

**HASTINGS
PUBLIC SCHOOLS**
Assuring the essential.
Expanding the possible.

Work Session

Thursday, November 5, 2020 @ 6:00 PM Central
Middle School, 201 North Marian Road, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. Review Board Norms/Goal - Jim Boeve -
5. *Approve Superintendent's Evaluation - Jim Boeve -
6. Reminder to declare if running for President or Vice-President - Jim Boeve -
7. Information on "Spotlight on Learning" - Jeff Schneider -
8. *Approve/Terminate e-learning for second semester - Jeff Schneider -
9. Approve change to school calendar - Jeff Schneider -
10. Discussion of communication proposal from Idea Bank - Jeff Schneider -
11. *Approve bid for Morton project - Trent Kelly -

12. *Consent Agenda - David Essink -

13. *Approve first reading of revised Policy 502.03 - Entrance Admissions - Kandace Garwood -

14. Reminders - Jim Boeve -

15. Reports, etc., at Board Meeting - Jim Boeve -

16. Executive Session - Jim Boeve -

17. The Board of Education returned to Open Session at p.m. - Jim Boeve -

18. Adjournment - Jim Boeve -

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on an item listed on the board agenda.

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

Hastings Public Schools

Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

SUPERINTENDENT EVALUATION

The Board will conduct an ongoing evaluation of the Superintendent's skills, abilities, and competence. At a minimum, the Board will formally evaluate the Superintendent twice in the first year and annually thereafter but, as determined by the Board, no later than April 15 of each school year. The goal of the Superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the Superintendent's role, clarify the immediate priorities of the Board, and develop a working relationship between the Board and the Superintendent.

The formal evaluation will be based upon the following principles:

1. The evaluation criteria shall be in writing, clearly stated, and mutually agreed upon by the Board and the Superintendent. The criteria will be related to the job description and the School District's goals;
2. At a minimum, the evaluation process will be conducted annually at a time agreed upon;
3. Each Board member shall have an opportunity to individually evaluate the Superintendent, and these individual evaluations will be compiled into an overall evaluation by the Board President;
4. The Board, as a whole, may discuss its evaluation with the Superintendent or delegate that discussion to the President of the Board;
5. The Board may discuss its evaluation of the Superintendent in closed session upon a request from the Superintendent.
6. Through the evaluation process, the Board of Education will strive to accomplish the following:
 - a. Evaluate the Superintendent's performance over the past year.
 - b. Clarify for the Superintendent his/her role as seen by the Board of Education.

The Board President will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the Superintendent, and place it in the Superintendent's personnel file to be incorporated into the next cycle of evaluations.

This policy supports and does not preclude the ongoing, informal evaluation of the Superintendent's skills, abilities, and competence.

The appraisal process, individual Board member summary page, and final report summary page are attached hereto as Exhibit 302.05 and included herein as though fully set forth.

Legal Reference: Neb. Statute 79-828

Cross Reference: 202.03 Board Self-Evaluation
204.06 Closed Sessions
302.01 Superintendent Qualifications, Recruitment,
Appointment

Approved 3-17-03 Reviewed 6-21/7-19-04; 7/18/16, 8/15/16 Revised
8/15/16

HASTINGS PUBLIC SCHOOLS



NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall Sou
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

DATE

Mr. Jeff Schneider
Superintendent – Hastings Public Schools
1924 West A St.
Hastings, NE 68901

Dear Mr. Schneider,

This letter is to inform you that we have received the Superintendent annual evaluation instrument for Hastings Public Schools that you submitted to the Nebraska Department of Education. This document has been reviewed along with Board Policy 302.05 in accordance with NE REV STAT §79-318(5) (h) and 92 NAC Rule 10, Section 007.06. The submitted documents are in compliance with requirements regarding the approval of certified employee evaluation policies. We have the date of the Hastings Public Schools Board of Education Minutes documented as **DATE**

The certificated evaluation policies and procedures for your district will remain approved until your Board revises them. Revised policies and procedures must be submitted to the Department of Education for approval at the time of adoption.

If you have any questions regarding this letter or any of the applicable requirements of Rule 10 please feel free to contact me at your convenience.

Sincerely,
SIGNATURE

Michelle R. Charf – Ed.D
Office of Accountability, Accreditation, and Program Approval

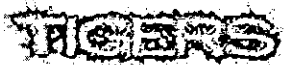
SUPERINTENDENT PERFORMANCE GOALS plus Indicators and Measurements	Score	Emphasis
The Superintendent will provide strong communication and leadership to parents and staff members in regard to COVID-19	Check 1: <input type="checkbox"/> Did not observe <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs to improve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations <input type="checkbox"/> Outstanding	Optional: <input type="checkbox"/> Needs more emphasis <input type="checkbox"/> Needs less emphasis <input type="checkbox"/> Can be deleted
The Superintendent will develop communication guidelines to use when a student or staff member tests positive. The Superintendent will conduct staff surveys or focus groups to evaluate the employee perception of communication and safety regarding COVID-19		Optional: <input type="checkbox"/> Needs more emphasis <input type="checkbox"/> Needs less emphasis <input type="checkbox"/> Can be deleted
Semi-annually (or more frequently, if appropriate), the Superintendent will provide the Board of Education a COVID case summary and describe the type of communication that took place with parents, staff members, and students (if appropriate).	Check 1: <input type="checkbox"/> Did not observe <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs to improve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations <input type="checkbox"/> Outstanding	
COMMENTS:		
The Superintendent will provide leadership to the District in embedding and streamlining a culture of best educational practices, emphasizing Professional Learning Communities and district-wide assessment	Check 1: <input type="checkbox"/> Did not observe <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs to improve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations <input type="checkbox"/> Outstanding	Optional: <input type="checkbox"/> Needs more emphasis <input type="checkbox"/> Needs less emphasis <input type="checkbox"/> Can be deleted
The Superintendent will develop an instrument and use it to interview a minimum of 40 teachers The Superintendent will visit a minimum of seven PLC meetings The Superintendent will develop an instrument with which to gather input and recommendations from the administrative team The Superintendent will work with the administrative team to identify and implement developmental activities		Optional: <input type="checkbox"/> Needs more emphasis <input type="checkbox"/> Needs less emphasis <input type="checkbox"/> Can be deleted
Annually (December), the Superintendent will provide the Board of Education a report of findings from interviews conducted as outlined in the indicators Annually (May), the Superintendent will provide the Board of Education a report of findings and recommendations based on the meetings and activities outlined in the indicators	Check 1: <input type="checkbox"/> Did not observe <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs to improve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations <input type="checkbox"/> Outstanding	

