

MALCOLM PUBLIC SCHOOLS, DISTRICT #148
BOARD OF EDUCATION REGULAR MEETING AGENDA
Monday, March 16, 2026 7:00 PM
SCHOOL DISTRICT BOARD ROOM

{{Name: Agenda Item Name}}

1. **Call Regular Board Meeting to Order - Roll Call**
2. **Pledge of Allegiance**
3. **Consent Agenda**
4. **Communication from Students and Student Organizations**
5. **Communication From the Public: Communications in general or about a specific agenda item.**
6. **Unfinished Business**
7. **New Business**
 - 7.1. Discuss, Consider and Take All Necessary Action in First Reading Action of Policy 5209 School Library Materials and Parent Access
 - 7.2. Discuss, Consider and Take All Necessary Action in Amending:
Policy 1040: Annual Report
Policy 3540: Bidding Construction Projects
Policy 5601: Asthma, Anaphylaxis, and Allergic Reaction Protocol
Policy 7050: Bids and Contracts
 - 7.3. Discuss, Consider and Take All Necessary Action in Approving the Temporary Early Retirement Program Application for Tamra Maytum.
 - 7.4. Discuss, Consider and Take All Necessary Action in Approving Changes to Policy 2120 Superintendent Evaluation
 - 7.5. Discuss, Consider and Take All Necessary Action in Scheduling a Board Work Sessions
 - 7.6. Discuss, Consider and Take All Necessary Action in Deeming Workout Equipment excess Property.
8. **Reports and Discussion Topics**
 - 8.1. Administration Reports and Discussion Topics
 - 8.1.A. Principals
 - 8.1.B. Superintendent
 - Goals
 - Roof Bid
 - Softball
 - NRCSA
 - Gym Floor
 - Committee on American Civics: before the April Board meeting?
 - Transportation and Facilities Meeting
 - Boys Basketball
 - Legislative Happenings
 - Items for the Board Work Session (Tuesday, March 24th)
9. **Enter into Executive Session if needed**

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

10. Adjournment

NOTICES:

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

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:

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

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

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

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

SCHOOLS

BY: MALCOLM PUBLIC

BOARD OF EDUCATION

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 3/13/2026 5:54:00 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Feb26IntBond	NDSLAF Bond Fund	Interest	02/28/2026	\$673.48	07-1-01510-000-000-0000
Feb26BondLanc	Lancaster County Treasurer	Local Collections	02/13/2026	\$20,475.01	07-1-01100-000-000-0000
Feb26SewBond	Seward County Treasurer	Local Collections	02/13/2026	\$125.32	07-1-01100-000-000-0000
				\$21,273.81	

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 3/13/2026 5:41:22 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Feb26CkInt	Union Bank Interest	Checking Interest	02/28/2026	\$6.25	02-1-01510-000-000-0000
Feb26STFIT Int	Union Bank Interest	STFIT Interest	02/28/2026	\$341.55	02-1-01510-000-000-0000
				\$347.80	

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 3/13/2026 3:58:35 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Feb26EFunds	Patrons/Students	OptBus/CPR/PS Tuition/Fines/SCC Tuition	02/28/2026	\$1,636.75	Multiple
Jan/Feb26MIPS	State of Nebraska	MIPS Federal Reimbursement	02/28/2026	\$611.60	01-1-04708-000-000-0000
Feb26StateAid	State of Nebraska	State Aid	02/27/2026	\$302,371.00	01-1-03110-000-000-0000
Feb26STFITInt	Union Bank Interest	STFIT Interest	02/27/2026	\$6,019.42	01-1-01510-000-000-0000
25-030	Malcolm Lunch Fund	Lunch PR Taxes	02/26/2026	\$4,955.17	01-1-09000-000-000-0000
25-031	ESU	ELL Book Publishing	02/26/2026	\$258.75	01-1-04527-000-000-0000
25-032	Malcolm Mateys, LLC	Before/After School Care Rental	02/26/2026	\$818.08	01-1-01910-000-000-0000
25-033	Patrons/Students	CPR Certification Cards	02/26/2026	\$168.00	01-1-05690-000-000-0000
25-034	Patrons/Students	Student Workbook Replacement	02/26/2026	\$15.00	01-1-05690-000-000-0000
25-035	Patrons/Students	Chromebook Cord Replacement	02/26/2026	\$15.00	01-1-05690-000-000-0000
25-036	Patrons/Students	Surplus iPads/Laptops	02/26/2026	\$735.00	01-1-05690-000-000-0000
25-037	Patrons/Students	SCC Tuition SENCAP Classes	02/26/2026	\$1,268.76	01-1-05690-000-000-0000
25-038	Patrons/Students	Pre-School Tuition/Fees	02/26/2026	\$1,750.00	01-1-01370-000-000-0000
Feb26SPED	State of Nebraska	SPED 24-25 AFR Reimbursement	02/24/2026	\$120,750.00	01-1-03120-000-000-0000
Feb26Sew	Seward County Treasurer	Local Collections	02/13/2026	\$1,522.25	01-1-01100-000-000-0000
Feb26Lanc	Lancaster County Treasurer	Local Collections	02/13/2026	\$877,334.70	01-1-01100-000-000-0000
				\$1,320,229.48	

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 3/13/2026 5:23:29 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Feb26EFunds	Patrons/Students	Student Lunches	02/28/2026	\$17,330.50	06-1-01611-000-000-0000
Feb26STFITInt	Union Bank Interest	STFIT Interest	02/28/2026	\$45.30	06-1-01510-000-000-0000
24-109	Patrons/Students	Student Lunches	02/24/2026	\$4,296.70	06-1-01611-000-000-0000
Feb26Fed	State of Nebraska	Federal Reimbursement	02/19/2026	\$9,189.67	06-1-04210-000-000-0000
24-107	Patrons/Students	Student Lunches	02/05/2026	\$1,605.00	06-1-01611-000-000-0000
				\$32,467.17	

Lancaster County School District #148

Cash Receipts Item Report

[Cycle Name]: "FY25-26"; Created On: 3/13/2026 6:02:36 PM

Receipt Number	Customer Name	Description	Date Received	Receipt Amount	Account Code
Feb26SewSBF	Seward County Treasurer	Local Collections	02/28/2026	\$191.27	08-1-01100-000-000-0000
Feb26IntSBF	NDSLAF Special Bldg	Interest	02/28/2026	\$7,405.12	08-1-01510-000-000-0000
Feb26SBFLanc	Lancaster County Treasurer	Local Collections	02/13/2026	\$101,971.32	08-1-01100-000-000-0000
				\$109,567.71	

