cash on Hand 12/31/2024	\$178,404.85	\$12,360.56	\$22,614.29

<b>NSDLAF (Investment)</b>	<b>Spc Bldg</b>	<b>Bond Fund</b>
Previous Bal 12/1/2024	\$2,524,095.81	\$190,695.38
Receipts December 2024	\$10,585.68	\$1,365.84
Disbursements Dec 2024	\$0.00	\$0.00
Cash on Hand 12/31/2024	\$2,534,681.49	\$192,061.22

\$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

<b>January 20, 2025</b>		
Payroll	\$617,717.45	Payroll Expenses/Benefits
ABC Pest Control	\$290.00	Pest Control Services
AliCap	\$1,816.00	Worker's Compensation Premium Adjustment
Amazon	\$455.83	SPED/Custodial/Bus/FCS/WF Library/WF Office Supplies
Baker, Brett	\$1,361.75	HS Asst. Speech Contract Coach
Bauer Built	\$821.56	Replace Front Tire #12/Repair Tire Bus #20
DAS State ACCTG	\$292.87	Internet Service
Diversified Drug Testing	\$105.00	DOT Drug Test
Dolliver, Jon	\$1,047.50	JH Asst. GBB Contract Coach
Eakes	\$36.29	Fax
EBSCO	\$252.44	HS Library Magazines
Electrical Engineering & Equipment Co.	\$237.60	Gel LED Bulbs
ESU #6	\$41,340.60	Tech Hosted Services/CRAVE/SPED Contracted Services
First Concord	\$465.00	Annual & Monthly Plan Adm Fee/Non-Discrimination Testing
GO Physical Therapy	\$546.30	SPED Vision Education Services
Harri School Solutions	\$5,652.47	Annual APTA Fund Support/ACA Forms
Heffelfinger, Ami	\$3,098.64	Mental Health Contracted Services
Hillyard	\$1,857.32	Custodial Supplies/Wipers
HomeTown Leasing	\$1,417.01	Copier/Printer Leases
Interstate All Battery Center	\$22.50	9V Batteries
JW Pepper	\$570.67	Vocal Sheet Music
Kidwell	\$2,005.76	Phone Support/Troubleshoot Lighting Contactor
Kiner Supply	\$1,639.04	Kindergarten Room Touchless Sink
Little, Jaydin	\$1,466.50	HS Asst. BBB Contract Coach - Reserves
Maddox, Hana	\$1,047.50	HS Asst. Speech Contract Coach
Matheson	\$636.31	IT Classroom Supplies Cylinder Rentals/Welder Parts
MCS	\$1,706.07	Paper Towels
Mechanical Sales	\$2,294.09	Repair Heat Pump Motor
Meehl, Jan	\$242.85	SPED PT Services
Menards	\$573.90	Maintenance Supplies/Softener Salt
NAPA Auto Parts	\$57.98	Oil Filter/Idler Pulley
NASB	\$300.00	Board Leadership Online Survey - Supt Evaluation
NIFCO Mechanical Systems	\$300.00	Fire Sprinkler Inspections
Norris Public Power	\$7,775.50	December 2024 Electricity
OneSource	\$19.00	Background Check
Otte Oil & Propane	\$1,858.22	Propane
Overhead Door Co. of Lincoln Inc.	\$40.25	Bus Garage Door Remote
Perry Law Firm	\$40.50	Legal Fees
Robotham, Evaline	\$194.97	Mileage Reimbursement November 2024
SCI	\$3.64	Legal Meetings Notice
Sparq Data Solutions	\$2,600.00	Annual Sparq Meeting Subscription
Summit Fire Protection	\$1,112.00	Semi-Annual Fire Alarm/Kitchen Hoods Inspections
Super Saver	\$357.47	SPED/Preschool Groceries
Sweet, Dallas	\$1,019.07	AD Mileage 10-17-24 thru 12-20-24
Truck Center Companies - Omaha Truck	\$1,581.12	Bus #24 Door/#12 Air Leak
TSA/Omni	\$83.33	403b TPA
Unite Private Networks	\$537.39	Distance Learning Cable
Verizon	\$188.07	Cellphone Service
Village of Malcolm	\$9,103.48	Water/Sewer Service/Ball Field Fall Maintenance \$3348.99
VISA	\$791.55	BCBS Grant Wellness Supplies/FCS Classroom Supplies
Wex	\$2,433.50	School Vehicle Fuel

Wiedel, Simon	\$687.42	HS Principal Mileage
Windstream	\$824.74	Phone Service
<b>Out of Cycle</b>		
US Post Office	\$769.28	Clipper/Brd Minute Postage/Annual Report Postage
Menards	\$52.28	November Invoice
Paragon	\$404.25	Sanitation Services
	<b>\$724,151.83</b>	<b>Total</b>
<b>School Lunch Fund</b>		
Payroll	\$17,658.05	Payroll Expenses
Amazon	\$61.48	Sanitizer Tape/Meat Thermometers
CashWa	\$17,914.35	Food/Custodial Supplies
DFA Kemps	\$2,480.90	Milk Products
Pepsi-Cola	\$108.50	Breakfast Water
Robinette Farms, LLC	\$84.90	Farm to School Grant Produce
Sysco Lincoln	\$904.77	Food/Custodial Supplies
US Foods	\$824.75	Food Supplies
	<b>\$40,037.70</b>	<b>Total</b>
<b>Special Building Fund</b>		
Glass Edge of Lincoln Inc.	\$3,950.00	Replace 14 HS Windows - Seals Failed
	<b>\$3,950.00</b>	<b>Total</b>

**RESOLUTION**

**RESOLVED**, that the official depository of school funds for this School District is hereby designated to be Union Bank and Trust, and that the designation of any other institution as the depository of school funds is hereby withdrawn.

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, and member \_\_\_\_\_ seconded the same. After discussion and roll call vote, the following members voted in favor of passage and adoption of the above Resolution:

England	Heidtbrink	Mitchell	Nutter	Spellman	Swotek
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The following members voted against the same: \_\_\_\_\_

The following members were absent or not voting: \_\_\_\_\_

The above Resolution, having been consented to and approved by more than a majority of the members of the School Board of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this 20th day of January, 2025.

Malcolm Public Schools

**BY:** \_\_\_\_\_  
President

Attest:

\_\_\_\_\_  
Secretary

Legal Reference: Neb. Rev. Stat. §§ 77-2350 and 77-2350.01

January 14th, 2025

Dear Mr. Terwilliger and Malcolm School Board Members,

It is with a heavy heart that I submit my resignation from my kindergarten teaching position at Westfall Elementary, effective at the end of the 24-25 school year.

This decision has been incredibly difficult for me, as Malcolm is truly a wonderful place to work. I have been so fortunate to be part of such a supportive, inspiring, and dedicated staff for the past two years. The welcoming and collaborative environment here has made my time with Malcolm an absolute joy, and I am so grateful for the relationships I have built with my colleagues and students. I feel incredibly blessed to have been part of such an exceptional community that values its students and staff so deeply.

After much prayer and reflection, I have decided to accept a kindergarten position closer to home. This change will significantly reduce my commute and allow me to spend more time with my family, which is a priority for me at this stage in my life.

Please know that this decision in no way reflects my feelings about this incredible school and district. I will always carry fond memories of my time here and the wonderful people I've had the privilege of working with.

I hope to stay in touch and wish Malcolm Public Schools continued success in the future! Please let me know if there is anything I can do to assist during this transition.

With sincere gratitude,

*Andrea Woita*

Andrea Woita

rec 1/16/25  
J



**Administrative Report**  
**Westfall Elementary**  
**Date: 1/20/2025**  
**Amber Dolliver, PK-6 Principal**

**Elementary Information:**

- NWEA MAP Growth Winter Benchmark
  - K-4th - reading & math
  - 5th-11th - reading, math, & science
- MAP Fluency
  - K-5th - foundational reading skills, fluency, & comprehension
- Grade Level Data Meetings
- 2nd Quarter Report Cards
- W.I.N.
  - Interventions - reading & math
  - Enrichment - reading & math
- IRIP (individual reading improvement plan) - K-3 students
  - Fall - 10 students
  - Winter - 5 students
- Preschool
  - 2024-2025 Preschool home visits
  - 2025-2026 Preschool applications - accepting January 13th - March 15th
- Open Positions
  - Kindergarten Teacher
- Paras - 2 high school students for 2nd semester

**Upcoming Events**

- January 16th - Health Screenings
- January 27th - 100th Day of School
- January 29th - Elementary Anchor Assembly
- January 31st - 12:27 Early Dismissal
- February 19th - 12:27 Early Dismissal
- February 20th - Parent Teacher Conferences
- February 21st - No School
- February 26th - Elementary Anchor Assembly

# ADMINISTRATIVE REPORT

Malcolm Jr/Sr High School

**Excellence in Action**

**January 20th, 2025 | Simon Wiedel [Jr/Sr High Principal]**

## **Beginning of Second Semester**

- Students were welcomed back to school on January 7th.
- Review of classroom and schoolwide expectations.

## **Assessment | Academic Data Collection**

- NWEA MAP Growth [December Testing & January Analysis]
  - ELA | Mathematics | Science
- Upcoming Spring Assessments
  - ACT | Pre ACT | NSCAS | MAP Growth
  - Assessment data used to recognize student achievements and identify areas requiring additional support.

## **Onward and Upward [Moving Forward]**

- Career Development for Students
  - Work collaboratively to enhance what we offer to students to build the necessary skills to be successful after graduation.

