

MALCOLM PUBLIC SCHOOLS, DISTRICT #148
BOARD OF EDUCATION REGULAR MEETING AGENDA
Monday, February 21, 2022 7:00 PM
SCHOOL DISTRICT BOARD ROOM

{{Name: Agenda Item Name}}

1. **Call Regular Board Meeting to Order - Roll Call**
2. **Consent Agenda**
3. **Communication From the Public: Communications in general or about a specific agenda item.**
4. **Unfinished Business**
5. **New Business**
 - 5.1. Discuss, Consider and Take All Necessary Action in Continuing Our Membership in the Nebraska Association of School Boards (NASB). Continuing Our Membership in NASB will Subsequently Renew Our Membership in the National School Boards Association (NSBA).
 - 5.2. Discuss, Consider and Take All Necessary Action in Determining and Setting Acceptable Capacity Levels for Classes, Grade Levels, Programs, and Buildings, as it pertains to Option Enrollment for the 2022-2023 School Year
 - 5.3. Discuss, Consider and Take All Necessary Action in Setting Dates for the Spring Board of Education Work Session(s)
 - 5.4. Discuss, Consider and Take All Necessary Action in Deeming the ECNC School Banners Excess Property to Be Sold to Mead Public Schools
6. **Reports and Discussion Topics**
 - 6.1. Administration Reports and Discussion Topics
 - 6.1.A. Principals
 - 6.1.B. Superintendent
 - 6.1.B.1. Strategic Plan Update
 - 6.1.B.2. Branding Committee Update
 - 6.2. NASB Monthly Announcements
7. **Adjournment**

NOTICES:

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

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:

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

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

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

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

SCHOOLS

BY: MALCOLM PUBLIC

BOARD OF EDUCATION

**Minutes – Board of Education
January 17, 2022**

The Board of Education, School District #148, Lancaster County, Nebraska, met on Monday, January 17, 2022 at 7:00PM in open and public session at 10004 NW 112th St., Malcolm, Nebraska. The Notice of the meeting was published in the minutes of the December 20, 2021 meeting of the Board, in the December 23, 2021 issue of “*The Clipper*” and the Seward Independent of December 14, 2021. Board members present were: Michelle Bice, William England, Chandler Kramer, Tony Nutter, Amy Spellman, Ed Swotek. Administrators present were Ryan Terwilliger, Greg Adams. Chairwoman Bice 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.

Ms. Blair called for nominations for the office of President of the Board of Education. Bice nominated Tony Nutter. After hearing and seeing no further nominations, she declared the nominations closed. Seeing and hearing no objections to declaring Tony Nutter elected by acclamation, Ms. Blair declared Tony Nutter, President of the Board of Education, and turned the Chair over to Mr. Nutter.

Chairman Nutter called for nominations for the office of Vice-President of the Board of Education. Kramer nominated Michelle Bice. After hearing and seeing no further nominations, she declared nominations closed. Seeing and hearing no objections to declaring Michelle Bice, Vice-President of the Board of Education, he declared Michelle Bice elected by acclamation.

Chairman Nutter called for nominations for the office of Secretary of the Board of Education. England nominated Chandler Kramer. After hearing and seeing no further nominations, she declared nominations closed. Seeing and hearing no objections to declaring Chandler Kramer, Secretary of the Board of Education, he declared Chandler Kramer elected by acclamation.

Chairman Nutter called for nominations for the office of treasurer of the Board of Education. Kramer nominated William England. After seeing and hearing no further nominations, she declared nominations closed. Seeing and hearing no objections to declaring William England, Treasurer of the Board of Education, he declared William England elected by acclamation.

Mr. Terwilliger reviewed the list of existing committees and Chairman Nutter made the following committee appointments: Negotiations – Bice, Spellman, Kramer. Americanism – England, Nutter, Spellman. Building/Grounds – England, Nutter, Swotek. Finance – Bice, Kramer, Swotek. Bice moved, seconded by Kramer to approve committee appointments. Voting by roll call: AYES- England, Kramer, Nutter, Spellman, Swotek, Bice. NAYS- None. Motion passed.

The Board Member Code of Conduct was reviewed signed at the meeting.

Moving into the business of the meeting, England moved, seconded by Swotek, to approve the Consent Agenda. Ms. Blair presented an updated list of bills and answered questions from the Board. Voting by roll call: AYES – Kramer, Nutter, Spellman, Swotek, Bice, England. NAYS – None. Motion passed.

**Financial Summary
12/31/2021**

School Accounts	General	Lunch	Activity	Bus Deprec	Student Fees
Previous Bal 12/01/2021	\$910,119.70	\$9,064.39	\$22,894.80	\$156,894.86	\$35,302.00
Receipts - Dec 2021	\$519,025.29	\$52,081.18	\$19,009.87	\$5.11	\$1,195.00
Disbursements- Dec 2021	\$616,282.31	\$60,608.22	\$14,768.66	\$0.00	\$0.00
Cash in Cking 12/31/2021	\$189,465.23	\$4,933.08	\$2,213.31	\$10,867.57	\$36,497.00
Invested: Dec 2021	\$1,083,732.60	\$50,065.77	\$227,900.17	\$156,899.51	

Lanc. Co. Treasurer:	General	Bond	QCPUF	Spc Bldg
Previous Bal 12/1/2021	\$41,382.97	\$1,819.10	\$0.00	\$2,670.04
Receipts - Dec 2021	\$315,250.95	\$22,575.48	\$0.00	\$41,873.80
Disbursements Dec 2021	\$44,212.30	\$2,043.01	\$0.00	\$3,086.09
Cash on Hand 12/31/2021	\$312,421.62	\$22,351.57	\$0.00	\$41,457.75

NSDLAF (Investment)	Spc Bldg	Bond Fund	QCPUF Checking
Previous Bal 12/1/2021	\$1,286,799.04	\$291,583.85	\$60,340.81
Receipts Dec 2021	\$2,682.69	\$1,820.46	\$0.00
Disbursements Dec 2021	\$28,300.00	\$187,855.00	\$0.00
Cash on Hand 12/31/2021	\$1,261,181.73	\$105,549.31	\$60,340.81

Communications From The Public – None.