**Financial Summary
2-28-2026**

School Accounts	General	Lunch	Activity	Bus Deprec	Student Fees
Previous Bal 2/01/2026	\$2,492,344.15	\$25,969.65	\$181,112.94	\$146,806.66	\$29,580.04
Receipts - February 2026	\$1,320,229.48	\$32,467.17	\$23,369.99	\$347.80	\$325.00
Disbursements- February 2026	\$726,979.33	\$50,218.56	\$21,549.77	\$0.00	\$0.00
Cash in Cking 2/28/2026	\$475,164.34	\$5,818.10	-\$11,206.88	\$10,452.33	\$29,905.04
Invested: February 2026	\$2,610,429.96	\$2,400.16	\$194,140.04	\$136,702.13	

Lanc. Co. Treasurer:	General	Bond	Spc Bldg
Previous Bal 2/01/2026	\$877,334.70	\$20,475.01	\$101,971.32
Receipts - February 2026	\$112,471.46	\$6,378.04	\$10,070.76
Disbursements - Feb 2026	\$877,968.67	\$20,527.90	\$102,048.56
Cash on Hand 2/28/2026	\$111,837.49	\$6,325.15	\$9,993.52

NSDLAF (Investment)	Spc Bldg	Bond Fund
Previous Bal 2/1/2026	\$2,755,987.42	\$243,906.75
Receipts February 2026	\$109,567.71	\$21,273.81
Disbursements Feb 2026	\$17,477.50	\$0.00
Cash on Hand 2/28/2026	\$2,848,077.63	\$265,180.56

\$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

**Minutes – Board of Education – Unofficial Until Board Approval
February 16, 2026**

The Board of Education, School District #148, Lancaster County, Nebraska, met on Monday, February 16, 2026 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 January 19, 2026 meeting of the Board, in the February 2026 issue of *“The Clipper”*. Board members present were: Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek. William England was absent. Administrators present were Ryan Terwilliger, Amber Dolliver, Simon Wiedel. Chairman Nutter called the meeting to order at 7:00PM and noted that the Open Meetings Act is posted on the north wall of the meeting room. The Board recited the Pledge of Allegiance.

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

Financial Summary					
1-31-2026					
School Accounts	General	Lunch	Activity	Bus Deprec	Student Fees
Previous Bal 1/01/2026	\$2,479,444.42	\$16,459.08	\$212,301.75	\$212,081.43	\$28,511.95
Receipts - January 2026	\$811,892.74	\$40,917.55	\$20,819.46	\$545.23	\$1,068.09
Disbursements- January 2026	\$798,993.01	\$31,406.98	\$52,008.27	\$65,820.00	\$0.00
Cash in Cking 1/31/2026	\$479,933.61	\$14,614.79	-\$18,608.50	\$10,446.08	\$29,580.04
Invested: January 2026	\$2,012,410.54	\$11,354.86	\$199,721.44	\$136,360.58	
Lanc. Co. Treasurer:	General		Bond		Spc Bldg
Previous Bal 1/01/2026	\$237,728.07		\$16,008.89		\$24,077.95
Receipts - January 2026	\$878,373.17		\$20,562.98		\$102,097.88
Disbursements - Jan 2026	\$238,766.54		\$16,096.86		\$24,204.51
Cash on Hand 1/31/2026	\$877,334.70		\$20,475.01		\$101,971.32
NSDLAF (Investment)	Spc Bldg	Bond Fund			
Previous Bal 1/1/2026	\$2,722,389.45	\$226,275.07			
Receipts January 2026	\$33,597.97	\$17,631.68			
Disbursements Jan 2026	\$0.00	\$0.00			
Cash on Hand 1/31/2026	\$2,755,987.42	\$243,906.75			

Communications From The Public –

Grace Green reported the Malcolm High School Band will perform in the Capitol Rotunda on March 18th from 12:00-12:30PM. It is a prestigious opportunity for our students.

Kamryn Broders updated the Board on Student Council Activities. Student Council held elections in January. Members helped serve food at Matt Talbot Kitchen February 9th. They will hold a Bake Sale on February 17th to benefit Make-A-Wish. The Student Council will hold a donation drive for the Humane Society March 23 – April 2.

Unfinished Business – None

New Business –

Spellman moved, seconded by Mitchell, to approve the 2024 – 2025 Annual Report as discussed. Mr. Terwilliger presented the report and answered questions. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, Heidtbrink. NAYS – None. ABSENT – England. Motion passed.

Spellman moved, seconded by Heidtbrink, to offer the Assistant Technology Director position to Matthew McKay for the 2026-2027 School Year. Mr. Wiedel reviewed Mr. McKay’s experience and background. Voting by roll call: AYES – Nutter, Spellman, Swotek, Heidtbrink, Mitchell. NAYS – None. ABSENT – England. Motion passed.

Heidtbrink moved, seconded by Mitchell, to offer the 6th-8th English/Language Arts position to Miranda McKay for the 2026-2027 School Year. Mr. Wiedel reviewed Mrs. McKay’s experience and background. Voting by roll call: AYES – Spellman, Swotek, Heidtbrink, Mitchell, Nutter. NAYS – None. ABSENT – England. Motion passed.

Spellman moved, Swotek seconded, to approve the Memorandum of Understanding For Catastrophic Sick Leave for Certified Staff. Mr. Terwilliger answered questions. Voting by roll call: AYES – Swotek, Heidtbrink, Mitchell, Nutter, Spellman. NAYS – None. ABSENT – England. Motion passed.

Swotek moved, Heidtbrink seconded, to set a Board Work Session to discuss the Superintendent Evaluation Tool for Tuesday, March 3, 2026 at 6:00PM. Voting by roll call: AYES – Heidtbrink, Mitchell, Nutter, Spellman, Swotek. NAYS – None. ABSENT – England. Motion passed.

Mitchell moved, seconded by Heidtbrink, to set a Spring Board Work Session for Tuesday, March 24, 2026 at 6:00PM. Voting by roll call: AYES – Mitchell, Nutter, Spellman, Swotek, Heidtbrink. NAYS – None. ABSENT – England. Motion passed.

No action was taken to authorize investment in the Nebraska Liquid Asset Fund. Mr. Terwilliger is in consultation with legal counsel on wording necessary, due to legislative action.

Mr. Wiedel discussed the Dual Credit /SENCAP Report. Students are taking advantage of earning college credits through the program.

Administrative Reports –

Mr. Simon Wiedel, Jr/Sr High School Principal

- [Mr. Wiedel February 2026 Board Report](#)

Superintendent Ryan Terwilliger

- Village of Malcolm possible land annexation
- Board Code of Conduct – available for Board signatures
- Weight room usage update
- Environmental Graphics – the first phase of banners/signs are being produced now
- NASB Membership Guides were distributed
- Inclement Weather Decisions – Mr. Terwilliger presented the process of weather related school closing/activities decisions
- 2025-2026 Academic Calendar Notification – Mr. Terwilliger noted that tournament dates had changed since the adoption of the 2025-2026 Academic Calendar. Parents and patrons will be notified of changes
- Reports on the presentation to the Safety Committee by FBI Agent Andrew Crawford
- Softball Program Consideration to allow students from a different school to join Malcolm’s program due to possible low numbers for the Malcolm program
- Turning Point USA – Club America request for a club and issues of noncurricular clubs
- Legislative update – Mr. Terwilliger and Mr. Swotek spoke on legislative issues affecting education
- Stacy Lostroh has accepted the position of Business Manager

With no further business before the Board, Heidtbrink moved, seconded by Mitchell, to adjourn. Chairman Nutter declared the meeting adjourned by acclamation at 9:01PM.