## **Upcoming Events**

- January 25 | 9-12 Winter Formal
- January 31 | Early Dismissal [Teacher In-service]
- February 7 | Music Boosters K-8 Sweetheart Dance
- February 19 | Early Dismissal [Teacher In-service]
- February 20 | Parent-Teacher Conferences



Nebraska Council of School Administrators

**NCSA Legislative Bill Summaries**

109<sup>th</sup> Legislature, First Session

(Convened January 8, 2025)

Prepared by

Dr. Michael Dulaney

NCSA Executive Director

**\*\* Updated January 14, 2025 \*\***

<i>Category</i>	<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Bond Elections	LB 135	Holdcroft	Government	Provide, change, and eliminate provisions relating to elections for certain purposes related to bonds and tax levies	1
Consumption Tax	LR 10CA	Hardin	Revenue	Constitutional amendment to require the state to impose a consumption tax or an excise tax on all new goods and services and to provide a tax exemption for grocery items	2
	LR 11CA	Hardin	Revenue	Constitutional amendment to prohibit governmental entities from imposing any taxes other than retail consumption taxes and excise taxes	3
Criminal / Juvenile Codes	LB 49	McKinney	Judiciary	Provide for a model ban and bar policy for school districts	3
Education Savings	LB 131	Sorrentino	Revenue	Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits	4
Enrollment, Attendance	LB 143	Rountree	Education	Change provisions relating to student enrollment	5
Miscellaneous	LB 11	Hughes	Appropriations	Appropriate funds for the Nebraska Statewide Workforce and Education Reporting System Act	5
	LB 29	Conrad	Government	Create a review process for agency rules and regulations	6
	LB 122	Meyer	Education	Require display of the state and national motto in schools	7
Sales Tax	LB 170	Brandt	Revenue	Eliminate the sales tax exemptions for candy and soft drinks	7
School Budget and Finance	LB 161	Juarez	Education	Redefine formula students under the Tax Equity and Educational Opportunities Support Act	8
School Psychologists	LB 84	Rountree	Education	Adopt the School Psychologist Interstate Licensure Compact	8
Student Safety, Health, and Welfare	LB 14	Cavanaugh, M.	Education	Adopt the Hunger-Free Schools Act	9

<i>Category</i>	<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Student Safety, Health, and Welfare - <i>continued</i>	LB 140	Sanders	Education	Require school policies relating to use of electronic communication devices by students	11
Student Discipline	LB 149	Hansen	Education	Eliminate the prohibition on suspending a student in prekindergarten through second grade	12
Student Surveillance	LB 31	Conrad	Education	Require school policies relating to the use of student surveillance, monitoring, and tracking technology by school districts	12
Transgender Issues	LB 89	Kauth	Government	Adopt the Stand With Women Act	14

## Bond Elections

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<b>LB 135</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Holdcroft	Government	Provide, change, and eliminate provisions relating to elections for certain purposes related to bonds and tax levies

Senator Holdcroft introduced a similar measure (LB 878) in the 2024 Session, which was placed on General File but advanced no further.

LB 135 creates a separate election process and provides limitations for school districts that call for an election to (i) approve the issuance of bonds, (ii) approve a property tax levy or levy increase, or (iii) approve exceeding a property tax levy limitation by a school district.

The election must be held in conjunction with the statewide primary or general election or, in an odd-numbered year, in conjunction with a regularly scheduled general election of a political subdivision. The school board must file the order or certify the question for the issue to be on the ballot by:

- March 1 for the statewide primary election,
- September 1 for the statewide general election, and
- the eighth Friday prior to the general election of a political subdivision.

### *Exception*

The question may also be submitted at a special election if the purpose of the bonds, of the tax levy or levy increase, or of exceeding the tax levy limitation is to address an emergency due to circumstances beyond the control of the school board of the school district, such as the destruction of a facility or other infrastructure by fire, flood, tornado, or other emergency circumstance.

### *Process*

The school board of the school district must:

- (a) designate the form of ballot,
- (b) reimburse the election commissioner or county clerk for the expenses of conducting the election and at the minimum rate as described in law,
- (c) give notice of the election by first-class mail at least 30 days prior to the election, and
- (d) cause the sample ballot to be published in a newspaper of general circulation in the school district one time, not more than 15 days nor less than 7 days prior to the election. No notice of the election would be required to be given by the election commissioner or county clerk. The notice of election must state where ballots for early voting may be obtained.

The ballots would be counted by the election commissioner or county clerk conducting the election and two disinterested persons appointed by the election commissioner or county clerk. When the polls are closed, the receiving board would deliver the ballots to the election commissioner or county clerk conducting the election who, with the two disinterested persons appointed by the election commissioner or county clerk, would proceed to count the ballots. Ballots for early voting

shall be furnished to the election commissioner or county clerk and ready for distribution by the election commissioner or county clerk conducting the election not less than 21 days prior to the election.

When the school district lies in more than one county, the election commissioner or county clerk in any other county containing part of such school district would, upon request, certify its registration books for those precincts in which the school district is located to the election commissioner or county clerk conducting the election and would immediately forward all requests for ballots for early voting to the election commissioner or county clerk charged with issuing the ballots or otherwise arrange for distribution of ballots for early voting.

Not less than five days prior to the election, the school board of the school district would certify to the election commissioner or county clerk conducting the election a list of all registered voters of the school district in any other county or counties qualified to vote on the question.

*Other Provisions*

- All ballots cast at the election shall be counted by the same board.
- When all the ballots have been counted, the returns of such election shall be turned over to the school board of the school district in which the election was held for the purpose of making a canvass.
- The two disinterested persons appointed on the counting board would receive wages at no less than the minimum rate set in section 48-1203 for each hour of service rendered (current state minimum wage).
- The question may not be submitted at an election within ten months after being defeated at any election.
- The registered voters of the school district would be entitled to vote on the question presented at the election, and the question would be approved if a majority of the votes cast upon the question were in favor.

## Consumption Tax

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<b>LR 10CA</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hardin	Revenue	Constitutional amendment to require the state to impose a consumption tax or an excise tax on all new goods and services and to provide a tax exemption for grocery items

Similar to previous attempts by former senator Steve Erdman, LR 10CA proposes a consumption tax. The constitutional amendment provides that, beginning January 1, 2028, the state would impose a retail consumption tax or an excise tax on all new goods and services, and the Legislature

may authorize political subdivisions to do the same. There shall be no exemptions except for grocery items purchased for off-premises consumption.

If approved by the Legislature, the measure would appear on the November 2026 General Election ballot.

See LR 11CA for the companion measure to LR 10CA.

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<b>LR 11CA</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hardin	Revenue	Constitutional amendment to prohibit governmental entities from imposing any taxes other than retail consumption taxes and excise taxes

Similar to previous attempts by former senator Steve Erdman, LR 11CA proposes that, beginning January 1, 2028, no other tax may be imposed in Nebraska except for the consumption tax proposed in the companion measure, LR 10CA.

If approved by the Legislature, the measure would appear on the November 2026 General Election ballot.

See LR 10CA for the companion measure to LR 11CA.

## **Criminal / Juvenile Codes**

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<b>LB 49</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	McKinney	Judiciary	Provide for a model ban and bar policy for school districts

LB 49 is the result of an interim study (LR 341), which was filed by Senator McKinney and which received a public hearing by the Education Committee on November 1, 2024.

The interim study stated that:

School districts for Nebraska public schools are utilizing a ban and bar process by which school districts prohibit students and family members from school property with the threat of police enforcement should an individual violate a ban. There are no regulations related to the appropriate use of a ban, the length of a ban, or to whom and when a ban may be applied. There have been instances of school districts instituting bans against students and family members who have disagreed with staff or administrators regarding the educational needs of the student, even though there was no evidence of a threat by the student or family member, and some school districts have even implemented four-year bans. *There is no due process or appeal mechanism by which a student or family member can allege that a ban and bar is unreasonable or retaliatory.*

Under LB 49, a ban and bar action is defined as any action by a school district to prohibit students, family members of students, or other individuals from being on school property, attending school activities, or communicating with school officials, subject to enforcement as *criminal trespass* under the Nebraska Criminal Code (i.e., §§ 28-520 to 28-522) if an individual violates a ban and bar action.

LB 49 requires that, by January 1, 2026, the State Board of Education must develop and distribute a model policy relating to a ban and bar action. The policy must:

- (i) Specify that a *ban and bar action* by a school district may only be used in response to an immediate and significant threat of harm to a student, school official, or other individual or to facilitate the enforcement of a court order;
- (ii) Specify that any ban and bar action must be limited in scope and duration in such a manner to accommodate the right of parents and family members to be involved in their child's education and, in no event, exceed one calendar year unless otherwise required by court order;
- (iii) Protect the right of parents to be involved in the education of their children and their right to contest, appeal, or otherwise challenge a ban and bar action;
- (iv) Not discriminate or be applied in a discriminatory manner against any family members on the basis of race, color, religion, sex, disability, or national origin;
- (v) Provide that any individual subject to a ban and bar action must be given written notice of the action that includes the term of the ban and bar action, a description of the conduct giving rise to the ban and bar action and the evidence the school district has of the conduct, and instructions on how to appeal the ban and bar action; and
- (vi) Not be used against a student of the school district.

The model policy must provide that any individual subject to a ban and bar action may request a hearing before the school board of the school district. The individual may appear at the hearing to contest the issuance or scope of the ban and bar action. An appeal must be requested in writing and delivered to the school board within 10 days after receipt of notice by the individual of the ban and bar action. The individual may be represented by counsel at the individual's expense. The school board must hear an appeal within 30 days after receipt of an appeal request.

#### School District Policy

LB 49 provides that, by July 1, 2026, each public school district must *either* adopt the model policy or adopt a policy consistent with the model policy.

## Education Savings

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<b>LB 131</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Sorrentino	Revenue	Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits

LB 131 amends the existing 529 program (NEST 529) to permit the use of savings plans for expenses for tuition in connection with enrollment or attendance at an elementary or secondary school up to \$10,000 per beneficiary per taxable year. This would make the plan applicable to private schools.

A 529 college savings plan is a tax-advantaged account for education expenses and is generally state-sponsored. Its name stems from Section 529 of the IRS tax code, which gives these plans special tax breaks to encourage saving for education.

## Enrollment, Attendance

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<b>LB 143</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Rountree	Education	Change provisions relating to student enrollment

Under existing law (§ 79-215), in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children, a school board must permit children of military families to enroll "preliminarily" in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year.