COMMENTS:

The Superintendent will provide proactive leadership to the District to enhance the two-way communication with all District stakeholders	Check 1: <input type="checkbox"/> Did not observe <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs to improve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations <input type="checkbox"/> Outstanding	Optional: <input type="checkbox"/> Needs more emphasis <input type="checkbox"/> Needs less emphasis <input type="checkbox"/> Can be deleted
The Superintendent will participate in at least three community organizations The Superintendent will attend a minimum of 20 events covering a broad variety of school activities The Superintendent will serve as a visible representative of the District in speaking to community groups		Optional: <input type="checkbox"/> Needs more emphasis <input type="checkbox"/> Needs less emphasis <input type="checkbox"/> Can be deleted
Annually, the Superintendent will provide the Board of Education a summary report of school activities attended and community functions attended Semi-annually (or more frequently, if appropriate), the Superintendent will provide the Board of Education a list of a) positive activities, programs, accomplishments, and district improvements shared with the community; and b) concerns and celebrations shared with the Superintendent by stakeholders and educators	Check 1: <input type="checkbox"/> Did not observe <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs to improve <input type="checkbox"/> Met expectations <input type="checkbox"/> Exceeded expectations <input type="checkbox"/> Outstanding	
COMMENTS:		

(Board Member)

(Date)



Diana Reiner <diana.reiner@hpstigers.org>

Fwd: "Intent"

Jeff Schneider <jeff.schneider@hpstigers.org>
To: "Reiner, Diana" <diana.reiner@hpstigers.org>

Thu, Nov 5, 2020 at 11:14 AM

----- Forwarded message -----

From: **Jim Boeve** <jboeve@hastings.edu>
Date: Thu, Nov 5, 2020 at 10:57 AM
Subject: "Intent"
To: Jeff Schneider <jeff.schneider@hpstigers.org>
Cc: John Bonham <jbonham@marylanning.org>

Please consider this email an indication of my willingness to run for Board president.

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--
Jeff Schneider
Hastings Public Schools
402-461-7500



Diana Reiner <diana.reiner@hpstigers.org>

Fwd: Intent to run for Vice President

Jeff Schneider <jeff.schneider@hpstigers.org>
To: "Reiner, Diana" <diana.reiner@hpstigers.org>

Thu, Nov 5, 2020 at 10:50 AM

----- Forwarded message -----

From: **John Bonham** <jbonham@marylanning.org>
Date: Thu, Nov 5, 2020 at 10:46 AM
Subject: Intent to run for Vice President
To: Jeff Schneider <jeff.schneider@hpstigers.org>
Cc: Jim Boeve <jboeve@hastings.edu>

Jim/Jeff,

This email serves as written notification of my intent to run for Vice President.

Thank You,

JOHN BONHAM, MHA
Director | Supply Chain Management
Linen Distribution | Forms Development

MARY LANNING HEALTHCARE
715 North St. Joseph Avenue
Hastings, NE 68901
O: 402/461-5314
C: 402/469-8503
F: 402/463-4758
www.marylanning.org

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Jeff Schneider
Hastings Public Schools
402-461-7500

E-Learning Second Semester 20-21

Prior to making a recommendation to the HPS Board of Education about this matter I have spoken with Dr. Curtis Reimer (HPS Physician) and with Michele Bever (Executive Director of the South Heartland Health District Health Department).

Reasons to offer in 2nd semester:

- With rising cases, families have a choice to do what they feel is safest for their children.
- Some rooms are less crowded which helps social distancing.
- The adults who make this happen for HPS have improved this approach each week and continue to work extremely hard to make this a possibility.
- Some students have shown great results with E-Learning.
- We normally wouldn't make a programming change mid-year.

Reasons to not offer in 2nd semester:

- We have proven that school is a safe place for students with the correct protocols in place. It may be safer for some students to be in school than to be out in our community. Most area schools are not offering E-Learning.
- Many of our E-Learning students need interventions in math and/or reading and it is very difficult to provide interventions in an E-Learning environment.
- Some classrooms are crowded due to the fact that we had staff members assigned to E-Learning and thus turned three sections into two.
- At the high school 66% of the E-Learning students are not on track to complete their coursework and many of these students are significantly behind. This could lead to multiple failures, dropouts, and students not graduating on time. At HMS approximately 50% of our E-Learning students are behind and according to our Elementary E-Learning teachers about 40% of their students are struggling with this approach.

Recommendation: To discontinue E-Learning in the second semester except for students with medical exemptions documented by a physician.

Notes:

- Students who have serious medical situations can get documentation from a doctor stating that it is not safe for them to attend school. We will make individualized plans for these students.
- Parents always have the option to home school if they don't feel it is safe for their child to attend.