Respectfully submitted,

Julia Lostroh

Recording Secretary

The Board of Education will meet for a Work Session on Tuesday, March 3, 2026 at 6:00PM at the District Board Room, 10004 NW 112th St., Malcolm, NE. to discuss the new Evaluation Tool for the Superintendent. The next regular meeting of the Board of Education will be held on Monday, March 16, 2026 at 7:00PM in the District Board Room, 10004 NW 112th St., Malcolm, NE. Agendas are available as they develop at: [SPARQData](#) The Board of Education will meet for a Spring Work Session on Tuesday, March 24, 2026 at 6:00PM at the District Board Room, 10004 NW 112th St., Malcolm, NE.

March 16, 2026		
Payroll	\$629,017.01	Payroll Expenses/Benefits
Amazon	\$259.42	Nurse Supplies/Batteries/Tech Supplies
Arnold Motor Supply	\$503.97	Engine Oil Filters/Air Filters
Bauer Built	\$880.59	Replace Tires #17
Beach, Michael	\$74.70	Music Reimbursement
Butterfield, Gaylene	\$6,719.50	Nov-Jan SPED OT Services
CDW-G	\$36,775.20	Chromebooks/ACAD Google Chrome
Children's Nebraska	\$1,224.00	SPED Contracted Nursing Service
Crete Public Schools	\$13,750.00	3rd Qrt SPED Services/Tuition
DAS State ACCTG	\$317.87	Internet Service - February
Dolliver, Amber	\$55.95	WF Principal Supplies
ESU #6	\$634.77	Tech Hosting/Professional Development
Eakes Office Solutions	\$2,719.97	Contact/Custodial Supplies
Electronic Contracting Company	\$614.25	Open Circuit Work
First Concord	\$90.00	Flex 125 Adm Fees
Go Physical Therapy	\$895.56	Vision SPED Services
Heffelfinger Psychotherapy	\$3,341.85	Mental Health Services
Hillyard	\$878.80	Custodial Supplies
HomeTown Leasing	\$1,417.01	Copier/Printer Leases
JW Pepper	\$94.48	Choir Music
Kidwell	\$1,870.00	Camera License Upgrade
Matheson	\$578.17	IT Cylinder Rentals
Meehl, Jan	\$1,308.75	SPED PT Services
Menards	\$56.91	Maintenance/IT Supplies
Meyer Truck Repair	\$650.97	Bus #17Heater Fan/Bus #20 Computer Draw Repairs
Nebraska Equipment	\$1,257.09	Kubota Tires/Fuel Leak
NE State Fire Marshal Agency	\$144.00	Annual Boiler Certificate
Norris Public Power	\$6,847.56	February 2026 Electricity
NRCSA	\$1,500.00	Spring Conference Registration
OneSource	\$105.00	Background Checks
OpTec	\$195.00	Cell Connection to Sign
Otte Oil & Propane	\$3,408.04	Propane
Paragon Refuse Service	\$448.00	Garbage Service
Perry Law Firm	\$388.80	Legal Fees
Prichard, Dennis	\$980.58	State GBB Coach Stipend
Riverside Insights	\$620.00	Cognitive Abilities Test
Robotham, Evaline	\$210.97	Mileage Reimbursement
Schumacher, Patti	\$121.80	Mileage Reimbursement
Seward County Independent	\$4.55	Meeting Notice
Trane	\$2,290.20	Heat Pump Repair
Truck Center	\$57.60	Antifreeze
TSA/Omni	\$83.33	403b TPA
Unite Private Network	\$538.10	Distance Learning Cable
US Postal Service	\$370.00	USPS Marketing Mail Fee
Verizon	\$119.82	Cellphone Service
Village of Malcolm	\$5,926.59	Water/Sewer Service/Ball Field Water/Sewer
VISA	\$1,604.15	Softener Salt/FCS/CPR/Welding/Library Supplies
Wex	\$3,684.24	School Vehicle Fuel
Wiedel, Simon	\$729.35	Jan 26 thru Feb 24 Administrator Mileage

Windstream	\$838.91	Phone Service
Out of Cycle		
US Post Office	\$371.45	Clipper/Brd Minute Postage
Amen, Scott	\$274.90	Professional Development Mileage
Meehl, Jan	\$377.70	January SPED PT Services
Menards	\$48.96	Maintenance/Custodial Supplies
	\$738,276.39	Total
School Lunch Fund		
Payroll	\$15,299.02	Payroll Expenses
Broughton, Danni	\$25.89	Food Supplies/Special Student Diet Food
CashWa	\$13,197.05	Lunch Food/Disposable Supplies
Hiland Dairy	\$3,019.78	Milk Supplies
Sysco	\$5,312.81	Food/Custodial Supplies
US Foods	\$1,375.81	Food/Custodial Supplies
	\$38,230.36	Total
Special Building Fund		
Renze Display Company	\$5,438.96	State Championship and Runner Up Signs
	\$5,438.96	Total

StudentsSchool Library Materials and Parent Access

The District will provide parents, guardians, and educational decisionmakers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book.

For purposes of this Policy, the "school library" means the collection of books maintained by the District in a library or media center, as designated by the Superintendent or designee, located on school property and managed by District staff for student circulation. The term "school library" does not include: (1) classroom libraries or book collections maintained by individual teachers; (2) instructional textbooks or curriculum materials issued to students; (3) digital instructional materials, online databases, or subscription research services; and (4) materials accessed through a library not managed or supervised by the District. For purposes of this policy, a "book" means a bound or printed work cataloged within the District's school library circulation system.

The District will maintain a catalog of books available in each designated library. Such catalog will be made available for viewing by parents, guardians, and educational decisionmakers through a method designated by the Superintendent or designee.

The District will provide parents, guardians, and educational decisionmakers the opportunity to opt-in to receive notification when their student checks out a book from a designated library. If a parent, guardian, or educational decisionmaker elects to receive such notifications, the District shall provide such notice, which will include the: (1) title of the book; (2) author(s); and (3) date the book must be returned.

Requests to receive library checkout notifications must be submitted through a written request or through a process identified by the Superintendent or designee.

The Superintendent or designee may develop procedures to implement this Policy, and staff, parents, guardians, and educational decisionmakers must follow these procedures.

Legal Reference: Neb. Rev. Stat. §79-533.04

Date of Adoption: [Insert Date]

James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight
Charles Kaplan
Haleigh B. Carlson
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Of Counsel
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Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

LB 390 Analysis: What to Expect and Tips for Planning Ahead

Last year, Nebraska's Legislature passed LB 390, now codified as Neb. Rev. Stat. § 79-533.04.