LB 143 provides that the preliminary enrollment and any advanced enrollment policies related to a child of a military family shall also apply if the child has an individualized family service plan, has an IEP, or receives special education.

## Miscellaneous

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<b>LB 11</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hughes	Appropriations	Appropriate funds for the Nebraska Statewide Workforce and Education Reporting System Act

Background: In 2020, Senator Matt Hansen introduced LB 1160 to create the Nebraska Statewide Workforce and Education Reporting System Act to be implemented by the Nebraska Department of Labor. The Act would:

- (1) Provide workforce-outcomes data to postsecondary institutions to guide program, educator, and institutional improvement;
- (2) Support students and parents in understanding what education, training, and career pathways best prepare students for occupational success;
- (3) Provide comprehensive data about student success and workforce outcomes to policymakers to inform decisions and resource allocation;
- (4) Track workforce outcomes in order to better align programs with demands in the labor market;

- (5) Disaggregate student outcomes by race, ethnicity, gender, and economic status in order to identify and close educational attainment gaps; and
- (6) Identify the long-term return on investment from early education programs.

The 2020 measure also required the Department of Labor to execute a memorandum of understanding with the Nebraska Statewide Workforce and Education Reporting System to ensure the exchange of available data throughout the prekindergarten to postsecondary education to workforce continuum. The Department of Education was included in this memorandum of understanding.

LB 11 is an appropriation bill meant to provide funding for various entities that are a part of the memorandum of understanding for purposes of the Nebraska Statewide Workforce and Education Reporting System Act.

The bill appropriates \$130,893 for FY2025-26 and \$179,795 for FY2026-27 to each of the following entities:

- Department of Education;
- Board of Trustees of the Nebraska State Colleges;
- Board of Regents of the University of Nebraska; and
- Coordinating Commission for Postsecondary Education.

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<b>LB 29</b>	<i>Sponsor</i> Conrad	<i>Committee</i> Government	<i>Subject</i> Create a review process for agency rules and regulations
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LB 29 amends the Administrative Procedure Act relating to state agency rules and regulations.

The bill provides that, beginning January 1, 2026, each agency must conduct a review of all existing and pending rules and regulations and *every three years* thereafter.

Each agency head must designate an individual who is responsible for oversight of the review. The report must indicate whether:

- (a) The rule or regulation is essential to the health, safety, or welfare of the public;
- (b) The costs of the rule or regulation outweigh the benefits;
- (c) The agency has a process in place to measure the effectiveness of the rule or regulation;
- (d) A less restrictive alternative has been considered; and
- (e) The rule or regulation was promulgated as the result of a (i) state statutory requirement, (ii) federal mandate, or (iii) court decision.

Upon receipt of the agency reports required, the Reference Committee (Executive Board) of the Legislature is required to refer each report to the appropriate standing committee of the Legislature

based on each committee's jurisdictional oversight. The standing committee must then review the agency report and submit a report to the Clerk of the Legislature by December 15 of such year. Each standing committee report must include recommendations for legislation, if necessary, to clarify any rule or regulation or provide recommendations for clarifications to any rule or regulation.

*Note:* LB 29 requires that agency rulemaking and regulationmaking would be suspended during the pendency of the agency review process with the exception of any proposed rule or regulation that: (a) affects the health, safety, or welfare of the public; (b) is time sensitive; or (c) is subject to state or federal statutory deadlines.

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<b>LB 122</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Meyer	Education	Require display of the state and national motto in schools

LB 122 is similar to other legislation from the past requiring the display of the state and national motto in schools.

The bill requires each school board to prominently display the national motto of the United States, "In God We Trust", and the state motto of Nebraska, "Equality Under the Law", written legibly in English on a poster or plaque no less than 8.5” by 11” in size, in each classroom or in another prominent place in each school building where each student is able to see and read it each day school is in session.

The bill allows a school board to accept contributions to defray the costs of implementing the legislation.

*Notes:* In 2021, Senator Erdman introduced LB 36 to require the display of the national motto in each school. Interestingly, in the 2021 legislation, language was included to require the Attorney General to intervene on behalf of any school board and any other party named as a defendant for their role in implementing the law.

The legislation is apparently for the benefit of only those students who have eyesight.

Arkansas, Florida, Louisiana, Mississippi, Tennessee, Utah, and Virginia have laws requiring the display of the national motto "In God We Trust" in public schools. Some states permit it but do not require it.

## **Sales Tax**

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<b>LB 170</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brandt	Revenue	Eliminate the sales tax exemptions for candy and soft drinks

LB 170 would eliminate the sales tax exemption (and thereby increase state revenue) for candy and soft drinks.

Under the bill, "candy" is defined as a preparation of sugar, honey, or other natural or artificial sweeteners in combination with chocolate, fruits, nuts, or other ingredients or flavorings in the form of bars, drops, or pieces. Candy does not include any preparation that contains flour, or that requires refrigeration.

"Soft drinks" is defined as nonalcoholic beverages that contain natural or artificial sweeteners. Soft drinks do not include beverages that contain milk or milk products, soy, rice, or similar milk substitutes or that contain greater than 50% of vegetable or fruit juice by volume.

## School Budget and Finance

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<b>LB 161</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Juarez	Education	Redefine formula students under the Tax Equity and Educational Opportunities Support Act

Under the current provisions of TEEOSA, the final calculation of state aid uses the sum of average daily membership (ADM) plus 60% of the qualified early childhood education average daily membership.

LB 161 would enhance the calculation by using 100% of the qualified early childhood education average daily membership.

## School Psychologists

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<b>LB 84</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Rountree	Education	Adopt the School Psychologist Interstate Licensure Compact

LB 84 is the model legislation promoted by the National Center for Interstate Compacts for the School Psychologist Interstate Licensure Compact. Once seven states enact the ICSP model legislation, the compact member states can begin the process of making the Compact operational. Only West Virginia and Colorado have adopted the Compact so far.

The purpose of this Compact is to facilitate the interstate practice of School Psychology in educational or school settings, and, in so doing, to improve the availability of School Psychological Services to the public. The Compact is intended to establish a pathway to allow School Psychologists to obtain equivalent licenses to provide School Psychological Services in any Member State. In this way, this Compact would enable the member states to ensure that safe and effective School Psychological Services are available and delivered by appropriately qualified professionals in their educational settings.

The objectives of the Compact are to:

- A. Enable School Psychologists who qualify for receipt of an Equivalent License to practice in other Member States without first satisfying burdensome and duplicative requirements;
- B. Promote the mobility of School Psychologists between and among the Member States in order to address workforce shortages and to ensure that safe and reliable School Psychological Services are available in each Member State;
- C. Enhance the public accessibility of School Psychological Services by increasing the availability of qualified, licensed School Psychologists through the establishment of an efficient and streamlined pathway for Licensees to practice in other Member States;
- D. Preserve and respect the authority of each Member State to protect the health and safety of its residents by ensuring that only qualified, licensed professionals are authorized to provide School Psychological Services within that State;
- E. Require School Psychologists practicing within a Member State to comply with the Scope of Practice laws present in the State where the School Psychological Services are being provided;
- F. Promote cooperation between the Member States in regulating the practice of School Psychology within those States; and
- G. Facilitate the relocation of military members and their spouses who are licensed to provide School Psychological Services.

Under LB 84, "School Psychological Services" means academic, mental, and behavioral health services, including assessment, prevention, consultation and collaboration, intervention, and evaluation provided by a School Psychologist in a school, as outlined in applicable professional standards as determined by Commission Rule.

"School Psychologist" means an individual who has met the requirements to obtain a Home State License that legally conveys the professional title of School Psychologist or its equivalent as determined by the Rules of the Commission.

## Student Safety, Health, and Welfare

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<b>LB 14</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Cavanaugh, M.	Education	Adopt the Hunger-Free Schools Act

LB 14 is nearly identical to previous attempts by the sponsor on the topic of free meals for students. LB 99 (2023) and LB 117 (2021) were also introduced by Senator Cavanaugh.

The difference between LB 14 and previous versions is that the measure applies not only to public schools but also nonprofit private schools.

LB 14 creates the Hunger-Free Schools Act. To qualify a school must:

- (1) Offer “eligible breakfasts” and “eligible lunches” at no cost to all students for any school breakfast program or school lunch program operated by the school during the school day;
- (2) Submit information regarding the number of eligible breakfasts and eligible lunches served in a manner prescribed by NDE; and
- (3) Maximize federal reimbursement for eligible breakfasts and eligible lunches by operating under the community eligibility provision if the school has an identified student percentage greater than or equal to 62.5%.

NDE is required to reimburse each qualified school a portion of the cost of each eligible breakfast and each eligible lunch served by such school during the second preceding school fiscal year in an amount intended to offset the cost of the provision of the eligible breakfasts and eligible lunches at no cost to all students. NDE must make disbursements annually to each qualified school that complies with the requirements of the Program in the amount of:

- (a) For each qualified school that has adopted the community eligibility provision for the school fiscal year that such eligible breakfasts and eligible lunches were served:
  - (i) The difference between the federal reimbursement rate for a free breakfast and the federal reimbursement rate for a fully paid breakfast for each fully paid breakfast served; and
  - (ii) The difference between the federal reimbursement rate for a free lunch and the federal reimbursement rate for a fully paid lunch for each fully paid lunch served; and
- (b) For each qualified school that has not adopted the community eligibility provision in the year that the eligible breakfasts and eligible lunches were served:
  - (i) 30 cents for each eligible breakfast served to a student eligible for a reduced-price breakfast;
  - (ii) 40 cents for each eligible lunch served to a student eligible for a reduced-price lunch;
  - (iii) The difference between the federal reimbursement rate for a free breakfast and the federal reimbursement rate for a fully paid breakfast for each fully paid breakfast served; and
  - (iv) The difference between the federal reimbursement rate for a free lunch and the federal reimbursement rate for a fully paid lunch for each fully paid lunch served.