Project Proposal

IN-MOTION IMPACT MARKETING

HASTINGS PUBLIC SCHOOLS



PRESENTED ON 10.13.20



Why IdeaBank is uniquely qualified to serve you.

IdeaBank is a well-rounded, full-service marketing communications company with vast experience in planning and executing successful marketing strategies. Thanks to our strong in-house capabilities and depth of knowledgeable staff, we have the ability to produce most every component of your marketing programs in-house, resulting in greater synergy and brand-building continuity.

IdeaBank has helped many companies and organizations conduct successful programs.

A sampling of those we've served in this capacity includes:

- Hope Harbor in Grand Island
- Grand Island Area Community Foundation
- Memorial Community Health in Aurora
- Tom Dinsdale Automotive
- Howard County Foundation
- CRANE Public Transit
- Community Hospital in McCook
- Adams Central Public Schools

IdeaBank has a depth of experience in serving public school districts and in providing the type of services you are seeking. Please refer to the case studies and list of clients we've included in this proposal as examples of our ability to respect the budgets and missions of these types of organizations.

IdeaBank offers expertise in digital marketing. We know that traditional mediums are not always the most effective at reaching an audience. Digital marketing efforts have become a viable and engaging way to connect with a growing number of target audiences. We will perform evaluations of your digital audience and platforms and present our insights and recommendations as part of a plan customized for your organization.

IdeaBank is fortunate to have a team of creative and conscientious individuals who work closely with each other – and our clients – to achieve the best possible results. Our collaborative spirit helps bring the very best solutions to the surface, and thanks to our depth of staff, assignments for this project can be shared among staff members to make sure they stay on schedule.

IdeaBank understands that as a public school district, your budget is limited. Whether we're billing hourly or pricing work on a per-project basis, we'll make the most of your budget. With a three-year contract, we can spread certain costs out for you. Developing foundational materials that can be used for years in the future and repurposing their content to meet other marketing tactics will help maximize your budget.



IdeaBank Education communication strategy.

Jack Sheard is our education communication and marketing strategist. Jack spent eight years coordinating marketing and communications at a 10,000-student Nebraska school district, leading communication on strategic planning, curriculum adoption, a successful bond issue, shooting threats, student and staff deaths, viral stories, media management and more.

The following is our standard process and anticipated timeline for all projects, assuming your leadership team will be available for questions, reviewing proofs and providing feedback in a timely manner.

1. Research

Surveys, research and analysis of your district communication, audiences and practices.

2. Planning

Development of a comprehensive communication plan, including crisis management, media interaction, marketing and methods for reaching internal and external audiences.

3. Implementation

Assistance with implementing the plan, budgeting for communication and marketing and on-call consulting as needed.

4. Evaluation

Constant monitoring and annual evaluation of communication efforts to build and improve next year's plan.

5. On-call communication consultant

Utilizing Jack's experience with school communication and marketing, IdeaBank Education provides you with advice and consultation on any topic. You also have Jack on-call to answer questions and provide service, along with the rest of the experts at IdeaBank.

With IdeaBank Education, Jack will be your district's personal communication strategist and on-call consultant.



One-time Impact Plan

The following is a look at the timeline, process and deliverables included in the one-time IdeaBank Education Impact Plan.

Timeline

- ▶ **Discovery Meeting** (Jack/superintendent) (1-2 hours) (Day 1)
 - ▷ Understand the superintendent and district goals and needs, set up the Planning Session
- ▶ **Planning Session** (Jack/district team) (1.5 hours) (Day 15)
 - ▷ Group works to identify communication goals, needs, audiences, channels
- ▶ *IdeaBank conducts and analyzes surveys*
- ▶ **Impact meeting** (Jack/district team) (2-3 hours) (Day 42)
 - ▷ Present crisis communication flowchart, audience preferences
 - ▷ Present results of the survey and research
 - ▷ Develop key messages as a team
 - ▷ Recommendations for next steps
- ▶ *Jack and the IdeaBank team finish the production of the communication plan*
- ▶ **OPTIONAL meetings**
 - ▷ Presentation meeting: Jack presents final plan to district team (Day 49)
 - ▷ Board of Education report: Jack presents plan and survey summary to school board

Deliverables

- ▶ Comprehensive communication plan for the year
 - ▷ Communication goals and measurables for the year
 - ▷ Audiences and communication preferences
 - ▷ Crisis communication flow chart
 - ▷ Key messages for the year
 - ▷ Key communication calendar
- ▶ Survey results
 - ▷ Baseline survey of staff, parents, students and community
- ▶ Action steps and recommendations for effective communication



Three-year In-Motion Impact Plan

The following is a look at the timeline, process and deliverables included in the three-year IdeaBank Education In-Motion Impact Plan.

Deliverables

With the three-year In-Motion contract, Hastings will get the Impact plan above this fall, as well as:

- ▶ On-call communication consulting for superintendent
- ▶ Administration team training event each summer
- ▶ Board of Education communication training event
- ▶ Social media support (set up, consulting)
- ▶ Written content (10 feature articles about district topics per year [one/month Aug-May])
- ▶ Annual report content and layout
- ▶ Annual theme/campaign support (design, creatives, swag ordering)

At the end of each school year, we will conduct an annual communication survey to evaluate the year's efforts.