Unfinished Business – None

New Business –

Bice moved, seconded by Kramer, the Board publicize its notice of hearings, meeting and minutes during the 2022 calendar year by either or all of the following: **“The Clipper”**, Seward Independent, or by hand posting as required by statute. Voting by roll call: AYES – Nutter, Spellman, Swotek, Bice, England, Kramer. NAYS – None. Motion passed.

Bice moved, seconded by Spellman, to designate the Perry, Guthery, Haase, Gessford Law Firm for providing the school district legal counsel during the 2022 calendar year. Voting by roll call: AYES – Spellman, Swotek, Bice, England, Kramer, Nutter. NAYS – None. Motion passed.

Swotek moved, seconded by Bice, The School District continue using Union Bank and Trust Company of Lincoln and Nebraska School District Liquid Asset Fund, as its depositories for the 2022 Calendar Year. Voting by roll call: AYES – Swotek, Bice, England, Kramer, Nutter, Spellman. NAYS – None. Motion passed.

Kramer moved, seconded by Bice, in Deeming the pickup topper and the double oven from the high school excess property to be sold. Voting by roll call: Bice, England, Kramer, Nutter, Spellman, Swotek. NAYS – None. Motion Passed.

England moved, seconded by Swotek, to allow Malcolm Athletic Coaches or Sponsors the use of school vehicles and/or the Building and Grounds for 2022 Summer Activities, if activities are pre-approved by the Administration. Voting by roll call: AYES – England, Kramer, Nutter, Spellman Swotek, Bice. NAYS – None. Motion passed.

Mr. Terwilliger presented COVID updates from the School and LCHD. Reviewed the current Covid Response protocols in place and moving forward. Discussion ensued, no action was taken at this time.

Bice moved, seconded by England, in setting a sunset date of May16th, 2022 for the Superintendent’s Emergency Powers to expire. Voting by roll call: AYES – Kramer, Nutter, Spellman, Bice, England. NAYS – Swotek. Motion passed.

Mr.Swotek- updated the board on the School Branding Ideas and NASB Board meeting he attended.

Administrative Reports –

Greg Adams, High School Principal

- Gave an update on COVID contract tracing.
- Did some switching around in some Jr High classes, Kelly Frank took the lead and did great.
- Preparing for the upcoming visit in February.

Superintendent Ryan Terwilliger

- Covid has been consuming most of his time lately.
- Watching for upcoming Legislative bills.
- Working on Civil Rights Data Collections.

With no further business before the Board, Bice moved, seconded by England to adjourn. Chairman Nutter declared the meeting adjourned by acclamation at 8:47PM.

Respectfully submitted,

Alison Blair

Recording Secretary

The next regular meeting of the Board of Education will be Monday, February 21, 2022 at 7:00PM at the District Board Room, 10004 NW 112th St., Malcolm, NE. An agenda will be published the Friday before each meeting.

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY21-22"; Created On: 2/18/2022 12:23:45 PM

Receipt Number	Customer Name	Description	Date Received	Receipt	Account Code
21-035	Patrons/Students	Option Bus	01/19/2022	\$300.00	01-1-01410-000-000-0000
21-036	Patrons/Students	SCC Tuition	01/19/2022	\$228.00	01-1-09000-000-000-0000
21-037	Malcolm Mateys, LLC	Before/After School Rental	01/19/2022	\$472.18	01-1-01910-000-000-0000
21-038	Patrons/Students	BCBS Employees	01/19/2022	\$1,149.43	01-1-09000-000-000-0000
21-039	Patrons/Students	Preschool Tuition	01/19/2022	\$920.00	01-1-01370-000-000-0000
21-040	Malcolm Lunch Fund	Lunch Fund PR. Taxes	01/19/2022	\$4,166.69	01-1-09000-000-000-0000
BEAR - Technology	USAC - ERate	USAC - ERATE Rembursement	01/14/2022	\$26,460.00	01-1-04105-000-000-0000
Efunds Jan 22	Patrons/Students	Fines	01/31/2022	\$80.25	01-1-05690-000-000-0000
Efunds Option Bus	Patrons/Students	Option Bus	01/31/2022	\$830.00	01-1-01311-000-000-0000
Efunds- Career academy	Patrons/Students	SCC Tuiton	01/31/2022	\$570.00	01-1-09000-000-000-0000
EfundsPrek	Patrons/Students	Preschool Tuition	01/31/2022	\$920.00	01-1-01370-000-000-0000
IDEA State Part B	State of Nebraska	IDEA State	01/25/2022	\$143,884.00	01-1-04518-000-000-0000
LancJan#2	Lancaster County Treasurer	Local Collections	01/24/2022	\$1,190.94	01-1-01100-000-000-0000
LancJan22	Lancaster County Treasurer	Local Collections	01/14/2022	\$312,421.62	01-1-01100-000-000-0000
Lunch Unemployment	Malcolm Lunch Fund	2nd Qtr. 2021	01/14/2022	\$49.05	01-1-09000-000-000-0000
SewJan22	Seward County Treasurer	Local Collections	01/06/2022	\$501.47	01-1-01100-000-000-0000
SPED AFR School Age	State of Nebraska	SPED SA FFR Reimbursement	01/27/2022	\$34,856.00	01-1-03120-000-000-0000
State Early Childhood	State of Nebraska	Early Childhood	01/11/2022	\$99,607.00	01-1-03540-000-000-0000
StateAidJan	State of Nebraska	Jan 22 State Aid	01/31/2022	\$383,689.00	01-1-03110-000-000-0000
STIF Int Jan22	Union Bank Interest	STIFT Interest	01/31/2022	\$26.19	01-1-01510-000-000-0000
				\$1,012,321.82	