The bill provides intent language to appropriate funds to carry out the Hunger-Free Schools Act. In 2023, the fiscal note for LB 99 indicated a cost of \$55 million for the Program.

The legislation permits a school to collect information from the parent or guardian of a student to determine eligibility for other services of the school district.

Note: Eligible breakfast and eligible lunch is defined as a school breakfast or school lunch served to a student which is reimbursable, in total or in part, with federal funds, as specified under

regulations promulgated by the U.S. Department of Agriculture under the federal Child Nutrition Act of 1966.

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<b>LB 140</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Sanders	Education	Require school policies relating to use of electronic communication devices by students

LB 140 was introduced at the request of the Governor. The bill provides that, prior to school year 2025-26, each school board must adopt a policy that establishes rules and standards concerning the use of "electronic communication devices" by students while on school property or attending a school function.

The bill defines "electronic communication device" as any device that transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication device includes a cell phone.

The development of the policy must include stakeholder participation to ensure that the policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy:

- (a) Must prohibit the use of an electronic communication device by students while on school property or attending a school function (except as provided below); and
- (b) May include student discipline and enforcement mechanisms that limit access to cell phones by students only if the school board adopts the policy as part of the rules and standards adopted in accordance with the requirements of section 79-262 (Student Discipline Act).

*Exceptions:*

The policy may not prohibit a student from using an electronic communication device while on school property or attending a school function under any of the following circumstances:

- (a) When required by a student's IEP;
- (b) When authorized by a teacher for educational purposes during instructional time;
- (c) In the case of an emergency or perceived threat of danger;
- (d) When necessary to monitor or manage a student's health care; or
- (e) When determined appropriate by the school board or otherwise allowed by an appropriate school employee.

Note: The bill is not meant to authorize monitoring, collecting, or otherwise accessing any information on an electronic communicating device not owned by or provided for academic use by the school district.

## Student Discipline

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<b>LB 149</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen	Education	Eliminate the prohibition on suspending a student in prekindergarten through second grade

*Background:* In 2023, LB 705 was passed and signed into law, which, in part, prohibited an elementary school from suspending a student in prekindergarten through second grade. Each school district was required to develop a policy to implement this provision. Under the law, an elementary school was allowed to suspend a student in prekindergarten through second grade if the student brings a "deadly weapon" on school grounds.

The heart of LB 149 (2025) is contained within the outright repealer provision (Section 5 of the bill), which repeals Section 79-265.01. LB 149 would eliminate the law created in 2023 and permit suspension of any student under the provisions of the Student Discipline Act.

## Student Surveillance

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<b>LB 31</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Conrad	Education	Require school policies relating to the use of student surveillance, monitoring, and tracking technology by school districts

LB 31 is the result of an interim study, filed by Senator Conrad. The study was granted a public hearing before the Education Committee on November 1, 2024.

In the bill, Senator Conrad declares that the:

[U]se of student surveillance, monitoring, and tracking technology tools by school districts, other governmental entities, and companies contracting with schools for the use of student surveys and student surveillance, monitoring, and tracking has grown exponentially in recent years, *raising serious concerns about transparency, use of taxpayer dollars, parental rights, and student privacy;*

She also notes that numerous public schools in Nebraska have instituted various tracking systems that surveil and monitor students, including digital hall passes, anti-vaping devices, fingerprint swipes, cameras, and electronic surveys. And that tools of mass surveillance are being purchased and utilized with taxpayer funds through contracts with private companies.

The bill provides that parents have a well-established and fundamental right to control their children's education. Students have a well-established and fundamental right to privacy from unwarranted government surveillance. Taxpayers have a well-established right to ensure public entities are good stewards of public funds and a well-established right to transparency for governmental operations and expenditures.

LB 31 requires that, by December 1, 2025, the State Board of Education must develop and distribute a model policy relating to the use by school districts of student surveillance, monitoring, and tracking technology. The policy must require school districts to:

- (1) Specifically identify and inventory the type of surveillance tools or student surveys which gather personal information considered for use or actually used in the school district, including:
  - (a) The name and contact information for each private company, vendor, or governmental entity, providing such technology;
  - (b) The cost of each surveillance, monitoring, and tracking technology tool to purchase and maintain;
  - (c) A description of each student surveillance, monitoring, and tracking technology tool, including a description of privacy protection measures for each tool and data collection and data sharing and usage activities;
  - (d) Whether or not parents may opt their student out of being subjected to a student surveillance, monitoring, and tracking tool;
  - (e) If and how the data from a student surveillance monitoring and tracking technology tool will be shared with law enforcement or implicate punitive actions under the Student Discipline Act;
  - (f) How student surveillance monitoring and tracking technology tools ensure proper accommodations for students with disabilities or individualized education programs;
  - (g) How biometric or personally identifiable information is stored, shared, or sold with the private companies, vendors, or governmental entities providing such tools; and
  - (h) Clearly delineate what remedies are available to students and parents for violations of personal privacy related to such surveillance, monitoring, and tracking technology tools, including the Consumer Protection Act, the Political Subdivisions Tort Claims Act and section 79-2,104 (access to school files or records); and
- (2) Post the inventory and information related to surveillance, monitoring, and tracking technology tools considered for use or actually utilized by the school district on the school district's website and ensure such inventory and information is available in hard copy upon request.

### School District Policy

LB 31 requires that, beginning May 1, 2026, each school board must adopt a written policy to be implemented by the school district at the start of school year 2026-27 that provides for standards and guidelines for the purchase and use of tools of mass surveillance. The policy must include procedures and provisions in conformance with the minimum standards set forth in the model policy developed by the State Board of Education and may include any other procedures and provisions the school board deems necessary to conform with the spirit and intent of the legislation.

## Transgender Issues

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<b>LB 89</b>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Kauth	Government	Adopt the Stand With Women Act

Senator Kauth along with 20 co-sponsors introduced LB 89, which is a much broader version of LB 575 (2023). Four of the eight members of the Government Committee, which has jurisdiction of LB 89, are co-sponsors.

LB 89 creates the Stand With Women Act. In part, the measure is meant to address inconsistencies in court rulings and policy initiatives with respect to the definitions of sex, male, female, man, and woman, which have led to “endangerment of single-sex spaces and resources,” necessitating clarification of certain terms.

The bill applies to educational institutions, including public, private, denominational, or parochial schools offering instruction in elementary or high school grades and postsecondary educational institutions. It also applies to state agencies.

LB 89 provides various definitions:

- (a) “Boy” means an adolescent human male;
- (b) “Female” means a person whose biological reproductive system is organized around the production of ova. Female includes a woman and a girl;
- (c) “Girl” means an adolescent human female;
- (d) “Male” means a person whose biological reproductive system is organized around the production of sperm. Male includes a man and a boy;
- (e) “Man” means an adult human male;
- (f) “Woman” means an adult human female.

### Restrooms and Locker Rooms

LB 89 provides that the governing body of a school must designate each group restroom and locker room within each school building as either for use by females or for use by males.

With exceptions noted below, the governing body of a school may not:

- (a) Allow a male to use a restroom facility designated for use by females;
- (b) Allow a female to use a restroom facility designated for use by males;
- (c) Allow a male to enter or use a locker room designated for and being used at such time by one or more females; or

- (d) Allow a female to enter or use a locker room designated for and being used at such time by one or more males.

*Exceptions:*

- (a) An individual entering a restroom under the following circumstances:
  - (i) Entrance for custodial, maintenance, or inspection purposes; or
  - (ii) Entrance to render emergency assistance; or
- (b) A parent or caregiver bringing a minor child or an individual with a disability that is of the opposite sex of such parent or caregiver into a restroom designated for such parent's or caregiver's biological sex.
- (c) An individual entering a locker room under the following circumstances:
  - (i) Entrance for custodial, maintenance, or inspection purposes;
  - (ii) Entrance to render emergency assistance; or
  - (iii) Entrance by a coach, athletic trainer, or other authorized official or school employee.

Retaliation for Reporting

The governing body of a school or any school official or employee of a school may not retaliate against any person for reporting a violation of this legislation or related rules, regulations, or policies.

Athletics

An interscholastic or intramural athletic team or sport that is sponsored by a school or athletic association (NSAA) must be expressly designated as one of the following based on biological sex:

- (a) Males, men, or boys;
- (b) Females, women, or girls; or
- (c) Coed or mixed.

An interscholastic or intramural athletic team or sport sponsored by a school or NSAA and designated for females, women, or girls may not be open to a male student.

An interscholastic or intramural athletic team or sport sponsored by a school or NSAA and designated for males, men, or boys may not be open to a female student *unless* there is no female team offered or available for such sport for such female student.

The legislation would not restrict the eligibility of any student to participate in any interscholastic or intramural athletic teams or sports designated as coed or mixed.

Policy

LB 89 requires the governing body of each school to adopt a policy implementing the Stand With Women Act. (The measure does not provide details on the policy provisions.)

If the Commissioner of Education determines that any school district has intentionally refused, in a material manner, to comply with the Stand With Women Act, the commissioner must notify the school district of the noncompliance and allow the school district a *reasonable* time to comply.

If the commissioner determines, after such time has elapsed, that the school district is not in compliance and has not made a good-faith attempt to comply, the commissioner must take appropriate remedial action within the commissioner's authority, up to and including qualifying such noncompliance as a violation of the rules and regulations for the *accreditation* of schools.


### Other Provisions

LB 89 provides that an individual born with a diagnosis of a disorder or difference in sex development would have the relevant legal protections and accommodations afforded under the federal Americans with Disabilities Act of 1990, as amended.

The bill contains the severability clause so that if any section in the act or any part of any section is declared invalid or unconstitutional, the declaration may not affect the validity or constitutionality of the remaining portions.

LB 89 provides that a government entity, licensing or accrediting organization, or athletic association shall not entertain a complaint, open an investigation, or take any other adverse action against a school for maintaining any separate interscholastic or intramural athletic team or sport for female students.