Under the new law, before the 2026-2027 school year begins, every public school district must adopt a Board Policy that:

1. Requires a "catalog" of all books in the school district's library. The "catalog" must be categorized by school building and accessible for viewing by a student's educational decisionmaker; and
2. Allows educational decisionmakers to be notified when their student checks out a book from the school library, including the book's name, author, and due date.

Note that the law does not require the catalog or notifications to be electronic. Therefore, a school could create or maintain a paper catalog, as long as educational decisionmakers can view that document. Similarly, the notification requirement does not need to be through an app or software, so a school librarian could email or call a parent when their student checks out a book.

As with any new law, there may be more questions than answers. For instance, the law only applies to a "book" that a student "checks out." Under this plain language, the law does not apply to a student who reads a book in the library.

To this end, the statute does not define "book," though the context of the law suggests a traditional book (as opposed to a magazine or other form of media). Still, the statute only applies to "a school library that is located on school district property . . ." The plain reading of this provision suggests that digital resources and e-Books are probably not covered, though a parent may disagree if their student checks out controversial e-Books. If a school does not plan (or have a way) to notify parents of e-Books, the school should clarify that in Board Policy or the Student Handbook.

Further, the law only requires the school provide a parent with the "opportunity" to be notified of the student's checkouts. Therefore, the statute permits parents to opt-in (as opposed to opting out). The opt-in process will need to be outlined in Board Policy and/or the Student Handbook. With that being said, the opt-in process will require a system to track which parents need to be notified. This may raise administrative questions, including on days when the librarian is out of the building.

Still, the “notification” requirement is not entirely clear. A passive process (such as a website that parents can log onto to see their student’s checkout history) probably does not suffice, since the statute requires parents to be “notified.”

The statute also does not differentiate between the “main” school library and classroom libraries. The statute appears drafted to focus only on the “main” school library, though this new law would be a good opportunity to remind staff to be mindful of the books in their classroom libraries.

In terms of the practical implementation of this new law, schools may be wise to begin thinking about how they will comply with the new law by the beginning of next school year (especially those schools that do not have these systems or processes already in place). Some practical suggestions could include:

- i. Deciding whether the school will change or upgrade its library software to comply with these new requirements;
- ii. Determining whether the existing library catalog is accurate and how often the catalog will be updated (and who will update it);
- iii. How the school will handle opt-in requests (paper forms, emails, or a form online), track the parents who “opt in,” how they will be notified, and how those notifications will be handled if the librarian is out on any given day;
- iv. How these processes will be handled consistently across school buildings;
- v. How the school will notify students of this new process; and
- vi. How all of these new requirements will be implemented and followed next year (when there may be new staff to the District).

Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Nebraska Department of Education Rule 10. The Annual Report shall be distributed or made available to residents of the School District each year. The report shall include information required by NDE Rule 10 and applicable NDE guidance. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of the mission and vision statements.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
- D. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations shall be provided to the Nebraska Department of Education, when appropriate. The external team visits shall be conducted at least once each five years.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education. The annual report may include information about student progress on the computer science and technology courses and other relevant measures of student progress in the areas of computer science and technology education. To the extent appropriate, computer science education data may be incorporated into the District's Annual Report and considered as part of the District's ongoing school improvement planning process.

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10
Neb. Rev. Stat. § 79-3305

Date of Adoption: [Insert Date]

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Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10
Neb. Rev. Stat. § 79-3305

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred thirty-six thousand dollars (\$136,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred forty-four thousand dollars (\$144,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.*; Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

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Date of Adoption: [Insert Date]

StudentsAsthma, Anaphylaxis, and Allergic Reaction Protocol

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

The Superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction (including anaphylaxis) and use of an EpiPen and albuterol. These regulations and protocols shall also ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 8:00 a.m. and ending at 3:30 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made in the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol.

The Superintendent or designee shall further develop and implement protocols to address anaphylaxis and the emergency use of epinephrine at school buildings and school-sponsored activities. A school nurse or trained staff member may administer epinephrine to any individual believed to be experiencing anaphylaxis. These protocols will also address the District's response, documentation, notification, and reporting any instances of administering epinephrine. The District will continue to implement individualized health or Section 504 plans for students with known severe allergies, and nothing in this policy limits rights or accommodations under Section 504, the ADA, or the IDEA.

Legal Reference: NDE Rule 59.006
Neb. Rev. Stat. § 79-227

Date of Adoption: [Insert Date]

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Legal Reference: NDE Rule 59.006
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Date of Adoption: [Insert Date]

**~~WAIVER OF EMERGENCY RESPONSE TO
LIFE THREATENING ASTHMA OR
SYSTEMIC ALLERGIC REACTIONS PROTOCOL~~**

[Name] Public School District

Student Name: _____ Date of Birth: _____

School: _____ Grade: _____

~~I am aware of the school policy that provides a protocol to follow by school personnel to administer EpiPen/albuterol to a student when it is determined that the student is suffering a life-threatening asthma or systemic allergic reaction while school is in session.~~

~~After considering the school policy and the best interests of my child, _____, I do not wish to have him/her given or administered albuterol or medication from an Epi-Pen by school personnel under any circumstances for the 20____-20____ school year.~~

DATED: _____

Signature of Parent/Guardian/Custodian

DATED: _____

Signature of Physician

DO NOT return this form **without** a physician's signature supporting your request to remove your child from the protocol.

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$136,000, or such sum as adjusted pursuant to Section 73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. Sections 73-101 to 73-106

Date of Adoption: [Insert Date]

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All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$~~109~~136,000, or such sum as adjusted pursuant to Section 73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. Sections 73-101 to 73-106

Date of Adoption: [Insert Date]

NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES

GUIDANCE DOCUMENT

“This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Nebraska Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.”

Pursuant to
Neb. Rev. Stat. § 84-901.03

Anaphylaxis Response Policy Guidance Document

Effective 7/1/2026

The purpose of the Guidance Document is to assist licensed child care providers in adopting policy to address EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS), as stated in Neb. Rev. Stat. § 71-1913.04 and § 71-1965

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary. A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, AND DEATH CAN OCCUR. Immediate allergic reactions may require emergency treatment and medications. **LIFE-THREATENING ASTHMA SYMPTOMS:** Any of these symptoms may occur:

- Chest tightness.
- Wheezing.
- Severe shortness of breath.
- Retractions (chest or neck “sucked in”).
- Cyanosis (lips and nail beds exhibit a grayish or bluish color).
- Change in mental status, such as agitation, anxiety, or lethargy.
- A hunched-over position.
- Breathlessness causing speech in one-to-two-word phrases or complete inability to speak.