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY21-22"; Created On: 2/15/2022 2:40:35 PM

Receipt Number	Customer Name	Description
#736	Patrons/Students	Student Luches
#737	Patrons/Students	Student Lunches
EfundsJan	Patrons/Students	Student Lunches
IntStifitJan	Union Bank Interest	Stifit Int.
Jan #272	Patrons/Students	Student Lunches
StateJan	State of Nebraska	Federal Reimbursement

Date Received	Receipt Amount
01/19/2022	\$257.55
01/19/2022	\$565.40
01/31/2022	\$1,535.00
01/31/2022	\$1.56
01/19/2022	\$187.13
01/14/2022	\$38,415.01
	\$40,961.65

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY21-22"; Created On: 2/15/2022 3:07:28 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount
JanInt	Union Bank Interest	Jan Interest	01/31/2022	\$0.46
StifitIntJan	Union Bank Interest	Stifit Int.	01/31/2022	\$4.39
				\$4.85

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY21-22"; Created On: 2/15/2022 4:29:12 PM

Receipt Number	Customer Name	Description
JanInt.	NDSLAF Special Bldg	Interest
LancJan	Lancaster County Treasurer	Local Collections
SewJan22	Seward County Treasurer	Local Collections

Date Received	Receipt Amount
01/31/2022	\$12.49
01/14/2022	\$41,457.75
01/06/2022	\$37.97
	\$41,508.21

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY21-22"; Created On: 2/15/2022 4:17:46 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount
JanInt	NDSLAF Bond Fund	Interest	01/31/2022	\$1.14
LancJan22	Lancaster County Treasurer	Local Collections	01/14/2022	\$22,351.57
Sew22Jan	Seward County Treasurer	Local Collections	01/06/2022	\$20.91
				\$22,373.62

Financial Summary
1/31/2022

School Accounts	General	Lunch	Activity	Bus Deprec	Student Fees
Previous Bal 1/01/2022	\$1,083,732.60	\$50,065.77	\$185,737.82	\$156,899.51	\$36,497.00
Receipts -Jan 2022	\$1,012,321.82	\$40,961.65	\$15,462.88	\$4.85	\$780.00
Disbursements- Jan 2022	\$659,217.60	\$35,292.70	\$35,596.95	\$29,100.00	\$0.00
Cash in Cking 1/31/2022	\$573,912.18	\$5,600.47	-\$10,531.00	\$10,762.92	\$37,277.00
Invested: Jan 2022	\$1,162,168.41	\$55,067.33	\$210,905.53	\$127,903.90	

Lanc. Co. Treasurer:	General	Bond	QCPUF	Spc Bldg
Previous Bal 1/1/2022	\$312,421.62	\$22,351.57	\$0.00	\$41,457.75
Receipts - Jan 2022	\$343,791.62	\$25,613.61	\$0.00	\$45,898.14
Disbursements Jan 2022	\$315,532.61	\$22,511.44	\$0.00	\$41,737.74
Cash on Hand 1/31/2022	\$340,680.63	\$25,453.74	\$0.00	\$45,618.15

NSDLAF (Investment)	Spc Bldg	Bond Fund	QCPUF Checking
Previous Bal 1/1/2022	\$1,261,181.73	\$105,549.31	\$60,340.81
Receipts Jan 2022	\$41,508.21	\$22,373.62	\$0.00
Disbursements Jan 2022	\$0.00	\$0.00	\$0.00
Cash on Hand 1/31/2022	\$1,302,689.94	\$127,922.93	\$60,340.81