	Bill #	Introducer	P	One Liner	Theme	Committee	Hearing Day	Position	Bill Status
1	<a href="#">LB11</a>	Hughes		Appropriate funds for the Nebraska Statewide Workforce and Education Reporting System Act		Appropriations			
2	<a href="#">LR11 CA</a>	Hardin		Constitutional amendment to prohibit governmental entities from imposing any taxes other than retail consumption taxes and excise taxes		Revenue			
3	<a href="#">LB14</a>	Cavanaugh M.		Adopt the Hunger-Free Schools Act		Education			
4	<a href="#">LR16 CA</a>	Urban Affairs Committee		Constitutional amendment to require the Legislature to reimburse political subdivisions					
5	<a href="#">LB31</a>	Conrad		Require school policies relating to the use of student surveillance, monitoring, and tracking technology by school districts		Education			
6	<a href="#">LB49</a>	McKinney		Provide for a model ban and bar policy for school districts		Education			
7	<a href="#">LB74</a>	Hunt		Authorize certain expenditures under the Nebraska Political Accountability and Disclosure Act <i>More...</i>		Government, Military and Veterans Affairs			
8	<a href="#">LB84</a>	Rountree		Adopt the School Psychologist Interstate Licensure Compact		Health and Human Services			
9	<a href="#">LB89</a>	Kauth		Adopt the Stand With Women Act		Government, Military and Veterans Affairs			

10	<a href="#">LB122</a>	Meyer		Require display of the state and national motto in schools		Education			
11	<a href="#">LB126</a>	Holdcroft		Change provisions relating to redemption of bonds of political subdivisions		Government, Military and Veterans Affairs	01/22/2025		
12	<a href="#">LB131</a>	Sorrentino		Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits		Revenue			
13	<a href="#">LB135</a>	Holdcroft		Provide, change, and eliminate provisions relating to elections for certain purposes related to bonds and tax levies		Government, Military and Veterans Affairs	01/22/2025		
14	<a href="#">LB140</a>	Sanders at the request of the Governor		Require school policies relating to use of electronic communication devices by students		Education			
15	<a href="#">LB142</a>	Hughes		Redefine a term under TEEOSA		Education			
16	<a href="#">LB143</a>	Rountree		Change provisions relating to student enrollment		Education			
17	<a href="#">LB149</a>	Hansen		Eliminate the prohibition on suspending a student in prekindergarten through second grade		Education			
18	<a href="#">LB156</a>	Conrad		Allow tort claims under the State Tort Claims Act and Political Subdivisions Tort Claims Act for sexual assaults of children in school settings		Judiciary			
19	<a href="#">LB161</a>	Juarez		Redefine formula students under TEEOSA		Education			

20	<a href="#">LB197</a>	Storm		Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law					
21	<a href="#">LB199</a>	Sorrentino		Change the statute of limitations for personal injury actions, include administrative proceedings within the Nonrecourse Civil Litigation Act, require disclosures by consumers under such act, and provide for discipline against civil litigation funding companies					
22	<a href="#">LB213</a>	Holdcroft		Require the State Board of Education to adopt academic content standards on human embryology under the science education standards					
23	<a href="#">LB236</a>	Conrad		Allow claims involving child abuse or sexual assault of a child under the Political Subdivisions Tort Claims Act					
24	<a href="#">LB249</a>	Sanders		Provide for military impact funding and change provisions relating to local formula resources under TEEOSA					
25	<a href="#">LB268</a>	Rountree		Require the Department of Health and Human Services to implement a provider rate increase for developmental disability services					
26	<a href="#">LB278</a>	von Gillern		Change requirements for certain insurance policies and contracts					
27	<a href="#">LB282</a>	Prokop		Provide for reimbursement for teachers for school supplies					

28	<a href="#">LB295</a>	Nebraska Retirement Systems Committee	Change provisions relating to the County Employees Retirement Act, the Judges Retirement Act, the Nebraska State Patrol Retirement Act, the School Employees Retirement Act, the State Employees Retirement Act, the Spousal Pension Rights Act, and the Public Employees Retirement Board						
29	<a href="#">LB296</a>	Arch	Require the State Department of Education to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements and the State Department of Education Improvement Grant Fund						
30	<a href="#">LB300</a>	Murman	Change provisions relating to the Superintendent Pay Transparency Act and provide a limit for superintendent and educational service unit administrator compensation						
31	<a href="#">LB303</a>	Hughes At the request of the Governor	Change provisions relating to foundation aid and certain certification dates and provide for base levy adjustments under the Tax Equity and Educational Opportunities Support Act and create the School Finance Reform Commission						

Listed Below are target dates developed by Tim Jacobsen (Atlas) and Derek Aldridge (Perry Law Firm). These dates are tentative and are subject to change.

**February 3:** Advertise for project (Perry Law Firm)

**February 18, 19, or 20:** Pre-bid meeting held on-site

**March 12:** Flooring abatement bids are due to the school

**March 19:** School board reviews/approves bid & issues contract

**May 19:** Heartland Seating to remove bleachers (or earlier if possible). (May 21 is K-12 early dismissal)

**May 26:** Contractor to on-site to begin flooring abatement (or earlier if possible)

**June 27:** Tentative completion of flooring abatement & off-site

Information received from Josh Schauer (Perry Law Firm). He obtained the information directly from the Frantz Law Group.

Opioids: Court is still working through County and City cases. School Districts and third-party payors litigation is at the back of the line.

Social Media-Fact discovery is about to close and we are moving on to expert discovery. Expecting court to select the order of school district cases in May. Briefing on summary judgment is in August and we are currently working for our first trial in October 2025.

Insulin-Litigation ongoing. Awaiting ruling on motions to dismiss.

**Malcolm Public Schools**  
**Strategic Plan Progress Dashboard**

Period of Review:

Guiding Principle/ 2022-2023 Priority Strategy	Tactics	Target Date		Progress Status	Evidence of Progress (attach supporting doc's, if appropriate)	Barriers to Progress	Next Period Action Plans
		Initial	Next				
Student Achievement, Opportunities and Programming  Challenge and engage students in learning experiences that promote personal growth and learning success.	• Increase HAL and gifted learner opportunities.	9/2022	5/2023	On Target	Implement Enrichment Program - curriculum, staff, schedule, etc.		Implement Branching Minds
	• Employ and track interventions and support programs (Tier 2&3).	9/2022	12/2022	On Target			
	• Develop personal learning plans.	9/2022	12/2022	On Target	Branching Minds - academics, behaviors, SEL, attendance, etc.		
	• Increase cooperative/expanded learning opportunities.	12/2022	8/2023	On Target			
• Develop and employ an expanded learning plan - student qualification, course selection, application, teacher of record, grading, etc.	8/2022	On-going	On Target				
Whole Child Focus  Further strengthen school district culture and improve student behavior by using the MTSS model to provide positive behavior supports and improve social-emotional skills.	• Develop, improve and increase positive behavior supports and programming.	8/2022	On-going	On Target	Social Emotional Learning - counselor, curriculum, ANCHOR expectations, etc.		Implement SEL program
	• Continue to build and improve a positive learning environment.	On-going	On-going	On Target			
	• Develop/select and implement a social emotional learning program.	12/2022	1/2023	On Target	MTSS & Advisory Team		
	• Improve student attendance rate.	8/2022	On-going	On Target			
Student Achievement, Opportunities, and Programming  Assess, maintain or modify the processes used when working with curriculum, assessment and data.	• Develop a comprehensive academic plan from the student level through the district level.	5/2023	8/2024	On Target	Branching Minds - individual academic plans		
	• Maintain or improve the curriculum adoption and implementation (fidelity) process.	8/2022	On-going	On Target	Curriculum Adoption Plan		
	• Standards adoption and implementation - curriculum maps, pacing guides, etc.	8/2022	On-going	On Target	Update curriculum maps & pacing guides		
	• Improve/maintain and track student achievement and growth.	10/2022	On-going	On Target			
Personnel Effectiveness  Assess, maintain and cultivate (where necessary), a culture of professional collaboration, with a sense of a shared responsibility for improving the quality of instruction for all students.	• Adopt/employ a new personnel evaluation system.	5/2023		On Target	School Teams - MTSS, Advisory, ANCHOR, SAT, etc.		Update Personal Evaluation System  Incorporate Marzano into PD opportunities
	• Maintain, update, and refresh our work within the Marzano Instructional Model.	12/2022		On Target			
	• Identify, utilize and evaluate district and school level PLC teams.	8/2022	On-going	On Target	School PLC Plan & PD- calendar, documentation, etc.		
	• Seek professional development opportunities for the district, school, grade level, and subject areas.	8/2022	On-going	On Target	Mentor Program - PK-5 & 6-12		
• Develop and apply an on-boarding, mentoring, and support program.	8/2022	On-going	On Target				
Communication and Stakeholder Engagement  Develop, implement, and employ a comprehensive communication plan.	• Expressive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]	5/2023	On-going	On Target			
	• Receptive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]	5/2023	On-going	On Target			
District Resources  Create a comprehensive facilities plan to address both short-term and long-term goals, including but not limited to, new construction, renovation of existing facilities, maintenance of current facilities, and acquiring property to meet the future needs of the district.	• Immediate Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]	7/2022	10/2022	On Target			
	• Short-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]	7/2022	10/2022	On Target			
	• Long-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]	7/2022	10/2022	On Target			

**LEGEND**

**Progress Status**



Complete

On Target

Some Progress

Ltd/No Progress

- 1 - Dist. Office/Superintendent
- 2 - PK-6 Principal
- 3 - 7-12 Principal
- 4 - Guidance Counselor
- 5 - Student Services Director
- 6 - Teaching Staff
- 7 - SPED Staff
- 8 - MTSS Team
- 9 - LMHP

- 10 - Executive Team
- 11 - Mentor Team
- 12 - Board of Education
- 13 - BOE-Transp/Facilities Comm.