Timeline

2020

▶ **November** (First year of the contract)

- ▷ Discovery meeting (possibly in late October)
- ▷ Planning session with district leadership team
- ▷ Surveys developed
- ▷ Work begins on annual report
- ▷ First story written

▶ **December**

- ▷ Surveys open
- ▷ Annual report content produced, design begins
- ▷ Second story written

2021

▶ **January**

- ▷ Impact Meeting with district leadership team
- ▷ Annual report is finished and mailed
- ▷ Communication plan finished
- ▷ Third story written

▶ **February**

- ▷ Communication plan, survey results presented to Board of Education
- ▷ Fourth story written



► **March**

- ▷ Annual survey questions developed, finalized
- ▷ Fifth story written

► **April**

- ▷ Annual survey executed
- ▷ Sixth story written

► **May**

- ▷ Seventh story written
- ▷ Graduation support
- ▷ Survey analyzed

► **June**

- ▷ Impact meeting with district leadership to plan for 2021-2022 school year

► **July**

- ▷ 2021-2022 communication plan produced
- ▷ Theme for 2021-2022 school year developed

► **August**

- ▷ Eighth story written
- ▷ Launch of school year support

► **September**

- ▷ Ninth story written

► **October**

- ▷ Tenth story written
- ▷ Work begins on annual report

► **November** (year two of contract)

- ▷ First story written
- ▷ Annual report content produced, design begins

► **December**

- ▷ Second story written
- ▷ Annual report produced

2022

► **January**

- ▷ Third story written
- ▷ Annual report finished and mailed

► **February**

- ▷ Communication plan, survey results presented to Board of Education
- ▷ Fourth story written



► **March**

- ▷ Annual survey questions developed, finalized
- ▷ Fifth story written

► **April**

- ▷ Annual survey executed
- ▷ Sixth story written

► **May**

- ▷ Seventh story written
- ▷ Graduation support
- ▷ Survey analyzed

► **June**

- ▷ Impact meeting with district leadership to plan for 2022-2023 school year

► **July**

- ▷ 2022-2023 communication plan produced
- ▷ Theme for 2022-2023 school year developed

► **August**

- ▷ Eighth story written
- ▷ Launch of school year support

► **September**

- ▷ Ninth story written

► **October**

- ▷ Tenth story written
- ▷ Work begins on annual report

► **November** (year three of contract)

- ▷ First story written
- ▷ Annual report content produced, design begins

► **December**

- ▷ Second story written
- ▷ Annual report produced

2023

► **January**

- ▷ Third story written
- ▷ Annual report finished and mailed

► **February**

- ▷ Communication plan, survey results presented to Board of Education
- ▷ Fourth story written



▶ **March**

- ▷ Annual survey questions developed, finalized
- ▷ Fifth story written

▶ **April**

- ▷ Annual survey executed
- ▷ Sixth story written

▶ **May**

- ▷ Seventh story written
- ▷ Graduation support
- ▷ Survey analyzed

▶ **June**

- ▷ Impact meeting with district leadership to plan for 2022-2023 school year

▶ **July**

- ▷ 2022-2023 communication plan produced
- ▷ Theme for 2022-2023 school year developed

▶ **August**

- ▷ Eighth story written
- ▷ Launch of school year support

▶ **September**

- ▷ Ninth story written

▶ **October**

- ▷ Tenth story written
- ▷ Work begins on annual report

▶ **November** (renew contract)



Your Investment

Pricing based on student enrollment

ONE-TIME IMPACT PLAN

ONE-TIME PLAN (\$5 per student)

\$18,500

- Pre-planning sessions with superintendent, leadership team
- Surveys of staff, students, parents and community
- Impact planning meeting with leadership team
- Communication plan and recommendations

THREE-YEAR IN-MOTION IMPACT PLAN

PER YEAR

THREE-YEAR PLAN (\$7 per student)

\$25,270

Impact Plan above included, plus:

- On-call communication consulting for superintendent
- Administration team training event each summer
- Board of Education communication training event each year
- Social media support (set up, consulting)
- Written content (10 feature articles about district topics per year [one/month Aug-May])
- Annual report content and layout
- Annual theme/campaign support (design, creatives, swag ordering)
- At the end of each school year, we will conduct an annual communication survey to evaluate the year's efforts and create the next year's communication plan.



Qualifications

IdeaBank has been a leading marketing firm in greater Nebraska for more than 35 years.

Our company was founded in 1982 by Ann Martin and Bob Portwood in Hastings, Nebraska. Originally known as Portwood & Martin Advertising, the agency changed its name to Portwood, Martin, Jones when Sherma Jones became a partner in 1993.

In 1997, we purchased and remodeled the historic City National Bank building at Second and Hastings streets in Hastings, giving our growing company the additional space it needed, as well as an excellent opportunity to rebrand our firm as a progressive marketing communications company. Thus, IdeaBank Marketing was born, and our company indeed continued to grow.

In 2016, Anthony May became a partner, thus helping to assure IdeaBank Marketing a strong and vibrant future.

IdeaBank offers the marketing services you need to reach your goals.

We currently have a staff of 12 talented and experienced individuals including marketing strategists, designers, copywriters, website developers, and media buyers. We've recently added a digital marketing strategist to help our clients benefit from this highly targeted, affordable, flexible, and ever-changing method of communication.

The services we offer include:

- ✔ Corporate identity and logo design
- ✔ Brand development and management
- ✔ Marketing strategies, plans, and budgets
- ✔ Public relations
- ✔ Event marketing
- ✔ Website design and development
- ✔ SEO and SEM
- ✔ Video
- ✔ Campaign development and execution, which may include:
 - ⚙ Social, search, and email marketing
 - ⚙ Print advertising
 - ⚙ Billboard, tradeshow, point of purchase
 - ⚙ Direct mail
 - ⚙ Collateral
 - ⚙ Television and radio



Meet the IdeaBank Team

Account Service Team



Sherma Jones, owner + creative director, has skills as a chief strategist, motivational specialist, presentation expert and talent developer. She joined the agency's staff in 1988 and became a partner in 1993. Jones has experience in concept development, project planning, technical production and interactive design. She graduated from the University of Nebraska - Lincoln in 1986 with a degree in advertising.