GENERAL FUND EXPENDITURES**February 21, 2022**

Payroll	\$ 303,719.61	Payroll Expenses/Benefits
ABC Termite & Pest Control, Inc	\$ 290.00	Bi-monthly Service
Amazon	\$ 1,843.03	School Supplies
Baker, Brett	\$ 1,164.00	Speech Coach Stipend for February 2 of 2
Butterfield, Gayle	\$ 2,583.40	SPED Services
Central Nebraska Rehabilitation Services	\$ 241.14	Vision SPED Services
Comfort Inn	\$ 106.00	Board Member Hotel Accomodation
Convention Management Resources	\$ 1,887.15	Hotel for National School Boards Association Conference
DAS State Accounting	\$ 259.49	Internet Service
Diversified Drug Testing, LLC	\$ 152.50	DOT Driver Drug Test
Dolliver, Jon	\$ 873.00	Assitstant Jr. High Coach Stipend - Feb 2 of 2
ESU6	\$ 846.25	Qrtly Psych/OT/Hearing/SP/Tech Hosting
Eakes Office Solutions	\$ 3,211.31	Fax Service/Staples
Electrical Engineering & Equipment Co	\$ 1,270.22	Electrical Supplies
First Concord Group	\$ 85.00	Flex 125 Adm Fee
Furstenau, Shannon	\$ 28.08	Mileage Reimbursement - School Improvement Team
Harris School Solutions	\$ 123.60	1095 Forms and Envelops for ACA Reporting
Heffelfinger, Ami	\$ 2,791.68	Psychotherapy Services
Hillyard	\$ 595.90	Custodial Supplies
Hometown Leasing	\$ 673.44	Monthly Copier Leases Jan-Mar
Interstate Battery Systems of Omaha	\$ 118.95	Bus#20 Battery
Kidwell	\$ 2,708.11	Oven Hook Up/J-Box for Heat Pump/Contract Agreement
Knust, April	\$ 128.70	Mileage Reimbursement- School Imrovement Plan
Kopecky, Stacy	\$ 64.85	Teachers Pay Teachers Aug-Jan
Matheson	\$ 392.96	Welding Supplies
McKee, Austyn	\$ 1,067.00	Speech Asst. Stipend 2 of 2
Meehl, Jan	\$ 287.10	SPED Services
Menards	\$ 530.15	Maintenance Supplies
NASB	\$ 165.00	2022 President's Retreat - Kearney
NE Dept. of Motors	\$ 337.50	Drivers Records
NE Turfgrass	\$ 225.00	NE Turf Conference Registration
Nifco Mechanical Systems	\$ 3,918.16	Fire Sprinkler Inspections/Install New Heat Pump
Norris Public Power	\$ 8,519.40	Electric Service
One Source	\$ 30.00	Background Checks
Otte Oil and Propane	\$ 4,169.93	Propane
Pineapple Appeal	\$ 61.86	FCS Sewing Supplies
PSAT/NMSQT	\$ 162.00	College Entrance Exams
Robotham, Evaline	\$ 177.84	January Mileage Reimbursement
Seward County Independent	\$ 3.27	Legal Mtg. Notice
Start 2 Sew	\$ 112.51	FCS Sewing Supplies
Super Saver	\$ 281.16	FCS Supplies/SPED Supplies
Tobey, Dustin	\$ 77.11	Mileage Reimb. For MLK Day in York
Tractory Supply Co.	\$ 458.21	Water Softener Pellets
Trane	\$ 9,650.00	HS Hallway Heat Pump
TSA	\$ 83.33	Retirement Plan Administration
Truck Center Companies	\$ 4,221.29	Replace Def Header/Brakes
Unite Private Networks	\$ 696.44	Distance Learning Cable
Unity School Bus Parts	\$ 284.40	Bus Mirrors
Verizon	\$ 158.67	Cellphone Service
Village of Malcolm	\$ 6,008.75	Water/Sewer Service
Visa	\$ 698.19	Sams Club Concessions, Photos Lab FBLA
Walmart	\$ 20.06	Food/FCS Supplies
Wex	\$ 3,396.39	School Vehicle Fuel

Wilkins, Sharon	\$	224.64	January Mileage Reimbursement
Windstream	\$	825.28	Phone Service
	\$	373,009.01	Total

Out of Cycle Checks

U.S. Postal Service	\$	8.95	Postage for ACA Reporting
	\$	8.95	Total

School Lunch Fund

Payroll	\$	8,678.98	Payroll Expenses
Bernard	\$	549.48	Dinner Mixes
Broughton, Danni	\$	19.27	Special Diet Foods/Food Handler Training
CashWa Foods	\$	6,745.57	Food/Containers
DFA Dairy Brands	\$	2,518.28	Milk
Earthgrains Baking Company	\$	783.49	Baked Lunch Supplies
Super Saver	\$	8.82	Hotdog Buns
Sysco	\$	3,737.18	Frozen Foods
US Foods	\$	2,458.50	Food/Containers
	\$	25,499.57	Total

Appendix “1” to Option Enrollment Policy 5006

The following is Appendix “1” to Policy 5006 for the 2022-2023 School Year. The Malcolm Board of Education hereby sets forth the maximum number of option students for the 2022-2023 school year in any program, class, grade level or school building, or in any special education or 504 programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” or a negative number in the “SPOTS” column is hereby declared unavailable to option students due to lack of capacity.

Program	Program Capacity	Current Student Count	Open Spots	Option Requests	Projected Enrollment	Number to Capacity
Kindergarten	42	28	14	17	42	-3
First	42	42	0	5	42	-5
Second	42	39	3	8	39	-5
Third	42	40	2	7	36	-5
Fourth	48	38	10	3	41	7
Fifth	50	40	10	3	46	7
Sixth	52	46	6	4	46	2
Level I & II Elementary (K-6) SPED	37	36	0	0		0
Level III Elementary (K-6) SPED	3	3	0	0		0
504 Program	8	7	1	0		1
Building Capacity, Elementary (K-6)	318	273		47	292	
Seventh	52	43	9	3	52	6
Eighth	52	51	1	5	52	-4
Ninth	52	53	-1	2	52	-3
Tenth	52	55	-3	3	52	-6
Eleventh	52	52	0		52	0
Twelfth	52	52	0		47	0
Level I & II Jr./Sr. High School SPED	23	18	0	0		0
Education	4	2	0	0		0
504 Program	14	14	0	0		0
Building Capacity, JH/HS (7-12)	312	306		13	307	

StudentsOption EnrollmentA. Process and Time Lines to Option In

For a student to attend Malcolm Public Schools as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of the Malcolm Public School District between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

Provisions for Waiver of Application Deadline

(Limited Deadline Waiver):

The application deadline will **not** be waived by the School Board for applications to option into the Malcolm Public School District, except in the following circumstances:

1. Siblings: The application deadline will be waived where the application is for a student who is the sibling of a student attending Malcolm Public Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending Malcolm Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
2. Kindergarten: The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
3. Release Approval: For the foregoing exceptions, the application must contain a release approval from the resident district.
4. Other Conditions: The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.
5. Capacity: For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity

determinations are declared invalid for any reason.

6. Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the “projected enrollment” determinations made pursuant to paragraph D shall be replaced with the “actual enrollment” as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent’s designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.
2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.
3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the “one-time” rule is applicable to the student’s circumstance.
4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent’s designee, or the School Board determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including “previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings” and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

Priority shall be accorded in the following order: (1) first, to those applications required to

be given priority by law, (2) second, to those with a sibling in attendance at Malcolm Public Schools, with priority within this group being given to those who had earliest filed applications,

- On September 1st, 2021, Malcolm Public Schools will only be accepting applications that are hand delivered to the business office.
- Starting at 12:00AM on Tuesday, September 5th, 2021, Malcolm Public Schools will be accepting electronic and other hand delivered applications.

and (3) third to those without an option student sibling in attendance at Malcolm Public Schools, with priority within this group to those who had earliest filed applications

- On September 1st, 2021, Malcolm Public Schools will only be accepting applications that are hand delivered to the business office.
- Starting at 12:00AM on Tuesday, September 5th, 2021, Malcolm Public Schools will be accepting electronic and other hand delivered applications.

Filing date determinations are made by the Superintendent, or the Superintendent's designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

D. Determination of Capacity

The School Board will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building or in any special education programs operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and availability of appropriate special education programs, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix "1" to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared.

E. Releases for Options Out

Provisions for Release:

Release unless Expulsion is Pending:

A request for release of a resident student of the Malcolm Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent's designee is hereby authorized to execute such releases on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the Malcolm Public School District, the Superintendent or the Superintendent's designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the Malcolm Public School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

G. Applications Subsequent to Relocations or Mergers

An option enrollment application does not require a release and shall be accepted or rejected within forty-five days after filing in the following circumstances:

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.

H. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided in the following circumstances:

1. The Malcolm Public School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free

transportation or transportation reimbursement from the option school district.

3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

I. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the Malcolm Public Schools and its school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. §§ 79-232 to 79-246

Date of Adoption: [7/18/2016]

2022- 2023 OPTION ENROLLMENT RESOLUTION

WHEREAS, the Malcolm School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,

WHEREAS, the Malcolm School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,

WHEREAS, the Malcolm School Board has determined that the educational interests of the Malcolm School District would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the Malcolm School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

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

The following members voted against the same _____.

The following members were absent or not voting _____ The Resolution having been consented to and approved by more than a majority of the members of the Malcolm School Board, 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 21st day of February , 2022.

MALCOLM PUBLIC SCHOOLS

By: _____
President

Attest: _____
Secretary

2022- 2023 OPTION ENROLLMENT RESOLUTION

WHEREAS, the Malcolm School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,

WHEREAS, the Malcolm School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,

WHEREAS, the Malcolm School Board has determined that the educational interests of the Malcolm School District would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the Malcolm School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member Michelle Bice moved for its passage and adoption, member William England seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: Tony Nutter, Amy Spellman, Edward Swotek, Michelle Bice, William England, Chandler Kramer

The following members voted against the same none:

The following members were absent or not voting none. The Resolution having been consented to and approved by more than a majority of the members of the Malcolm School Board, 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 21st day of February, 2022.

MALCOLM PUBLIC SCHOOLS

By: [Signature]
President

Attest: [Signature]
Secretary

January 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	<i>Notes</i>				

February 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	1	2	3	4	5
6	7	Notes				

March 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	1 BBB Subdistricts	2 WR(7/8)	3	4	5
6	7 No School: State BB	8 No School: State BB	9 No School: State BB	10 No School: State BB	11 No School: State BB	12 No School: State BB
13	14	15 WR(7/8) Parent Mtg-DC Trip	16	17 NRCSA-Kearney	18 NRCSA-Kearney	19
20	21 Regular Board Meeting	22 HS TR HS BA	23	24	25 HS BA	26
27	28 HS TR HS BA	29	30	31	1	2
3	4	<p><i>Notes</i> BB=Basketball BA=Baseball WR=Wrestling</p>				

April 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1 Early Dismissal HS BA	2
3	4	5 HS BA	6 HS TR Malcolm Invite	7 7/8 TR	8 HS BA	9
10	11 BA (JV)	12 HS TR HS BA	13	14 7/8 TR HS BA	15 NO SCHOOL	16
17 Easter	18 NO School	19 HS TR HS BA	20	21	22	23
24	25 HS BA	26 HS BA HS TR 7/8 TR	27 Sports Banquet	28 2-5 Music Concert	29	30
1	2	<p><i>Notes</i> BB=Basketball BA=Baseball WR=Wrestling TR=Track</p>				