Malcolm Public Schools

Guiding Principle/2022-2023 Priority Strategy	Tactics	Target Date			Progress	Evidence of Progress (attach supporting doc's, if appropriate)	Barriers to Progress	Next Period Action Plans	
		Begin	Complete	Implement	Status				
Student Achievement, Opportunities and Programming	<ul style="list-style-type: none"> <li>Increase HAL and gifted learner opportunities.</li> <li>Employ and track interventions and support programs (Tier</li> </ul>	9/2022	5/2023	8/2023	On Target	Implement Enrichment Program - curriculum, staff, schedule, etc.		Implement Branching Minds	
1. Challenge and engage students in learning experiences that promote personal growth and learning success.	<ul style="list-style-type: none"> <li>Develop personal learning plans.</li> <li>Increase cooperative/expanded learning opportunities.</li> </ul>	9/2022	12/2022	8/2023	On Target	Branching Minds - academics, behaviors, SEL, attendance, etc.			
	<ul style="list-style-type: none"> <li>Develop and employ an expanded learning plan - student qualification, course selection, application, teacher of record,</li> </ul>	12/2022	12/2022	8/2023	Some Progress				
	<ul style="list-style-type: none"> <li>Develop and employ an expanded learning plan - student qualification, course selection, application, teacher of record,</li> </ul>	8/2022	8/2022	On-going	Some Progress				
<b>Whole Child Focus</b>		<ul style="list-style-type: none"> <li>Develop, improve and increase positive behavior supports and programming.</li> </ul>	8/2022	On-going	On-going	On Target	Social Emotional Learning - counselor, curriculum, ANCHOR expectations, etc.		Implement SEL program
2. Further strengthen school district culture and improve student behavior by using the MTSS model to provide positive behavior supports and improve social-emotional skills.	<ul style="list-style-type: none"> <li>Continue to build and improve a positive learning environment.</li> </ul>	On-going	On-going	On-going	On Target	MTSS & Advisory Team			
	<ul style="list-style-type: none"> <li>Develop/select and implement a social emotional learning program.</li> </ul>	12/2022	1/2023	8/2023	On Target				
	<ul style="list-style-type: none"> <li>Improve student attendance rate.</li> </ul>	8/2022	On-going	On-going	On Target				
Student Achievement, Opportunities and Programming	<ul style="list-style-type: none"> <li>Develop a comprehensive academic plan from the student level through the district level.</li> </ul>	5/2023	8/2024 target		On Target	Branching Minds - individual academic plans			
3. Assess, maintain or modify the processes used when working with curriculum, assessment and data.	<ul style="list-style-type: none"> <li>Maintain or improve the curriculum adoption and implementation (fidelity) process.</li> </ul>	8/2022	On-going	On-going	On Target	Curriculum Adoption Plan			
	<ul style="list-style-type: none"> <li>Standards adoption and implementation - curriculum maps, pacing guides, etc.</li> </ul>	8/2022	On-going	On-going	On Target	Update curriculum maps & pacing guides			
	<ul style="list-style-type: none"> <li>Improve/maintain and track student achievement and growth.</li> </ul>	10/2022	On-going	On-going	On Target				
<b>Personnel Effectiveness</b>		<ul style="list-style-type: none"> <li>Adopt/employ a new personnel evaluation system.</li> <li>Maintain, update, and refresh our work within the Marzano Instructional Model.</li> </ul>	5/2023	7-2024		On Target	School Teams - MTSS, Advisory, ANCHOR, SAT, etc.		Update Personal Evaluation System
4. Assess, maintain and cultivate (where necessary), a culture of professional collaboration, with a sense of a shared responsibility for improving the quality of instruction for all students.	<ul style="list-style-type: none"> <li>Identify, utilize and evaluate district and school level PLC teams.</li> </ul>	12/2022	On-going	On-going	On Target	School PLC Plan & PD- calendar, documentation, etc.		Incorporate Marzano into PD opportunities	
	<ul style="list-style-type: none"> <li>Seek professional development opportunities for the district, school, grade level, and subject areas.</li> </ul>	8/2022	On-going	On-going	On Target				
	<ul style="list-style-type: none"> <li>Develop and apply an on-boarding, mentoring, and support program.</li> </ul>	8/2022	On-going	On-going	On Target				
<b>Communication and Stakeholder Engagement</b>		<ul style="list-style-type: none"> <li>Expressive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]</li> </ul>	5/2023	On-going	On-going	On Target	Communication Plan		
5. Develop, implement, and employ a comprehensive communication plan.	<ul style="list-style-type: none"> <li>Receptive Communication [Target Audience (who), Message (what), Timeline (when), Mechanism (how)]</li> </ul>	5/2023	On-going	On-going	On Target				
<b>District Resources</b>		<ul style="list-style-type: none"> <li>Immediate Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]</li> </ul>	7/2022	On-going	On-going	On Target	Lunch Tables (Westfall) Parking Lot/Driveways Resurfaced		Gym Floor (Westfall) Roof
6. Create a comprehensive facilities plan to address both short-term and long-term goals, including but not limited to, new construction, renovation of existing facilities, maintenance of current facilities, and acquiring property to meet the future needs of the district.	<ul style="list-style-type: none"> <li>Short-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]</li> </ul>	7/2022	On-going	On-going	On Target	Bleachers (Westfall) Lanscaping (Westfall-High School)			
	<ul style="list-style-type: none"> <li>Long-term Wants/Needs [Timeline, Estimated Cost, Parties Involved, Other]</li> </ul>	7/2022			Ltd/No Progress	Tree Planting (Westfall-Business Office) Gym Floor Resurfacing (High School)			

**LEGEND**

Progress Status	√	Complete	On Target	Some Progress	Ltd/No Progress
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Malcolm Public Schools		Begin	Target Complete	Target Implement	Progress Status	Evidence of Progress (attach supporting doc's, if appropriate)	Barriers to Progress	Next Period Action Plans
Guiding Principle/2024 Priority Strategy	Tactics							
<b>Student Achievement, Opportunities and Programming</b>								
Ensure curriculum is properly, equitably, and consistently implemented from PK-12.	<ul style="list-style-type: none"> <li>Adopt, implement, monitor and adjust the new math curriculum across all grade levels.</li> </ul>	Aug. 2024	May 2025	May 2025				
<b>Student Achievement, Opportunities and Programming</b>								
Assess, maintain or modify/expand the utilization of data to inform decisions at the classroom, building, and district levels.	<ul style="list-style-type: none"> <li>Develop and implement a comprehensive data analytics system that collects, analyzes, and reports on key performance indicators related to student achievement, attendance, behavior, and other relevant metrics.</li> </ul>	Aug. 2024	May 2025	Aug. 2025				
	<ul style="list-style-type: none"> <li>Connect, track, and analyze targeted reading interventions for students.</li> </ul>	Aug. 2024	May 2025					
<b>Whole Child Focus</b>								
Implement a plan that enables all school personnel and students to connect through a culture that embraces accountability, fairness, inspires excellence, and promotes learning.	<ul style="list-style-type: none"> <li>Advance the working knowledge and understanding of Branching Minds in an effort to optimize its utilization.</li> </ul>	Aug. 2024	May 2025	May-25				
<b>Whole Child Focus</b>								
Provide curriculum, instruction, and life experiences that teach, promote, and encourage healthy lifestyles and personal wellness	<ul style="list-style-type: none"> <li>Develop an operations plan to efficiently and effectively manage our district wellness program in an effort to, not only meet the requirements of the Wellness Policy, but excel in the area of school health and wellness.</li> </ul>	Aug. 2024	Aug. 2025	Aug. 2025				
<b>Communication and Stakeholder Engagement</b>								
Increase (internal and external) stakeholder engagement by establishing a connective educational community that foster open communication; encourages active participation; and, integrates feedback into the decision-making process	<ul style="list-style-type: none"> <li>Establish focus groups with students and teachers to examine specific issues and gather detailed insights on specific topics.</li> </ul>	Aug. 2024	May 2025	Aug. 2025				
<b>Personnel Effectiveness</b>								
Commit resources that support a dynamic learning environment to attract retain and support quality educators.	<ul style="list-style-type: none"> <li>Ensure for the provision, maintenance and updating of computing devices for all PK-12 staff members</li> </ul>	Aug. 2024	Sept/Oct 2025	Oct/Nov 2025				
<b>Personnel Effectiveness</b>								
Ensure compliance with all mandates and requirements established by the Nebraska Department of Education, State Government/Statute, Federal Government/Law, and District Policy	<ul style="list-style-type: none"> <li>Develop and maintain a comprehensive district-wide operations guide.</li> </ul>	Aug. 2024	April 2025	May 2025				
	<ul style="list-style-type: none"> <li>Develop and employ a comprehensive departmental operations plan for Student Services</li> </ul>	Aug. 2024	May 2025	Aug. 2025				
<b>District Resources</b>								
Explore internal and external opportunities to build district resource capabilities to expand learning opportunities and their potential impact on staffing, space utilization and funding expenditures	<ul style="list-style-type: none"> <li>Improve command of the annual budgeting process by: <ul style="list-style-type: none"> <li>-acquiring a more detailed understanding of the school funding framework</li> <li>-bettering our data collection and analysis</li> <li>-developing mechanisms or processes to more efficiently work with the data</li> </ul> </li> </ul>	Aug. 2024	July 2025	July 2025				
<b>District Resources</b>								
Provide leadership, guidance and resources to strengthen the learning environment; enhance learning opportunities; and, personalize the learning experience for students	<ul style="list-style-type: none"> <li>Ensure for the provision, maintenance and updating of computing devices for all PK-12 students</li> </ul>	Aug. 2024	On Going	On Going				
<b>District Resources</b>								
Provide resources and expertise to maintain and/or strengthen our information technologies infrastructure	<ul style="list-style-type: none"> <li>Engage in the process of researching, selecting and installing a Voice Over Internet Protocol (VoIP) phone system, district-wide.</li> </ul>	Aug. 2024	June 2025	June 2025				
	<ul style="list-style-type: none"> <li>Maintain, repair and update the components of our technology infrastructure</li> </ul>		On Going	On Going				