Anthony May, owner + digital director, is skilled in web design, social marketing, email marketing, video, print design and trend monitoring. He became a partner in 2016 after being on staff for several years. With a degree in broadcast journalism from Hastings College, May has a background in newspaper, television and radio and experience in TV and radio advertisements, websites and video projects.



Jack Sheard, marketing strategist, uses his experience working for newspapers and the Grand Island Public Schools to find creative marketing solutions for a wide variety of clients. His skills include school district communications, reputation management, writing and editing, and online management. He earned a Bachelor of Science in journalism/mass communication with a minor in multimedia from the University of Nebraska at Kearney in 2000.

Production Team



Melissa Struss, project management, brings experience in digital marketing, multimedia strategies, reputation management, web and print design, photography and videography, and media relations to the IdeaBank team. She earned a Bachelor of Arts in broadcasting-sports emphasis with a minor in visual media from Hastings College. She previously worked in the corporate, nonprofit and professional sports fields.



Matt Hodtwalker, print design and technologies, is skilled in design and production, typography, Adobe Creative Suite, EasyCatalog, Illustrator, InDesign and Photoshop. His experience includes work on a variety of print media, brochures, catalogs, ads and display items. Hodtwalker earned his associates degree in graphic design, illustration and computer graphics from the Creative Center in Omaha.



Tina Muth, print design and production, is skilled in typography, Adobe Creative Suite, illustrator, InDesign and Photoshop. She has experience in producing logos, brochures, package designs and catalogs. Muth earned her Bachelor of Fine Arts in graphic design from the University of Nebraska-Kearney in 1994.



Julie Fahrlander, web project management and service, has skills in project management, client services, estimating, email marketing, print design and illustration. With a degree in graphic design from the University of Nebraska-Kearney, she has worked for a wide-range of companies from Omaha to Dallas. Her background includes experience as an art director, webmaster, print and multimedia designer, and illustrator.



Garrett Griess, lead developer, supplements his web design and development talents with skills in programming, graphic design, illustration, photography, videography, and video and audio editing. He has won numerous awards for his work on websites for newspapers in Central Nebraska. He earned his Associate of Applied Science in media arts from Central Community College in Hastings in 2004.



Darin Hudson, web programming and technical support, has skills including systems integration, reporting, web support and trend monitoring. Hudson understands the planning, coding, links and technology that go into making an attractive and functional website. His experience and coding techniques allow him to spot potential problems before they occur.



R.J. Post, copywriting and content creation, worked as a newspaper reporter and editor for 31 years before joining IdeaBank and now produces copy for print, broadcast and online communications. He also has skills in editing and proofreading. Post earned his Bachelor of Arts in English from St. Mary of the Plains College in Dodge City, Kansas.



Caleb Groves, production assistant, brings skills in scheduling and management, production workflow, web and print design, social media and administrative support to the IdeaBank roster. His advertising designs have won awards from the Nebraska Press Association. A skilled illustrator with an interest in animation, Groves earned a Bachelor of Arts in studio art from Hastings College.

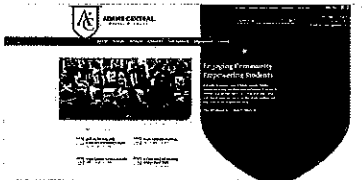


Carla Maurer, finance management, handles the agency's bookkeeping and HR responsibilities. She handled the finances of area nonprofits for 30 years before joining IdeaBank. Maurer earned her associate's degree in accounting at Spencer School of Business in Grand Island and has gained a wide range of organizational skills through volunteer work.



Our Experience

During our 35-year history, we have produced websites and communication resources for dozens of educational organizations.



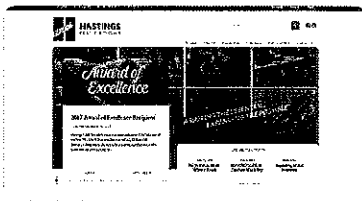
Adams Central Public Schools [adamscentral.us]

IdeaBank designed a site that is easy to navigate and leads parents and students quickly to their schools information. We created a management platform for teachers to easily maintain their school's information. IdeaBank trained over 60 teachers and staff to manage the system.



Gering Public Schools [geringschools.net]

The new Gering website serves as a communication hub for students, parents and the community. Each school has its own section, accessed on the "Find Your School" tab. Schools are distinct but still connected to the main site, include section banners, a slideshow and photo gallery.



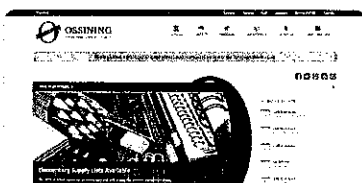
Hastings Public Schools [hastingspublicschools.org]

The website IdeaBank created for Hastings Public Schools is not only easy for the staff to maintain, but sorts and organizes information in a manner that makes it easy to find. The new design features a consistent look throughout the entire site, unifying all schools under one shared umbrella while allowing individual pages for each school and department.



Norfolk Public Schools [norfolkpublicschools.org]

IdeaBank developed a website and logo for the Norfolk Public Schools district. The redesign offers simplified organization to make navigation easy. Our GearsCMS is an intuitive system that allows straightforward content editing and maintenance and expands when needed.



Ossining Union Free School District [ossiningufsd.org]

The Ossining Union Free School District of New York needed a website that is intuitive, mobile-friendly, and well organized. IdeaBank created a site with designs that provide an enjoyable experience on any device. We also programmed numerous other features for a site that is easy to navigate.