May 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	<i>Notes</i>				

June 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	Notes				

July 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	<i>Notes</i>				

August 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	Notes				

September 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	Notes				

October 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	<i>Notes</i>				

November 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	<i>Notes</i>				

December 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	<i>Notes</i>				

MPS Guiding Principle I: Student Achievement Opportunities and Programming

1. **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.
 - 1.1 **Strategy:** Build district resource capacities that include the community, students, families, college/universities, and industries working together for before and after school, college credit and readiness, academic growth in special education population, and overall diversity of curricular offerings.
 - 1.1.1 **PI:** Develop a communication plan that supports the district's efforts to meet its strategic goals.
 - 1.1.2 **PI:** Consider and assess the value of expanding course offerings to include, but not limit to: science, technology, engineering and math (STEM).
 - 1.1.3 **PI:** Implement a district-wide academic plan that includes rigorous Advanced Placement courses and dual credit opportunities.
 - 1.1.4 **PI:** Evaluate the effectiveness of expanding knowledge and capacity of programs and services that grow district resources and challenging, creative, and rigorous curriculum and instruction.
 - 1.1.5 **PI:** Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity across race, ethnic, gender, language, and religious backgrounds.
 - 1.1.6 **PI:** Ensure effective use of a variety of instructional strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low-socioeconomic learners, English Language Learners (ELL), and other individual learner needs).
 - 1.2 **Strategy:** Build capacities that include the community, students, families, universities, and industries working together for students' college and career readiness.
 - 1.2.1 **PI:** Create a communications plan to enhance the district's use of external and internal mechanisms of communication focused on college and careers to gather equitable perceptions and viewpoints from diverse business and industry segments of society.
 - 1.2.2 **PI:** Build partnerships with higher education – University of Nebraska Lincoln, Concordia University, etc., business, and service providers who can support the district's efforts.
 - 1.2.3 **PI:** Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.
 - 1.2.4 **PI:** Evaluate the effectiveness of expanding knowledge and capacity of programs and services to enhance college/career readiness.

1.3 **Strategy:** Conduct a feasibility study of expanding district offerings to include high-ability learner program, preschool, before and after school, and full-day pre-Kindergarten programs.

1.3.1 **PI:** Evaluate current operational program and function analysis, current program space needs, analysis of existing assets, efficiency of asset use, alternate uses for facilities, facility needs, cost analysis, and potential project alternatives.

1.3.2 **PI:** Evaluate support and demand for the district offerings of high-ability learner program, preschool, before and after school, and full-day pre-Kindergarten programs – e.g. staff support and demand; community support and demand; parental support and demand.

1.3.3 **PI:** Evaluate the feasibility, proposed timeline, proposed cost, partnership, and assumption feasibility of expanding district offerings to include high-ability learner program, preschool, before and after school, and full-day pre-Kindergarten programs.

1.4 **Strategy:** Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).

1.4.1 **PI:** Create and implement a pre-assessment of HAL students to lead to targeted curriculum design

1.4.2 **PI:** Implementation of professional development to ensure staff is equipped to instruct.

1.4.3 **PI:** Modified curriculum designed to take into account integration of basic skills and higher-level thinking.

1.4.4 **PI:** Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.

1.5 **Strategy:** Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12

1.5.1 **PI:** Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.

1.5.2 **PI:** Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.

1.5.3 **PI:** Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.

1.5.4 **PI:** Identify learning strategies and interventions to provide academic supports for struggling students.

1.5.5 **PI:** Distribute and engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice.

1.5.6 **PI:** Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.

- 1.5.7 **PI:** Evaluate the effectiveness of the district instructional framework and teacher evaluation.
- 1.6 **Strategy:** Challenge and engage students in learning experiences that enables personal growth and learning success
 - 1.6.1 **PI:** Provide learning opportunities to align to student learning styles utilizing instructional practices and technology to support the needs of the student.
 - 1.6.2 **PI:** Explore MPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the community to support the needs of students.
 - 1.6.3 **PI:** Create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.
 - 1.6.4 **PI:** Evaluate the district initiatives implemented to address graduation and attendance challenges.
- 1.7 **Strategy:** Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness
 - 1.7.1 **PI:** Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.
 - 1.7.2 **PI:** Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.
 - 1.7.3 **PI:** Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.
 - 1.7.4 **PI:** Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.
 - 1.7.5 **PI:** Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.
 - 1.7.6 **PI:** Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)
 - 1.7.7 **PI:** Study, assess, and consider the value of adding Before/After School student services and summer school services to support students’ needs and learning challenges.
 - 1.7.8 **PI:** Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students’ post-graduate opportunities.
- 1.8 **Strategy:** Increase the utilization of data to inform decisions at the classroom, building, and district levels.
 - 1.8.1 **PI:** Develop the capacity of staff to effectively utilize data.

- 1.8.2 **PI:** Align continuous improvement efforts across the district by providing data support for building-level improvement teams.
- 1.8.3 **PI:** Collect, track, analyze, benchmark, and report disaggregated data by under-represented groups (race, ethnicity, socio-economic status, verified needs, etc.).
- 1.8.4 **PI:** Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.
- 1.8.5 **PI:** Engage the board of education in the review and analysis of student performance data to support informed decision making.
- 1.8.6 **PI:** Evaluate the impact of data informed decision making on student performance.
- 1.9 **Strategy:** Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.
 - 1.9.1 **PI:** Identify and design MPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.
 - 1.9.2 **PI:** Commit in-service time to the collaboration and development of the MPS Vertical and Horizontal Subject-Area Teams.
 - 1.9.3 **PI:** Empower the MPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.
 - 1.9.4 **PI:** Empower the MPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.

MPS Guiding Principle II: Whole Child Focus

- 2 **Objective:** To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child
 - 2.1 **Strategy:** Implement a plan that enables staff and students to connect through a culture that embraces accountability, fairness, inspires excellence, and promotes learning
 - 2.1.1 **PI:** Create and commit to consistent expectations for staff and hold everyone equally accountable
 - 2.1.2 **PI:** Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.
 - 2.1.3 **PI:** Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.