	On-Target
	Some Progress
	Limited/No Progress
x	Complete

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<p><b>Priority #</b> ____</p>	<h2>MPS Guiding Principle Stakeholder Engagement</h2>		<p><b>AQuESTT Tenets Aligning to Strategy:</b> Leadership; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access</p> <p><b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement</p>	
<p><b>Objective:</b> Grow and sustain a mutually supportive and trusting partnership with stakeholder groups for the benefit of the mission and vision of Malcolm Public Schools and to sustain a positive connection with and among the community at large.</p>				
<p><b>Strategy:</b> Increase (internal and external) stakeholder engagement by establishing a connective educational community that foster open communication; encourages active participation; and, integrates feedback into the decision-making process</p>				
<p><b>TACTIC</b></p>		<p>Program, Level, or Bldg.</p>	<p>Action Plan/ SMARTT Goal</p>	<p>Performance Indicator Barriers</p>
<p><i>Establish focus groups with students and teachers to examine specific issues and gather detailed insights on specific topics.</i></p>		<p>7-12</p>	<ol style="list-style-type: none"> <li>1. Clearly define what you aim to achieve with each focus group.</li> <li>2. Choose a diverse group of students and teachers who are representative of different grades, subjects, and backgrounds.</li> <li>3. Lead the focus group discussions.</li> <li>4. Develop action plans based on the feedback and recommendations. Communicate how the feedback will be used to make improvements or address concerns.</li> <li>5. Track the implementation of changes and evaluate their impact on the identified issues.</li> </ol>	
<p>Target Date</p>	<p>Strategy Priority</p>	<p>Responsible</p>		
<p><b>Initial:</b> 5/2025</p>	<p>Priority # ____</p>	<p>7-12 Principal</p>		

As of January 15<sup>th</sup>, 2025, existing teacher groups have been utilized to examine and gather detailed insights into specific topics or issues [e.g. MTSS, Advisory]. Next steps include looking at areas of need and creating groups aimed at making a positive impact on the identified areas [25% complete].

<b>Priority ?</b>	<b>MPS Guiding Principle Whole Child Focus</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
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**Objective:** To enhance academic and social-emotional supports for the health, safety, and wellbeing of the whole child.

**Strategy:** *Provide curriculum, instruction, and life experiences that teach, promote, and encourage healthy lifestyles and personal wellness*

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Develop an operations plan to efficiently and effectively manage our district wellness program in an effort to, not only meet the requirements of the Wellness Policy, but excel in the area of school health and wellness.		District Wide K-12	<ul style="list-style-type: none"> <li>● Gain a deep and flexible understanding of the district wellness policy</li> <li>● Research Health and Wellness topics using the Nebraska Department of Education (NDE) resources               <ul style="list-style-type: none"> <li>○ Coordinated School Health</li> <li>○ Health Education</li> <li>○ Nutrition Services</li> <li>○ Other</li> </ul> </li> <li>● Rebuild the District Wellness Committee</li> <li>● Specify Plans for Wellness Policy:               <ul style="list-style-type: none"> <li>○ Determine if there are need modifications—act accordingly</li> <li>○ Implementation</li> <li>○ Monitoring</li> <li>○ Accountability</li> <li>○ Stakeholder Engagement</li> </ul> </li> <li>● Areas of Concentration:               <ul style="list-style-type: none"> <li>○ Nutrition</li> <li>○ Physical Activity</li> <li>○ Other Activities that Promote Student Wellness</li> </ul> </li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial:		AD/AP		
Secondary:				

As of January 15<sup>th</sup>, 2025 we are 25% complete. We have rebuilt the Health and Wellness Committee. The Health and Wellness Committee had their first meeting in October. The 2<sup>nd</sup> meeting was rescheduled to January 31<sup>st</sup>, from December 13<sup>th</sup> due to state play production. We have another meeting scheduled for 2/19/25. These meetings will allow us to get further into our action plan and determine our next steps of action.

<b>Priority 1</b>		<b>MPS Guiding Principle Whole Child Focus</b>		AQuESTT Tenets Aligning to Strategy Nebraska Framework:
<b>Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.</b>				
<b>Strategy: Implement a plan that enables all school personnel and students to connect through a culture that embraces accountability, fairness, inspires excellence, and promotes learning.</b>				
<b>TACTIC</b>		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Advance the working knowledge and understanding of Branching Minds, in an effort to optimize its utilization.		K-6	<ul style="list-style-type: none"> <li>Continue using Branching Minds to track student data</li> <li>Use Branching Minds to input student behaviors</li> <li>Use Branching Minds to input individual student plans (intervention and enrichment)</li> <li>Input student IEP's, 504's, SAT, etc.</li> <li>Based on the gathered data, work collaboratively to adjust current systems and supports to enhance student learning opportunities.</li> </ul>	Time
Target Date	Strategy Priority	Responsible		
Initial: 8/2024 Secondary: 5/2025	Priority 1	Administration, Teachers, Special Education Staff		

We are continuing to use more features of the Branching Minds platform. We are uploading summative assessment data (NWEA MAP Growth, MAP Fluency, NSCAS) for all K-6 students. WE are inputting individual student information (SAT, IRIP, 504, health plans, IEP, etc). Next steps are to utilize the features within the intervention and support plan system.

<b>Priority ?</b>	<b>MPS Guiding Principle Personnel Effectiveness</b>	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.**

**Strategy: Commit resources that support a dynamic learning environment to attract retain and support quality educators.**

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers			
<b><i>Ensure the provision, maintenance and updating of computing devices for all students and PK-12 staff members</i></b>			Analyze current inventory  Determine needs  Update our refresh plan for devices  Current Schedule:  Staff devices are refreshed every 4-5 years.				
					Target Date	Strategy Priority	Responsible
					Initial: Secondary:	Priority #?	

Staff devices will be refreshed during the 25-26 school year. I will begin asking for pricing in September of 2025.

<b>Priority ?</b>	<b>MPS Guiding Principle: District Resources</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
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**Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.**

**Strategy:** Explore internal and external opportunities to build district resource capabilities to expand learning opportunities and their potential impact on staffing, space utilization and funding expenditures.

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Improve command of the annual budgeting process by: <ul style="list-style-type: none"> <li>acquiring a more detailed understanding of the school funding framework</li> <li>bettering our data collection and analysis</li> <li>developing mechanisms or processes to work more efficiently with the data</li> </ul>		District Office PK-6 Building 7-12 Building Student Services Dept. Technology Facilities	<b>Learn, Develop and Employ Productive Budget and Fiscal Processes</b> <ul style="list-style-type: none"> <li>Identify all of the relevant data and special reports that factor into the District’s financial operations</li> <li>Create easily understood graphic organizers that show formulas and relationships between fiscal components</li> <li>Create a comprehensive list of the accounting codes for revenue and disbursements</li> <li>Build a spreadsheet that will easily calculate “what-if” scenarios in budgeting.</li> </ul>	<b>Time</b>  <b>Year-to-Year changes (Unicameral) and not knowing what changes are in-store for us this year.</b>
Target Date	Strategy Priority	Responsible		
Initial: August 2024 Secondary: Ongoing	<b>Priority</b>	<b>Executive Team</b>		

I have made some progress, but to tackle this efficiently and effectively, I will need to find longer stretches of uninterrupted time for the “deep-dive” that I am hoping to conduct. As of now, most of my work has been refreshing my current knowledge of the budget factors. As we move forward, I feel confident that I will meet the goals of my action plan by the time we hit budget season in late Summer 2025.

<b>Priority ?</b>	<b>MPS Guiding Principle District Resources</b>	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.**

**Strategy: Provide resources and expertise to maintain and/or strengthen our information technologies infrastructure**

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers			
<b>Upgrade current VOIP phone system.</b>		K-12	Develop a list of needs and specifications for replacing our current system.  Determine our options: full-system upgrade -or- a series of partial upgrades.  Select a system for a deep-dive review.  Contact our current vendor (Mitel phone system) to confirm the upgrade will contain the necessary specifications to utilize the specific features of the updated equipment.  Recommend a purchase.	Limitations of current wiring in building  Funding			
			Target Date		Strategy Priority	Responsible	Install the new system based on our determined need.
			Initial: Secondary:		Priority #?	Pritchett	

We are currently on schedule to update the existing Mitel phone system at the end of the current school year. Kidwell will begin configuring the new sever and will install new phones in May/June.

<b>Priority #</b> _____	<b>MPS Guiding Principle</b> Student Achievement, Opportunities and Programming		<b>AQuESTT Tenets Aligning to Strategy:</b> Leadership; Educator Effectiveness; Student Achievement and Growth  <b>Nebraska Framework:</b> Vision and Purpose; Governance and Leadership; Resource and Support Systems	
<b>Objective:</b> To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student				
<b>Strategy:</b> <i>Assess, maintain or modify/expand the utilization of data to inform decisions at the classroom, building, and district levels.</i>				
TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Develop and implement a comprehensive data analytics system that collects, analyzes, and reports on key performance indicators related to student achievement, attendance, behavior, and other relevant metrics.			<ol style="list-style-type: none"> <li>1. Refresh staff members of our current data collection tool (Branching Minds).</li> <li>2. Ensure all relevant data sources (e.g., student information systems, attendance records, behavior logs) are integrated into Branching Minds.</li> <li>3. Provide training sessions for teachers and administrators on how to use the system effectively for data entry, analysis, and reporting.</li> <li>4. Begin collecting data on key metrics (behaviors, attendance, state assessments) for school leadership and staff to review.</li> <li>5. Based on the gathered data, work collaboratively to adjust current systems and supports to enhance student learning opportunities.</li> <li>6. Gather feedback from staff to make any necessary adjustments or improvements to enhance the system as a whole.</li> </ol>	
Target Date	Strategy Priority	Responsible		
<b>Updated:</b> 5/2025	Priority #___	7-12 Principal		

As of January 15<sup>th</sup>, 2025, we have refreshed staff members' understanding of Branching Minds, our current data collection tool. Data collection on key metrics is ongoing. Data that is collected will continue to be utilized to collaboratively adjust current systems and student supports. Next steps include utilizing feedback to make necessary adjustments or improvements to ensure system optimization [50% complete].