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reaction the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives.
- Abdominal: pain, nausea and vomiting, diarrhea.
- Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction.
- Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse).
- Mental status: apprehension, anxiety, restlessness, irritability.

EMERGENCY PROTOCOL:

1. CALL 911.
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.
3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.
- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

Prescribing Health Care Practitioner

Date

When signed by a licensed prescribing health care practitioner, these orders shall serve as a prescription as defined in Neb. Rev. Stat. § 71-2475 for emergency use for epinephrine auto injectors and nebulized albuterol to be used accordingly.

James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight
Charles Kaplan
Haleigh B. Carlson
Sara J. Tonjes
Kendall G. Oberheide



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Thomas M. Haase

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Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

FIRST SET OF 2026 POLICY UPDATES

Over the past several years, the Nebraska Legislature enacted several measures that will take effect during the 2026-2027 school year. In anticipation of these changes, we are sending the first set of policy updates to give boards and administrators time to review and plan for next year. As always, please do not hesitate to contact us with any questions or concerns.

1. Policy 1040 – Annual Report. Neb. Rev. Stat. § 79-3305 now requires an annual “computer science and technology education status report” to the School Board. The deadline to complete the first report is December 1, 2026.

2. Policy 3540 – Bidding Construction Projects. Neb. Rev. Stat. § 81-3445 requires the State Board of Engineers and Architects to adjust the threshold for architects or engineers on construction projects. The Board adjusted this amount to \$144,000, which is now reflected in Policy 3540.

3. Policy 5601 – Asthma, Anaphylaxis and Allergic Reaction Protocol. Neb. Rev. Stat. § 79-227 requires each Board to adopt an anaphylaxis policy by July 1, 2026. The anaphylaxis policy must also be included in the Student Handbook, beginning in the 2026-2027 school year. In addition, DHHS issued a new guidance document for anaphylaxis that does not need to be adopted into Board Policy but can be shared with your staff.

4. Policy 7050 – Bids and Contracts. Neb. Rev. Stat. § 73-106 requires the State Board of Education to adjust the bidding threshold once every five years. The State Board adjusted this amount to \$136,000, which is now reflected in Policy 7050.

Malcolm Public Schools

SUPERINTENDENT EVALUATION/RUBRIC

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Standard I. Mission, Vision, and Goals						
Objective: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.						
	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
I.a.	Working collaboratively with the board, uses varied sources of information and analyzes data to shape mission, vision, and goals with high measurable expectations for staff and students.		<i>The board does not receive progress updates.</i>	<i>Provides semiannual updates to the board.</i>	<i>Monitors the progress and success of the plan and provides quarterly updates to the board.</i>	
I.b.	Demonstrates understanding of the vision while establishing a means to involve stakeholders in sustaining the vision that supports staff, students, and community expectations for improving education.		<i>Utilizes a limited group of stakeholders to develop a district improvement plan targeting only short-term goals.</i>	<i>Provides progress updates to the board and community through monthly board meetings.</i>	<i>Annually engages diverse stakeholders in ways that builds shared understanding and the analysis of the progress of the strategic plan and updates the plan following feedback from stakeholders.</i>	
I.c.	Identifies, clarifies, and proactively addresses barriers to ensure the progress and success of the mission, vision, and strategic plan.		<i>Depends on delegated leadership to identify and address challenges.</i>	<i>Empowers administration with the responsibility of identifying barriers which enables the superintendent to determine how the district will respond to the identified needs.</i>	<i>Utilizes data to support progress of the mission, vision, and strategic plan resulting in improved instruction and learning.</i>	

Standard I. Mission, Vision, and Goals Objective: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.	Rating:
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Board Comments:	Superintendent Comments:
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If a goal has been established for a performance indicator listed above, please include the goal in this space.
 Goal statement: Performance Indicator: Evidence of Progress:

- Artifacts that may serve as evidence of performance:
- District Strategic Plan Goals and Updates
 - MPS Strategic Plan Progress Analysis Reports
 - Board Committee Minutes
 - District and Building Administrator Meeting Agenda
 - Board Meeting Agenda/Minutes
 - Other

Standard II. Policy
 Objective: The superintendent works collaboratively with the board to define, update, and adopt policy.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
II.a.	Ensures policies, handbooks, and administrative guidelines are current and implemented with integrity and consistency.		<i>Leads board through the review of policy changes and updates following the Legislative session.</i>	<i>Establishes and presents to board a process for timely policy updates and revisions and uses legal counsel for final review when necessary.</i>	<i>Follows process that ensures the board reviews and updates policies and handbooks aligned to State law and rules and regulations. Updated policies will be posted on the public website within 7 calendar days.</i>	
II.b.	Ensures the district is following local, state, and federal law and rules-regulations.		<i>Monitors compliance status of the district</i>	<i>Promotes the importance of district compliance with local, state, and federal laws, rules, and regulations.</i>	<i>Aligns the Annual Board Calendar to include timely updates and reports to inform the board and validate the district is following local, state, and federal law, rules, and regulations.</i>	
II.c.	Confirms district guidelines are in place to support administrators' enforcement of policy, decision-making, and effective leadership districtwide.		<i>Understands the need for district guidelines</i>	<i>Demonstrates awareness of the need for defined district guidelines to support district leadership and enforcement of policy, rules, and regulations. Provides board updates on progress in this area.</i>	<i>Regularly presents evidence of district guidelines to the board for review through the board's policy review and adoption process.</i>	

II.d.	Oversees a fair and equitable conflict management process to support students, families, staff, and administrators.		<i>Articulates knowledge of strategies for constructively addressing conflict.</i>	<i>Creates processes to support administrators to equip them to build consensus, communicate, and resolve conflict.</i>	<i>Presents evidence of a defined conflict resolution process to support administrators and to equip them to build consensus, communicate, and resolve conflict.</i>	
II.e.	Assures the development, implementation, and sustainability of a responsive district crisis and safety plan.		Demonstrates an emerging understanding of the need for a district crisis and safety plan.	<i>Ensures a comprehensive crisis and safety plan is developed and implemented in alignment with board-adopted policies. The plan is responsive to district needs and includes clear protocols.</i>	Leads a proactive, collaborative process with the board and appropriate external stakeholders to develop, implement, and sustain a comprehensive crisis and safety plan.	