- 2.1.4 **PI:** Create a plan for communicating, distributing, and updating staff through ongoing communication focused on the progress and success of the MPS Strategic Plan.
- 2.1.5 **PI:** Implement a Web-based access system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner
- 2.1.6 **PI:** Assess current communication methods and other platforms to ensure the district is utilizing an effective, timely, and purposeful means to enhance communications.
- 2.1.7 **PI:** Commit in-service time to the collaboration and development of the MPS Vertical and Horizontal Subject-Area Teams.
- 2.2 **Strategy:** Cultivate a positive learning culture for staff and administrators through organized Professional Learning Communities
 - 2.2.1 **PI:** Provide a structured PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.
 - 2.2.2 **PI:** Budget and allocate resources to support the PLC program
 - 2.2.3 **PI:** Provide ongoing supports and resources to encourage effective PLCs.
 - 2.2.4 **PI:** Evaluate the effectiveness of the PLC program
- 2.3 **Strategy:** Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.
 - 2.3.1 **PI:** Through PLC teams, implement a study to empower staff to integrate the supports needed for students of low socioeconomic status, modifications to general communications with parents and guardians, address social-emotional skills and behavior, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.
 - 2.3.2 **PI:** Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.
 - 2.3.3 **PI:** Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative
 - 2.3.4 **PI:** Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment
- 2.4 **Strategy:** Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.
 - 2.4.1 **PI:** Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.

- 2.4.2 **PI:** Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.
- 2.4.3 **PI:** Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.
- 2.4.4 **PI:** Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning
- 2.4.5 **PI:** Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.

MPS Guiding Principle III: Communication and Stakeholder Engagement

- 3 **Objective:** 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
 - 3.1 **Strategy:** Foster a positive working partnership with parents/guardians, community members, Malcolm Village Board, and Malcolm Economic Development to improve and sustain effective and purposeful communications
 - 3.1.1 **PI:** Creation of a Malcolm Task Force to determine resources, programs, services, and supports needed to initiate a community-wide effort.
 - 3.1.2 **PI:** Identify resources available to support the identified needs and services that will benefit the families and children
 - 3.1.3 **PI:** Develop and implement an organized program to serve families and children birth to preschool age
 - 3.1.4 **PI:** Evaluate the work and progress and create a plan to sustain and grow
 - 3.2 **Strategy:** Communicate the district's vision and goals through strategic messaging
 - 3.2.1 **PI:** Develop message/position statements that represent the district's vision, goals, challenges and accomplishments.
 - 3.2.2 **PI:** Disseminate the district vision both strategically and prominently throughout the district's buildings and publications.
 - 3.2.3 **PI:** Use social media to provide immediate two-way communication with stakeholders and build relationships and awareness of issues.

MPS Guiding Principle IV: Personnel Effectiveness

- 4 **Objective:** To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth
 - 4.1 **Strategy:** Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement

- 4.1.1 **PI:** Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.
- 4.1.2 **PI:** Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.
- 4.1.3 **PI:** Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.
- 4.1.4 **PI:** Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.
- 4.2 **Strategy:** Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge
 - 4.2.1 **PI:** Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.
 - 4.2.2 **PI:** Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.
 - 4.2.3 **PI:** Train staff in the evaluation rubric and process to support success.
 - 4.2.4 **PI:** Evaluate the success of the evaluation process and tool
- 4.3 **Strategy:** Align resources to support a progressive learning environment and attract quality educators to the district
 - 4.3.1 **PI:** Provide a structured MPS Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.
 - 4.3.2 **PI:** Budget and allocate resources to support the MPS Professional Development Plan.
 - 4.3.3 **PI:** Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.
 - 4.3.4 **PI:** Utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.
 - 4.3.5 **PI:** Engage staff and administration to assess personal development progress, impact, and benefits to MPS initiatives, instruction, and personal development.
- 4.4 **Strategy:** Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention
 - 4.4.1 **PI:** Create and adopt a district-wide onboarding and training model to support new hires PK-12

- 4.4.2 **PI:** Review, assess, and update the current employee on-boarding and mentoring programs.
- 4.4.3 **PI:** Review and assess the teacher mentor program to cultivate a supportive working environment
- 4.4.4 **PI:** Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee
- 4.4.5 **PI:** Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year
- 4.4.6 **PI:** Evaluate the effectiveness of the district-wide onboarding and training model

MPS Guiding Principle V: District Resources

- 5 **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
 - 5.1 **Strategy:** Creation of a comprehensive facilities plan that addresses 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
 - 5.1.1 **PI:** Evaluate current facility needs, building utilization, option enrollment, and current/projected enrollment to ensure facilities will accommodate the visionary needs of MPS educational programs and priorities.
 - 5.1.2 **PI:** Continue to review and modify a long-term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis
 - 5.1.3 **PI:** Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction
 - 5.1.4 **PI:** Creation of a timeline to support planning to maintain district facilities and grounds
 - 5.1.5 **PI:** Evaluate the effectiveness of the long-term facilities plan
 - 5.2 **Strategy:** Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc
 - 5.2.1 **PI:** Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities for growth
 - 5.2.2 **PI:** Evaluate current operational program and function analysis, current program space needs, analysis of existing assets, efficiency of asset use,

alternate uses for facilities, facility needs, cost analysis, and potential project alternatives.