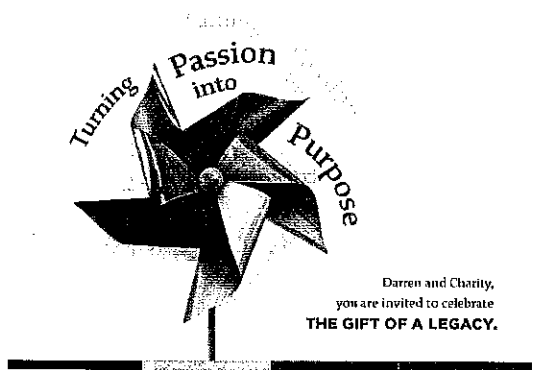
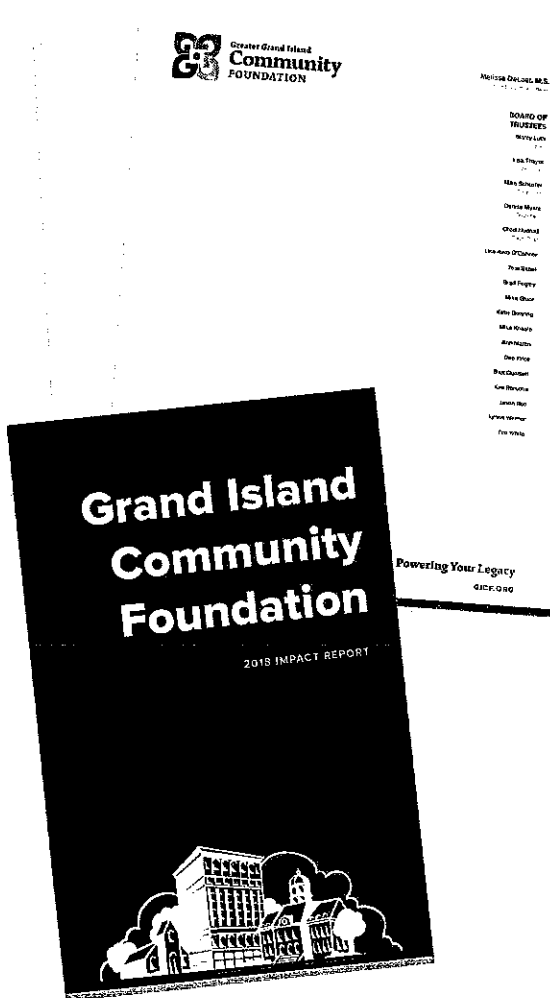


Greater Grand Island Community Foundation

IdeaBank Marketing helped the Greater Grand Island Community Foundation rebrand their organization, developing a new name and brand to help them better connect with donors and the community.

As part of the branding effort, IdeaBank developed:

- ⚙ Organization Name
- ⚙ Collateral Materials
- ⚙ Annual Impact Report
- ⚙ Tagline + Messaging
- ⚙ Logo Design
- ⚙ Announcement Event + Materials

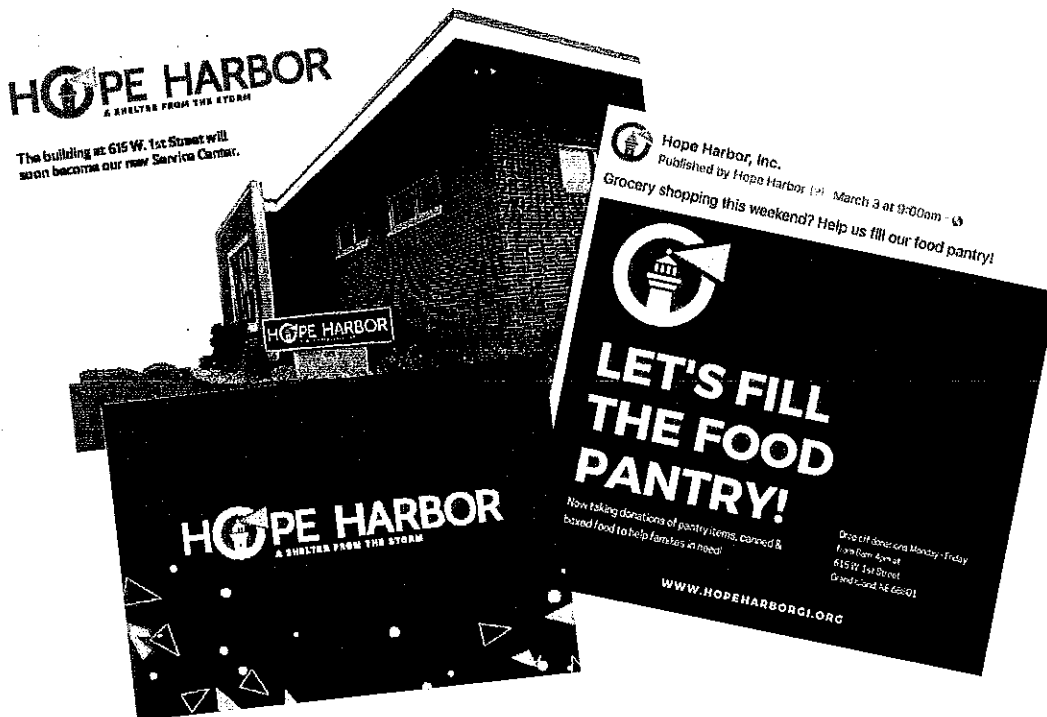




Hope Harbor Corporate Identity

Upon completion of a successful capital campaign, Hope Harbor was poised for a refresh of its corporate identity. The momentum and success of the campaign allowed Hope Harbor to seamlessly introduce a new logo and slogan. IdeaBank's services included:

- ⚙ Adapting components of capital campaign theme to build new Hope Harbor logo
- ⚙ Identifying color palette and corporate presentation of brand
- ⚙ Developing slogan to help identify Hope Harbor's purpose: "A shelter from the storm."