Standard II. Policy
Objective: The superintendent works collaboratively with the board to define, update, and adopt policy. Rating:

Board Comments:	Superintendent Comments:

If a goal has been established for a performance indicator listed above, please include the goal in this space.
Goal statement: Performance Indicator: Evidence of Progress:

- Artifacts that may serve as evidence of performance:
- District adopted policy review process/calendar
 - Policy Committee Minutes
 - District Administrative Guidelines
 - Board Meeting Agendas/Minutes
 - Other

Standard III. Budget Planning and Management
Objective: The superintendent provides organizational leadership district-wide to ensure fiscal accountability by allocating, using, and investing district resources to support effective instruction and improved learning for all students.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
III.a.	Ensures the board and administrative budget planning process aligns resources to district needs, mission, vision, and the strategic plan.		<i>Aligns resources to immediate district needs.</i>	<i>Aligns resources based upon annual operational needs but does not include the needs and priorities of the strategic plan and the impact of planning.</i>	<i>Strategically aligns the annual budget to the needs and priorities, the vision, and strategic plan goals while considering the impact of planning for the future.</i>	

III.b.	Provides effective financial forecasting and updates the board with historical and current budget data to monitor revenue and budget expenditures.		<i>Informs the board with appropriate information as needed.</i>	Presents clear, transparent, and comprehensive financial reports to the Board on an annual basis	Provides the board with current monthly and fiscal year to date spending analysis comparative to budget.	
III.c.	Expends and manages the district budget in accordance with the board adopted budget, policy, and applicable state/federal laws and regulations.		<i>Delegates fiscal responsibility to the Business Manager to manage district budget, planning, and management.</i>	<i>Ensures the Business Manager manages district resources and budget as adopted by the board.</i>	<i>Oversees and monitors staff, district spending, planning and management of the budget in accordance with policy, laws, and regulations.</i>	
III.d.	Ensures the district completes an annual audit and presents the findings to the board.		<i>Identifies consistent discrepancies in the annual audit and financial controls.</i>	<i>Dependent upon the annual audit to identify improvements to financial controls.</i>	<i>Promotes appropriate financial controls and conducts an annual audit by outside firm.</i>	
III.e.	Design, present, and follow an Annual Budget Development Timeline that includes board reports to discuss timely budget information, updates to information available to support the design and proposed budget line items.		<i>Designs and presents an Annual Budget Development Timeline to provide proposed budget needs and priorities for discussion and consideration by the board.</i>	<i>Follows Annual Budget Development Timeline and presents proposed budget priorities and updates no less than quarterly.</i>	<i>Engages the board in monthly budget discussion including legislative updates and proposed financial needs and priorities to be considered for the upcoming fiscal year budget.</i>	
III.f.	Provides for the over-all upkeep and maintenance of the school facilities, grounds, and equipment and sees to their maintenance and safety.		Demonstrates emerging awareness of the importance of facility upkeep and safety. Maintenance efforts are reactive rather than proactive, with inconsistent attention to long-term planning or alignment with instructional goals.	Consistently ensures that school facilities, grounds, and equipment are maintained in a safe and functional condition. Maintenance practices are systematic and aligned with district goals.	Leads a strategic approach to facilities management ensuring maintenance and safety initiatives are proactive, data-informed, and integrated into long-term planning.	

Standard III. Budget Planning and Management Objective: The superintendent provides organizational leadership district-wide to ensure fiscal accountability by allocating, using, and investing district resources to support effective instruction and improved learning for all students.		Rating:
Board Comments:	Superintendent Comments:	

If a goal has been established for a performance indicator listed above, please include the goal in this space.

Goal statement: Performance Indicator: Evidence of Progress:

Artifacts that may serve as evidence of performance:

- Board Adopted Budget
- Monthly Budget Reports
- Quarterly Expenditure Updates
- Annual District Audit
- Management and Investment of Alternative Resources [ESU Funding, Grants, ESSER funds, etc.]
- Long-Term Facility Plan
- Financial Policies
- Financial Forecasting Data
- Other

Standard IV. Organizational Leadership and Culture

Objective: The superintendent provides cultural leadership through accountability, equality, engagement, and advocacy for staff and students.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
IV.a.	Provide proper supervision and evaluation of MPS District Administrators. Ensure administrators, certified, and classified staff members receive an appropriate evaluation.		<i>Evaluation system and processes are in place but not fully in compliance and inconsistent with accreditation and state law.</i>	<i>Advocates for and creates a collaborative system that empowers distributed leadership responsibilities to complete appropriate evaluation of staff.</i>	<i>Enforces procedures for required management and evaluation of staff to ensure responsible leadership and management of human resources. Reports to the board annually on the status and compliance of the district.</i>	
IV.b.	Devotes time and resources to establishing and sustaining a culture of openness and collaboration, engagement, sharing of information, analyzing outcomes, and planning for improvement.		Demonstrates efforts to foster a collaborative and open culture. Time and resources are occasionally allocated to support engagement and information sharing, but efforts may be inconsistent or limited.	Consistently fosters openness and collaboration by maintaining regular team practices, sharing information transparently, engaging staff and stakeholders in outcome reviews, and implementing improvement plans with clear, measurable goals.	<i>Builds a strong culture of openness, teamwork, approachability, and improvement. Time and resources are used to drive innovation through supporting deep engagement, clear communication, staff wellbeing, and thoughtful planning based on results.</i>	
IV.c.	Designs and utilizes various forms of formal and informal methodologies to engage both internal and external stakeholders prior to setting district-board goals.		<i>Communicates necessary information to relevant staff and stakeholders.</i>	<i>Holds principals and district leaders accountable for implementing communication throughout the district.</i>	<i>Identifies the information needs of stakeholder groups and communicates in a timely and effective manner.</i>	
IV.d.	Support, facilitate, and encourage the work and development of the board, including the support of board committee work as part of effective board decision making.		Demonstrates emerging efforts to support board and committee work. Engagement is present but inconsistent, and support may be reactive rather than strategic.	Consistently supports and facilitates board and committee work, contributing to effective decision-making through collaboration with board members and committees to ensure meetings are purposeful and informed. Provides relevant data, context, and recommendations that reflect accountability and equity. Periodically attends local board development activities.	Provides strategic leadership and supports the board and its committees, ensuring decisions reflect equity, engagement, and the district's vision. Collaborates with the board to establish a clear, shared understanding of board and superintendent roles. Attends conferences or workshops with board members.	
IV.e.	Ensures a purposeful and equitable recruiting and hiring process.		Demonstrates initial awareness of the importance of equitable recruiting and hiring practices.	Consistently implements recruiting and hiring practices that reflect purposeful and equitable strategies.	Leads efforts to ensure recruiting and hiring processes are purposefully designed to advance cultural leadership. Practices are transparent, inclusive, and continuously improved through stakeholder feedback.	

IV.f.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.		Demonstrates an emerging understanding of ethical leadership principles. Shows awareness of the importance of equitable and respectful practices but has not yet embedded them consistently in leadership behavior.	Consistently models ethical behavior, trustworthiness, and integrity in professional settings. Builds respectful relationships with staff and students, fostering a positive culture.	Leads by example with strong ethics and professionalism. Builds a culture of trust and respect throughout the district. Encourages others to lead with integrity and embeds these values into everyday practices.	
IV.g.	Promotes opportunities for staff to pursue professional development to fulfill responsibilities and grow in current positions.		Demonstrates initial efforts to encourage staff professional development. Opportunities may be limited, informal, or inconsistently communicated.	Consistently promotes and facilitates professional development opportunities that support staff in fulfilling their responsibilities and growing in their current roles.	Strategically integrates professional development into the district's culture, ensuring it is a key driver of staff growth, equity, and engagement.	