- 5.2.3 **PI:** Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Malcolm Public Schools

MPS Guiding Principle VI: Board Governance

- 6 **Objective:** To ensure the mission and vision of Malcolm Public Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.
 - 6.1 **Strategy:** Build effective board governance through sustained engagement of local and state officials
 - 6.1.1 **PI:** Consider opportunities to collaborate with village board/city officials to address community growth to support the growing viability of the school district.
 - 6.1.2 **PI:** Consider the value of a Board Advocacy Committee to advocate/oppose legislation in the interest of the MPS
 - 6.2 **Strategy:** Enhance board leadership
 - 6.2.1 **PI:** Sustain engagement with both internal and external stakeholders to communicate the adopted strategic plan and provide ongoing updates of the progress of the long-term goals of the school district.
 - 6.2.2 **PI:** Foster a positive and ongoing discussion with stakeholders to sustain effective community engagement.
 - 6.2.3 **PI:** Study and consider a superintendent evaluation tool to meet the expectations of the board and to hold the superintendent accountable for the progress and success of the district strategic plan
 - 6.2.4 **PI:** Conduct a board self-assessment to identify areas of growth that will benefit the working relationship with the superintendent.



NASB Monthly Update for Board Meeting Agenda Item

February 2022

WATCH: Don't Ever Stop ... which premiered at the 2021 State Education Conference

<http://members.nasbonline.org/index.php/news-resources/videos>

Latest 'Board Notes' – Monthly Newsletters

(www.NASBonline.org - News & Resources - Board Notes)

- *Back to the Drawing Board - Resources to Help you Advocate*
 - *Your 2022 NASB Legislation Committee*
 - *NASB's Annual Membership Drive Coming Soon*
 - *Create A Complete, Customized Policy Manual*
 - *Your 2022 Membership Guide is Arriving Shortly!*
 - *At The Board Table - Board Self-Assessment*
 - *Today, and Every Day ... Thank You School Boards!!!*
 - *Learn from Yesterday, Live for Today, Hope for Tomorrow*
 - *Your NASB Board of Directors & Staff*
 - *Your 2022 NASB Affiliates*
 - *... And Much More!*
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"NASB Update – Annual Board Calendar Summary"

View the full detailed calendar at: <http://members.nasbonline.org/index.php/resources>

(www.NASBonline.org – Board Leadership – Resources)

As a board, some items you should do, or have on the monthly agenda include:

MISSION, VISION & GOALS

Strategic Plan Update; District Goals Update

POLICY GOVERNANCE

Review, update, and adopt policy.

ACCOUNTABILITY & STUDENT ACHIEVEMENT

Review each school performance score and district performance score measured by graduation rates, student growth and student improvement. Review the district adopted Mentor Teacher Program.

ADVOCACY

Review 2022 Legislative Calendar, discuss NASB Legislative Updates and Legislative Committee Report.

DISTRICT/ESU RESOURCES [BUDGET]

Collective Bargaining. On or before March 25. Negotiations, mediation, and fact-finding shall end. If no agreement is reached by this date, either party may, within 14 days after such date, file a petition with the commission.

Board Finance Committee Report.

REPORTS

Board Committees; Superintendent; Administrators.

BOARD LEADERSHIP DEVELOPMENT

Review NASB Board Self-Assessment Summary. NASB Legislation Committee Meeting & Legislative Issues Conference. NASB President Retreats. NASB Needs - Resources Workshops.

LEARNING COMMUNITY

Diversity plan; limitations; school building maximum capacity; attendance areas; school board; duties. The board shall provide notice to parent whose student is currently attending a school outside of the attendance area stating what school the student shall be allowed to attend as a continuing student.

NASB's Video Resources:

<http://members.nasbonline.org/index.php/news-resources/videos>

(www.NASBonline.org – News & Resources – Videos)

Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!

Networking & Events ... Register Now

<http://members.nasbonline.org/index.php/events>

(www.NASBonline.org – Events)

- **Needs – Resources: Understanding How the State Funds Your District**
 - February 3 – Seward
 - February 9 – Auburn/ESU 4
 - February 15 – Blair
 - February 23 – Grand Island

- **Budget & Finance Workshops**
 - March 1 – York
 - March 23 – Ogallala

- **Make Your Meetings Matter: Building Effective Board Meetings For Your District & Community**
 - April 7 – West Point
 - April 12 – Gering
 - April 13 – Kearney

- **NSBA Annual Conference**
 - April 2-4 – San Diego
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NASB Member Zooms

<http://members.nasbonline.org/index.php/nasb-member-zooms>

(www.NASBonline.org – Events – NASB Member Zooms)

- **NASB Member Zoom with UNMC was January 18**
 - **Previous Member Zooms Available to Watch Include:**
 - Tough Times & Tough Meetings: The Board’s Role in Navigating Hot Button Issues
 - NASB Member Zoom w/ UNMC – Back to School Guidance, Decoupling, Infection Rates Among Children, Myths, & Q&A
 - NASB Member Zoom w/ NDE – The Local Board’s Role in ESSER Investments
 - NASB Member Zoom w/ Commissioner Blomstedt & Dr. Jeffrey Gold of UNMC
 - NASB Member Zoom w/ Bryce Wilson of NDE – Cares Act Funds Q&A for School Boards
 - And More ...
-

Advocacy/2021-22 Legislative Session

<http://members.nasbonline.org/index.php/government-relations>

(www.NASBonline.org – Government Relations)

- The 2022 legislative session began Wednesday, January 5. Keep tabs with all things pertinent to your school at NASB’s Govt Relations.
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Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB
and on Facebook at www.facebook.com/NASBonline

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>
(www.NASBonline.org – News & Resources – Videos)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for “This Month In ...” To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

(www.NASBonline.org - News & Resources - Board Notes)