These clients trust us with their projects.

We work with clients of every size, in a wide variety of sectors, including private business, manufacturing, industries, nonprofit and governmental organizations, education, healthcare, and more.





“The creative brains at IdeaBank provide marketing advice and develop materials with expertise, efficiency and professionalism. Our 20-year relationship has been one of solid trust, where I always feel like I am their only client.”

Candy Crosby, Community Hospital, McCook
ccrosby@chmccook.org | 308-344-8340

References

Mary Berlie, Executive VP
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(308) 381-7500

Melissa DeLaet, CEO
Greater Grand Island Area Community Foundation
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(308) 381-7767

Tina Hunt, Marketing Director
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(402) 631-3875

Dave Rippe, (fmr) Director
Nebraska Economic Development
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(402) 705-7283

Alison Larson, Marketing Director
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(308) 382-3136

Liz Mayfield, Executive Director
Hope Harbor
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(308) 385-5190

Thank You!

IdeaBank Marketing welcomes this opportunity to work
with the Hastings Public Schools.


We hope the information in this initial proposal answers any questions you may have about our agency and the ways we can help you develop a strong identity and cohesive brand presentation. If you have any further questions, please contact us. It would be our pleasure to continue to build a relationship with Hastings Public Schools.



For more information, please contact:
Jack Sheard (jack@ideabankmarketing.com)

IdeaBank Marketing

701 W. Second St.
PO Box 2117
Hastings, Nebraska 68901-2117
402 463 0588
ideabankmarketing.com

From: Trent Kelly 

To: Jeff Schneider

Re: Morton Project

Date: 11-4-20

I am recommending Carmichael Construction (Hastings, NE) as the general contractor for the Morton Elementary Remodel Project.

Bids:

Carmichael Construction:	\$5,294,000
Hausman Construction:	\$5,366,000
Farris Construction:	\$5,392,677

PERSONNEL

Extra Standard Staff Appointments – Doyle Dillow, Tim Novacek

The administration recommends acceptance of the following extra standard appointment(s):

Doyle Dillow to Assistant Boys Basketball at Senior High (split position) to replace Mike Simmons who transferred to another position. Mr. Dillow will be paid the SH Assistant Basketball stipend of \$1,563.75 (1/2 split) at Category III, Level 1 according to the Extra Standard salary schedule.

Tim Novacek to Assistant Boys Basketball at Senior High (split position) to replace Mike Simmons who transferred to another position. Mr. Novacek will be paid the SH Assistant Basketball stipend of \$1,563.75 (1/2 split) at Category III, Level 1 according to the Extra Standard salary schedule.

Classified Staff Releases/Resignations/Retirements – Calvin Alberts, Gail Crosser

The administration recommends acceptance of the following classified retirement(s)/resignation(s):

Calvin Alberts retiring from Head Mechanic/Maintenance position effective February 5, 2021.

Gail Crosser released from Special Education Para educator position at Middle School.

Classified Staff Transfers – Denise Behrends, Alex Griess, Timothy Phillips, Abigail Schneider, Christyne Schultz

The administration recommends acceptance of the following classified transfer(s):

Denise Behrends from Human Resources Secretary to Superintendent's Secretary to replace Diana Reiner who is retiring. Ms. Behrends' position will change from classified hourly to classified salary and wage will be adjusted for the new assignment, effective December 10, 2020.

Alex Griess from Bus Driver/Maintenance/Mechanic position to Head Mechanic/Maintenance position to replace Calvin Alberts who is retiring. Mr. Griess' wage will remain the same.

Timothy Phillips from Evening Custodian at Senior High to Head Day Custodian at Hawthorne to replace Scott Kehn who is retiring. Mr. Phillips wage will be adjusted for the new assignment, effective November 10, 2020.

Abigail Schneider from Library Para educator to Elementary Secretary at Alcott to replace Joyce Schmidt who transferred to another position. Ms. Schneider's schedule, wage, and benefits will be adjusted for the new assignment, effective October 10, 2020.

Christyne Schultz from EL Para educator to Instructional Para educator at Hawthorne to replace Barbara Parde who transferred to another position. Ms. Schultz's wage will remain the same.

Classified Staff Appointments – Melissa Cowling, Elizabeth Heizer, Aleah Polen

The administration recommends acceptance of the following classified appointment(s):

Melissa Cowling to Special Education Para educator position at Middle School to replace Gail Crosser who was released. Ms. Cowling will be paid the starting wage for Para educator, according to the 2020-2021 classified salary schedule, with adjustment for experience and education. Information about Ms. Cowling is attached.

Elizabeth Heizer to Office Para educator position at Hawthorne to replace Marilyn Hubl who resigned. Ms. Heizer will be paid the starting wage for Para educator, according to the 2020-2021 classified salary schedule, with adjustment for experience and education. Information about Ms. Heizer is attached.

Aleah Polen to EL Paraeducator position at Hawthorne to replace Christyne Schultz who transferred to another position. Ms. Polen will be paid the starting wage for Para educator, according to the 2020-2021 classified salary schedule. Information about Ms. Polen is attached.