Standard IV. Organizational Leadership and Culture Objective: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff.		Rating:
Board Comments:	Superintendent Comments:	
<p><i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i> Goal statement: Performance Indicator: Evidence of Progress:</p>		
Artifacts that may serve as evidence of performance: <input type="checkbox"/> Conflict Resolution Process <input type="checkbox"/> Leadership Development Plan <input type="checkbox"/> Professional Development Plan <input type="checkbox"/> On-Boarding and Mentoring Program for all staff <input type="checkbox"/> Hiring Protocols and Procedure <input type="checkbox"/> Review of teacher evaluation policy and administrator's evaluation tool <input type="checkbox"/> Personnel Policies <input type="checkbox"/> Documentation of completed evaluations <input type="checkbox"/> Other		

Standard V. Educational Leadership Objective: The superintendent provides educational leadership ensuring resources align and support best practice for instruction and implementation of curriculum and programs designed to ensure all students attain success.						
	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
V.a.	Ensures the curriculum, instruction, and assessments utilized in the district aligns to the mission, vision, and beliefs of the school district.		<i>Demonstrates understanding that student learning is the fundamental purpose of the district and highlights how the district monitors continuous improvement.</i>	<i>School Improvement goals, as established by NDE, reflect the high priority needs in the district and assures the board that the district has committed the time and resources to align curriculum and standards to support continuous improvement.</i>	<i>Engages the board in updates referencing data, curriculum, instructional programming, professional development, interventions, and strategies established by NDE or the Board are utilized to ensure and validate growth and continued school improvement.</i>	

Vb.	Ensure high expectations for student learning, supports decision-making, aligned curriculum to academic standards, advocates for the engagement of parents/families as partners in the education of students, and the district documents continuous improvement.		Demonstrates an emerging understanding of academic standards and sets general goals for student achievement, but expectations are not consistently used to guide decisions or instruction. Family involvement is limited or uneven, and improvement efforts are mostly reactive with minimal planning and data use.	Establishes and communicates expectations for student learning that guide instructional decisions and resource allocation. Curriculum is aligned with academic standards and implemented consistently. Family engagement strategies are in place and continuous improvement is documented through data-informed planning aligned with district goals.	<i>Sets a clear vision with high expectations for learning, ensures curriculum is aligned and responsive to student needs, promotes strong family partnerships through inclusive engagement practices, and leads strategic, data-driven improvement efforts that result in student success.</i>	
Vc.	Ensure district adopted curriculum and the framework for instruction is based upon current research, data, and best practice.		<i>Curriculum is not a priority of the district and professional development specific to the instructional framework is limited.</i>	<i>Staff professional development plan includes opportunities for staff to review curriculum and grow skills and knowledge of the instructional framework.</i>	<i>Board Meeting updates and committee work validate the adoption of curriculum and instructional framework is in place providing differentiated and personalized instruction to support student needs.</i>	
Vd.	Oversees the evaluation, development, and implementation of curriculum and programs designed to ensure all students attain individual goals and support the education standards of the district.		<i>Minimal understanding of the current curriculum and program needs to support changes and the education standards of the district.</i>	<i>Depends upon the administrative structure and accountability of building leaders to advocate for change to ensure students have access to curriculum and programs to support the education standards of the district.</i>	Demonstrates leadership capacity to assist administrators in guiding data-driven decision-making and change to ensure MPS students attain individual goals and success.	

Standard V. Educational Leadership Objective: The superintendent provides educational leadership ensuring resources align and support best practice for instruction and implementation of curriculum and programs designed to ensure all students attain success.		Rating:
Board Comments:	Superintendent Comments:	
<p><i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i></p> <p>Goal statement: Performance Indicator: Evidence of Progress:</p>		
<p>Artifacts that may serve as evidence of performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District Strategic Plan – Progress Analysis Report <input type="checkbox"/> School Improvement Goal updates <input type="checkbox"/> Curriculum Review Cycle <input type="checkbox"/> Student performance data and goals <input type="checkbox"/> Instructional Model Adoption/Professional Development Plan <input type="checkbox"/> Other 		

Standard VI. Community Relations

Objective: The superintendent serves as a community ambassador fostering a positive working relationship through connections and engagement with community partners, local and state government officials, business leaders, and post-secondary organizations.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
VI.a.	Establishes a visible presence in district learning centers and the community at-large.		<i>Visible but not necessarily approachable by staff and community members.</i>	<i>Visible and approachable by staff and community members.</i>	<i>Visible and approachable by staff and community members. Attends a variety of district and community events.</i>	
VI.b.	Effectively communicates key public information in a timely and effective manner.		<i>Is available to stakeholders but does not effectively communicate information in a timely and effective manner.</i>	<i>Communicates with stakeholders.</i>	<i>Actively communicates and works to provide alternative means of communicating in a timely and effective manner.</i>	
VI.c.	Engages in regular and open two-way communication with families and the community about the school district, needs, priorities, and accomplishments.		<i>Accepts suggestions and input but does not seek it. Does not engage community in strategic planning.</i>	<i>Accepts input and engages community in strategic planning.</i>	<i>Actively seeks input, creates opportunities to gather input prior to setting goals.</i>	
VI.d.	Maintains a presence in the community to understand the strengths and needs and develop productive relationships.		<i>Does not actively promote the district. Speaks adequately in public.</i>	<i>Projects a positive image of the district. Well spoken.</i>	<i>Projects a positive image always; serves as a district ambassador. Articulate, knowledgeable, and well-spoken.</i>	
VI.e.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.		<i>Is available to special interest groups.</i>	<i>Sustains communication with special interest groups.</i>	<i>Effectively works to maintain communication with special interest groups to address concerns and opinions.</i>	
VI.f.	Communicates district student progress to parents on a scheduled basis.		<i>Accepts parental input but fails to seek it. Does not engage parents in strategic planning.</i>	<i>Accepts parent input and engages parents in district strategic planning.</i>	<i>Actively seeks parental input, creates opportunities for parent involvement, and seeks input when setting goals.</i>	
VI.g.	Engages with area schools both public and parochial for the benefit of improving and growing instruction and learning for all students of MPS.		<i>Engages in regular communication with area school administrators. Is available to area schools but does not pursue opportunities to benefit MPS.</i>	<i>Communicates with area schools when opportunities arise for collaboration.</i>	<i>Proactively identifies and explores opportunities to consider how area schools may work cooperatively with MPS to benefit instruction and learning for all students.</i>	