<b>Priority 1</b>		<b>MPS Guiding Principle</b> Student Achievement, Opportunities, and Programming		AQuESTT Tenets Aligning to Strategy Nebraska Framework:
<b>Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction that accelerate the growth of each student</b>				
<b>Strategy:</b> Ensure curriculum is properly, equitably, and consistently implemented from PK-12.				
<b>TACTIC</b>		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
<b><i>Adopt, implement, monitor and adjust a new math curriculum across all grade levels.</i></b>		K-6	<b>Curriculum adoption, implementation and monitoring</b> <ul style="list-style-type: none"> <li>• Reveal Math Curriculum Adoption (5/2024)</li> <li>• Professional Development (8/2024, ongoing) <ul style="list-style-type: none"> <li>○ Curriculum training</li> <li>○ NE Standard Alignment</li> <li>○ Pacing Guides &amp; Curriculum Maps</li> <li>○ Continued Professional Development</li> </ul> </li> <li>• Fidelity monitoring (8/2024-ongoing)</li> <li>• Impact Monitoring: Curriculum assessments to track student progress (ongoing)</li> <li>• Interventions &amp; Enrichment (9/2024 – ongoing)</li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial: 8/2024 Secondary: 5/2025	Priority	Administration, Teachers, Special Education Staff		

As of January 15<sup>th</sup>, all math teachers are utilizing the Reveal Math curriculum. We have had one in-person professional development training, one zoom training, one MPS math teacher meeting, and more to follow. We will continue updating our pacing guides and curriculum maps to align with the curriculum and NE standards. We are also addressing gaps and alignment concerns from our last curriculum to our new curriculum. We are consistently using the Reveal assessments to monitor our students. Our next steps are to utilize interventions and enrichment resources that align with Reveal.

<b>Priority ?</b>	<b>MPS Guiding Principle District Resources</b>	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.**

**Strategy: Provide leadership, guidance and resources to strengthen the learning environment; enhance learning opportunities; and, personalize the learning experience for students**

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
<b>Provide, maintain and update computing devices for all students</b>		K-12	Analyze current inventory	Technological changes in both software and hardware  Funding
			Determine needs	
			Update our refresh plan for devices	
Target Date		Strategy Priority		Responsible
Initial: Secondary:	Priority #?			

Each school year we purchase new chromebooks for the next school year's 5<sup>th</sup> and 9<sup>th</sup> grade students. I will be sending out requests for pricing on those devices toward the middle/end of February. We do have carts of iPads in 4<sup>th</sup> grade that were purchased prior to the beginning of the 23-24 year, we will at updating those for the 2027-28 school year. Student iPads are currently in year 2-4. We have a good supply of spare iPads that are usable since 4<sup>th</sup> grade moved to chromebooks. The next purchase time for iPads is planned for the end of the 26-27 year.

<b>Priority ?</b>	<b>MPS Guiding Principle: Personnel Effectiveness</b>	<b>AQuESTT Tenets Aligning to Strategy Nebraska Framework:</b>
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**Objective:** To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

**Strategy:** Comply with all mandates and requirements established by the Nebraska Department of Education, State Government/Statute, Federal Government/Law, and District Policy

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers
Develop and maintain a comprehensive district-wide operations guide.		District Office PK-6 Building 7-12 Building Student Services Dept. Technology Facilities	<ul style="list-style-type: none"> <li>• Create an Operations Plan Document complete with:               <ul style="list-style-type: none"> <li>○ Subject/Topic</li> <li>○ Responsibility (School Official in charge)</li> <li>○ Secondary Responsibility (Other personnel involved)</li> <li>○ Important dates                   <ul style="list-style-type: none"> <li>▪ Specific Due Dates</li> <li>▪ Annual Review/action</li> </ul> </li> <li>○ Notes/Links/Citations</li> </ul> </li> <li>• Using the Operations Plan, create a Monthly Calendar</li> <li>• Designate a Compliance Monitor—Dallas Sweet               <ul style="list-style-type: none"> <li>○ Manage the Operations plan</li> <li>○ In cooperation with the members of the Executive Team, amend the Operations Plan as needed</li> <li>○ Deliver due date notifications</li> <li>○ Track dates of completion</li> <li>○ Note and archive any necessary information.</li> </ul> </li> </ul>	
Target Date	Strategy Priority	Responsible		
Initial: August 2024 Secondary: Ongoing	Priority	Executive Team		

As of January 1<sup>st</sup>, 2025, the operation's guide is 75% complete. The outline of the document is finished and the majority of the data has been entered. Next steps: complete data entry, create the monthly calendar, make necessary adjustments to the data fields, run a pilot test of the guide—target date of April 1<sup>st</sup>.

<b>Priority</b>	<b>MPS Guiding Principle Personnel Effectiveness</b>	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective:** To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

**Strategy:** Comply with all mandates and requirements established by the Nebraska Department of Education, State Government/Statute, Federal Government/Law, and District Policy

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers	
Develop and employ a comprehensive, organizational, operations plan for the Student Services Department		Student Services - District Wide	<ol style="list-style-type: none"> <li>1. Sign up and attend NDE Fall &amp; Spring events where these items are discussed.</li> <li>2. Attend all of the Monthly “Director Calls” that is done via zoom by NDE Office of Special Education</li> <li>3. Attend all of the training offered by ESU 6 to ensure that our district’s Targeted Improvement Plan (TIP) is completed on time and with high quality.</li> <li>4. Develop a system of communication with business manager, high school &amp; elementary executive secretaries to ensure proper coding.</li> <li>5. Educate staff &amp; parents on the importance of the completion of parent surveys, state testing &amp; ACT, Alternative Assessment decision making, inclusion best practices (LRE), attendance, graduation and transition programming.</li> </ol>	<ol style="list-style-type: none"> <li>1. The growing number of reports</li> <li>2. The details and length of the reports themselves and that they are always changing</li> <li>3. Limited opportunities for training</li> <li>4. Parents unwillingness to fulfill their obligations (ACT &amp; parent surveys)</li> <li>5. Home factors that impact our reporting</li> <li>6. Size of our district which causes disproportionate averages.</li> </ol>	
Target Date	Strategy Priority				Responsible
Initial: Fall of 2024 Secondary:	Priority #?				Student Services

We are making good progress towards meeting this goal. With 1<sup>st</sup> semester complete, I have been able to attend all of the NDE sponsored trainings, been part of each end of the month “Director Calls”, we have created and update on almost a daily basis a google doc to communicate entries and exits from Sped programs, qualifying conditions, IEP/MDT due dates etc. I have shared this document with Ryan. The other google doc that we created is to manage all of our evaluations both “New” and “re-evals” along with timelines and proper documentation. I have also shared this document with Ryan. The TIP writing work days and training are just beginning for the 2<sup>nd</sup> semester and I am registered to attend them. The TIP due date is May 1<sup>st</sup> of 2025.

<b>Priority ?</b>	<b>MPS Guiding Principle</b> Student Achievement, Opportunities & Programming	AQuESTT Tenets Aligning to Strategy Nebraska Framework:
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**Objective:** To provide comprehensive learning opportunities that prepare and empower students to be engaged through challenging, creative, and rigorous curriculum and quality instruction...including targeted and effective interventions that will accelerate the growth of ALL students.

**Strategy:** Assess, maintain or modify/expand the utilization of data to inform decisions at the classroom, building and district levels.

TACTIC		Program, Level, or Bldg.	Action Plan/ SMARTT Goal	Performance Indicator Barriers			
<b>Connect, track, and analyze targeted reading interventions for students.</b>		3rd thru 7th grade special education students (27 kids)	<p><i>Connect the CIP and TIP improvement plans by strengthening the collaboration and reading interventions being used in Tier 1, Tier 2 and Tier 3</i></p> <ul style="list-style-type: none"> <li>• Develop a system to ensure fidelity of the interventions</li> <li>• Document targeted areas to improve reading skills in an effort to close the achievement gap (Special education ↔ Regular Education)</li> </ul> <p><b>Details</b></p> <ol style="list-style-type: none"> <li>1. The TIP team will meet quarterly to analyze the Fall, Winter and Spring MAP scores.</li> <li>2. Implement and document the instructional reading strategies being used for the 27 identified students.</li> <li>3. Complete fidelity checks on the researched-based interventions—use teacher observations and component checklists.</li> <li>4. Identify data patterns and highlight students failing to make positive gains while use the reading interventions.</li> <li>5. Detail this documentation in the NDE-TIP report—Due May 1st, 2025</li> <li>6. During the CIP meetings, analyze the consistency and connectedness of the TIP and CIP plans.</li> </ol> <p>*Members of the TIP team will attend the quarterly TIP training offered by the state through ESU 6.</p>	<ul style="list-style-type: none"> <li>• Student Effort—can we get a good faith effort to be able to analyze accurate data?</li> <li>• Finding common meeting times</li> <li>• Potential lack of quality interventionists</li> </ul>			
					Target Date	Strategy Priority	Responsible
					Initial: Secondary:		Squier/TIP Team

Progress has been made towards meeting this goal. I have collected MAP data from Winter to Winter for our 3<sup>rd</sup> thru 7<sup>th</sup> grade identified students. Our target goal was to have 70% of this group make a year's growth using RIT scores from winter to winter MAP tests. We actually came up 1 percentile point short at 69% which in context was 1 student short. I did look closely at the group of 27 and our 3rd grade class (9 students) struggled most to hit our goals. We are looking closely at how to better help this group which has been a high needs group since starting at Malcolm.