ENTRANCE - ADMISSIONS

All persons age five through twenty who reside within the boundaries of this School District may attend public schools without payment of tuition. Upon a student's twenty-first birthday, all services shall be discontinued unless the student has an identified handicapping condition and is receiving special education services (see Board of Education Policy 604.03). In addition, persons who do not reside in the District may be admitted under Board of Education policies relating to non-resident students or by specific action of the Board of Education.

The Board of Education may establish fees for students to attend summer programs.

A birth certificate, or other acceptable proof of legal age, and proof of residence are required prior to admission.

In accordance with Nebraska law, a physical examination by a qualified physician, physician assistant, or nurse practitioner is required within six months prior to the entrance of a child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade of the local school, provided no such physical examination shall be required of any child whose parent or guardian objects thereto in writing. The cost of such physical examination shall be borne by the parent or guardian of each child who is examined.

In addition, also in accordance with Nebraska law, students shall be immunized against measles, mumps, rubella, polio, diphtheria, tetanus, pertussis, varicella, and any other required immunizations prior to enrollment. Any student not in compliance shall not be permitted to continue in school. Exceptions shall be granted for the following: (1) medical exceptions for health reasons substantiated by a signed statement submitted from a physician; or (2) religious conflict substantiated by a signed affidavit from the student or the student's legal guardian, if the student is a minor. Students may be provisionally enrolled if they have begun the required immunizations and continue to receive the necessary immunizations as rapidly as is medically feasible. The cost of immunization shall be borne by the parent or guardian of each child immunized.

Kindergarten

In accordance with Nebraska law, a child must be five (5) years of age on or before July 31 of the current school year in order to enter kindergarten. Students who will reach the age of five years on or after August 1 and on or before

October 15 of such school year may be admitted if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year, (ii) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or (iii) the child has demonstrated the capability of carrying the work of kindergarten.

To initiate the procedure for determining if a child is considered capable of carrying out the work of kindergarten, the parent or guardian will make application for early entrance. Upon review of the application materials, the District will either counsel the parents about concerns with the child's skills in meeting the demands of the kindergarten curriculum or recommend the administration of a developmental assessment by District personnel. Based on the results of the developmental assessment, the child may be admitted for early entrance.

Middle School

To enter Middle School, students must have met the criteria established for elementary promotion or the criteria established here for students transferring from non-accredited schools.

Senior High

To enter Senior High School, a student must have met the criteria established for Middle School promotion for students enrolled in the Hastings Middle School or the criteria established here for students transferring from non-accredited schools.

Transfer Students

A student transferring from an accredited school will be placed in Hastings Public Schools at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

A student transferring during grades 9-12 will be responsible for meeting all graduation requirements of the Hastings Public Schools if the student desires to earn a Hastings High School diploma. Credits earned during grades 9-12 at an accredited school will be counted toward Hastings High School graduation requirements.

Credits earned from non-accredited schools in grades 9-12 must be verified by subject matter tests, based on the curriculum of the Hastings Public Schools, originated and given by Hastings High School teachers teaching the courses for which verification is sought. Based on the performance of a student on such a subject matter test, in comparison to other students in the class receiving credit, the principal will determine the amount of credit to be awarded, if any. Disputes arising over the determination or awarding of credit may be appealed to the Superintendent of Schools.

A student transferring from a non-accredited school during grades 1-8 will be placed according to the student's age, his/her performance on standardized achievement test(s), and/or any other appropriate sources of information. If a student scores lower than one grade level below the grade level appropriate for his/her age level, the student may be placed at a grade level one or two grades below the grade level appropriate for his/her age level. All other students will be placed at the grade level appropriate for their age level. Disputes arising over the grade placement of a student may be appealed to the Superintendent of Schools.

The District administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a foreign country.

Military Families

If a parent presents evidence to the District of military orders that military family will be stationed in the State of Nebraska during the current or following school year, the District will enroll preliminarily the parent's students.

Legal Reference: N.D.E. Rule 10 (92 NAC 10), Rule 19, and Rule 13
R.R.S. 79-215, 79-201, 79-444.01, 79-444.06, and 79-444.07

Approved 12-15-03 Reviewed 11-15-11; 6-17-19; 7-15-19 Revised 12-19-11; 7-15-19

HASTINGS PUBLIC SCHOOLS

ENTRANCE - ADMISSIONS

All persons age five through twenty who reside within the boundaries of this School District may attend public schools without payment of tuition. Upon a student's twenty-first birthday, all services shall be discontinued unless the student has an identified handicapping condition and is receiving special education services (see Board of Education Policy 604.03). In addition, persons who do not reside in the District may be admitted under Board of Education policies relating to non-resident students or by specific action of the Board of Education.

The Board of Education may establish fees for students to attend summer programs.

A birth certificate, or other acceptable proof of legal age, and proof of residence are required prior to admission.

In accordance with Nebraska law, a physical examination by a qualified physician, physician assistant, or nurse practitioner is required within six months prior to the entrance of a child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade of the local school, provided no such physical examination shall be required of any child whose parent or guardian objects thereto in writing. The cost of such physical examination shall be borne by the parent or guardian of each child who is examined.

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To initiate the procedure for determining if a child is considered capable of carrying out the work of kindergarten, the parent or guardian will make application for early entrance. **The application must be received by the District by May 1st.** Upon review of the application materials, the District will either counsel the parents about concerns with the child's skills in meeting the demands of the kindergarten curriculum or recommend the administration of a developmental assessment by District personnel. Based on the results of the developmental assessment, the child may be admitted for early entrance.

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R.R.S. 79-215, 79-201, 79-444.01, 79-444.06, and 79-444.07

Approved 12-15-03 Reviewed 11-15-11; 6-17-19; 7-15-19 Revised 12-19-11; 7-15-19

HASTINGS PUBLIC SCHOOLS