VI.h.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.		Demonstrates emerging awareness of legislation affecting the district. Occasionally engages with stakeholders.	Actively engages in legislative matters impacting the district and collaborates with stakeholders to support or oppose relevant policies. Maintains consistent communication with local and state officials.	Serves as a leader and trusted voice in legislative advocacy, proactively shaping and influencing policy. Anticipates changes, prepares the district, and influences policy direction.	
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Standard VI. Community Relations Objective: The superintendent serves as a community ambassador fostering a positive working relationship through connections and engagement with community partners, local and state government officials, business leaders, and post-secondary organizations.		Rating:
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i> Goal statement: Performance Indicator: Evidence of Progress:		
Artifacts that may serve as evidence of performance: <input type="checkbox"/> District Annual Report <input type="checkbox"/> Membership and participation with civic, community, and local/statement organizations <input type="checkbox"/> Partnerships and initiatives established to provide resources and support for the benefit of MPS <input type="checkbox"/> Community Engagement Summary and Reports <input type="checkbox"/> Examples of communication with parents and stakeholders <input type="checkbox"/> Other		

Superintendent Evaluation Summary (Needs updated to reflect changes to evaluation)

Standard of Performance	Standard Rating Value	6-Member Board Rating Value	Board Member Rating
Standard I: Mission, Vision, and Goals	12	72	
Standard II: Policy	16	96	
Standard III: Budget Planning and Management	16	96	
Standard IV: Organizational Leadership and Culture	16	96	
Standard V: Educational Leadership	16	96	
Standard VI: Community Relations	24	144	
Total Rating:	100	600	

Superintendent Evaluation Board Rating Summary (Needs updated to reflect changes to evaluation)

	Standard I Mis/Vis/Goals	Standard II Policy	Standard III Budget Plan/Mgmt	Standard IV Organizational Ldrshp	Standard V Educational Ldrshp	Standard VI Community Relations	
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Board Member	a	b	c	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	Board Total	
#1																									
#2																									
#3																									
#4																									
#5																									
#6																									
Standard Total																									

Board Superintendent Evaluation Comments:

Superintendent Evaluation Comments:

Superintendent Evaluation Goals

The goal form should be completed by the superintendent following the self-assessment process. The goals, as well as activities, outcomes, and timeline, will be reviewed by the local board prior to the beginning of work on the goals. No more than three (3) goals should be established for a single school year.

	Topic	Goal	Action Steps/Strategies	Outcome	Timeline
Personal Goal					
Personal Goal					
Board Goal					

Superintendent signature:

Date:

Board President signature:

Date:

PRINCIPAL REPORT

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



March 2026
Board Meeting

Central to what we do as a school is the transfer of knowledge from our teachers to our students. However, to say that this is all we do for students at Malcolm Jr/Sr High School would miss the mark. Our staff works hard not only to provide opportunities for students but to fully invest in those opportunities to ensure they enhance each student's overall experience. This work, combined with the commitment of our students, has resulted in a number of successes since my last Board report.

Winter Activity Success

We have had an extremely successful winter activities season. Our boys basketball team finished with a 13-12 record, losing a close game to Adams Central in the C1-9 Sub-District Tournament hosted at Grand Island Central Catholic.

Our wrestling team also competed well throughout the season, highlighted by Cody Barton, who qualified for the NSAA State Wrestling Championships in Omaha. Cody finished his season with an impressive 4th place finish, capping off an excellent high school career.

Most recently, our girls basketball team earned the opportunity to compete at the NSAA Girls State Basketball Tournament. They carried their regular-season success into the tournament, defeating Holdrege and Fort Calhoun to earn the chance to play at Pinnacle Bank Arena on Championship Saturday. While the girls ultimately fell to Milford in the championship game, their runner-up finish is an accomplishment everyone is proud of!

Heart Safe School

At the end of February, our district was officially designated a Heart Safe School District through Project ADAM. Led by our school nurse, Mrs. Cosgrove, staff worked together to develop a cardiac emergency response plan, ensure that AEDs are accessible and properly maintained, and receive training on how to recognize and respond to a cardiac emergency. We have also partnered closely with the Malcolm Fire Department to ensure that, should a cardiac emergency occur, our response is coordinated and immediate. Student and staff safety remains a top priority, and I am proud of the work our entire team put in to earn this designation.

While much has happened since my previous report, I look forward to sharing even more successes in April. The accomplishments of our students, supported by the dedication of our staff, continue to move us forward in our efforts to create a learning environment where every student has the opportunity to maximize their potential and become a productive and responsible citizen.

Important Dates

March 17 - No School (District Speech)

March 19 - Early Dismissal (12:27 PM) for 7-12 Students

March 20 - No School

April 3 - No School

April 6 - No School





Administrative Report
Westfall Elementary
Date: 3/16/2026
Amber Dolliver, PK-6 Principal

3rd Quarter

The 3rd Quarter ended on Thursday, March 12th. K-6 Report Cards will be sent home the week of March 23rd.

Preschool Applications

Preschool applications for the 2026/2027 school year were accepted through March 15th. We had over 45 applications. We will accept 19 children and notify them by April 1, 2026.

Spring NSCAS

3rd-6th grade students will take the NSCAS state assessment during April. This test is required by NDE.

- 3rd Grade - math & ELA
 - 4th Grade - math & ELA
 - 5th Grade - math, ELA, & science
 - 6th Grade - math & ELA
-

NWEA Growth Assessments

K-6 students will take the NWEA MAP Growth and Fluency assessments from the end of April until mid May.

- K-4 Students - math & reading
 - 5-6 Students - math, reading, and science
-

2026-2027 Field Trips

The Malcolm PTO will pay for one field trip per grade level (K-5) for the 26/27 school year.

Malcolm Family Night

We are excited to have our first Malcolm Elementary Family Night. This event will take place on Tuesday, March 31st from 5:00-6:30 and will be open to our students, families, and community.

- K-5 Art Show
 - MPTO Pancake Man
 - Scholastic Book Fair
-

Upcoming Events

- March 19th - No PK-6 (LETRS workday)
- March 20th - No School
- March 19-20 - Malcolm Music Contest
- March 30th - 2026/2027 Kindergarten Round Up @ 4:00-5:00 pm
- March 30 - April 2 - Scholastic Book Fair
- March 31st - Malcolm Family Night (book fair, pancake man, art show)
- April 3rd - No School
- April 6th - No School
- April 9th - 4th grade field trip
- April 7-24 - NSCAS Assessments (3rd-8th grades)
- April 16 - 2nd grade field trip
- April 17th - No K-6 School (LETRS Training)
- April 20th - School Board Meeting
- April 24th - 12:27 Early Dismissal
- April 27th - 1st grade field trip
- April 30th - 5th grade field trip
- April 27 - May 15 - MAP Growth & Fluency (K-6 students)
- April 30th - 1st-5th Vocal & Instrumental Concert
- May 8th - Kindergarten Program
- May 11th - 6th-8th Vocal & Instrumental Concert
- May 15th - elementary track and field / fun day
- May 18th - School Board Meeting
- May 20th - 12:27 Dismissal (last day of school)
- May 21st - Teacher Inservice