



Work Session

Thursday, July 17, 2025 @ 6:00 PM Central
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Becky Sullivan -
3. Welcome to HEA reps and guests - Becky Sullivan -
4. Review Board Norms/Goal - Becky Sullivan -
5. Board Report - Becky Sullivan -
6. Superintendent's Report - Dr. Christopher Prososki -
7. Discuss, Consider, and Take all Necessary Action to Adopt a Resolution Increasing the School District's Base Growth Percentage used to Determine the School District Property Tax Request by up to 5% - Dr. Christopher Prososki -
8. Hold Parental Involvement hearing and reaffirm Policy 1005.03: Parental Involvement in the Schools - Kristen Slechta -
9. Approve Second Reading of Required New Policies - John Hauser -
10. *Consent Agenda - Dr. Thomas Szlanda -

11. OPPORTUNITY FOR PUBLIC TO BE HEARD - Becky Sullivan -

12. Reminders - Becky Sullivan -

13. Adjournment - Becky Sullivan -

***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.

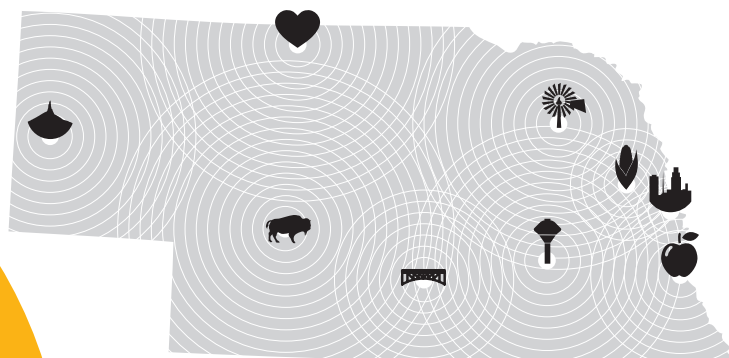
We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

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.

The logo for the Nebraska Association of School Boards (NASB) is located in the upper left. It features the acronym "NASB" in a large, bold, white serif font. Below it, the full name "Nebraska Association of SCHOOL BOARDS" is written in a smaller, white, sans-serif font. The text is overlaid on a large, bright yellow circle that represents a sun. To the left of the sun are several thick, black vertical lines of varying heights, some extending from the top of the page to the sun.

2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

www.NASBonline.org

2025 REGISTRATION

REGISTER NOW FOR THE MEETING NEAREST YOU

Tuesday, August 19	Valentine	Register by Aug 13
Wednesday, August 20	Gering	Register by Aug 13
Thursday, August 21	Kearney	Register by Aug 13
Tuesday, August 26	York	Register by Aug 21
Wednesday, August 27	Norfolk	Register by Aug 21
Wednesday, September 3	North Platte	Register by Aug 28
Tuesday, September 9	Omaha	Register by Sept 4
Wednesday, September 10	Nebraska City	Register by Sept 4
Wednesday, September 24	Fremont	Register by Sept 18

TO REGISTER

Go to www.NASBonline.org, and log in using your email and password. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

Registration fees for each meeting and dinner are as follows:

NASB Member Registration	\$89
Cancellation Fee	\$25

No refunds after the registration deadlines.

2025 AGENDA

- 4:30 PM - REGISTRATION, NETWORKING & EXHIBITORS
- 5:00 PM - OPENING SESSION
- 5:10 PM - LEGISLATIVE UPDATE
- 5:35 PM - BREAK & EXHIBITORS
- 5:50 PM - TRAINING SESSIONS #1
- 6:30 PM - BREAK & EXHIBITORS
- 6:45 PM - TRAINING SESSIONS #2
- 7:25 PM - NETWORKING DINNER & AWARDS/RECOGNITION

15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING



2025 SESSION BREAKDOWN

5:00 PM - WELCOME & OPENING SESSION

JOHN SPATZ, NASB EXECUTIVE DIRECTOR AND MEMBERS OF THE NASB BOARD OF DIRECTORS


5:10 PM - LEGISLATIVE UPDATE


WHAT THEY ATE, WHAT GOT COLD, AND WHAT'S STILL ON THE TABLE

COLBY COASH, NASB ASSOCIATE EXECUTIVE DIRECTOR AND DIRECTOR OF GOVERNMENT RELATIONS


5:50 PM - TRAINING SESSIONS 1

BRAIN SCIENCE – FEAR AND ANXIETY VS EXECUTIVE FUNCTION ... The mental health of students and staff has taken center stage in recent years, especially as social media and other external influences increasingly affect brain development. This session will explore the neuroscience behind fear and anxiety and how they interact with executive function – the brain's ability to manage emotions, focus attention, and make decisions. We will discuss how toxic stress impacts brain development and how we can develop more resilient school districts, school buildings, classrooms, and students. - *John Spatz, Executive Director*

 **WHAT'S NEW WITH SPARQ DATA SOLUTIONS?** ... Learn about our newest product, Sparq Online Publishing. We will walk you through the functionality and how this new application will increase visibility, improve your ability to update your policies quickly and efficiently, and streamline how you receive updates from NASB. Additionally, we will walk through changes and updates to our Sparq Negotiations and Meetings platforms. - *Darion Miller & Nicole Kobus, Sparq Data Solutions*

 **IT'S NOT JUST WHAT YOU DO ... IT'S HOW YOU DO IT: STRATEGIES TO TAKE YOUR GOVERNANCE TEAM TO THE NEXT LEVEL ...** Evaluation of the superintendent and board is the first step toward reciprocal accountability and contributes to a high functioning board-superintendent relationship. Explore board responsibilities, with a focus on cultivating a high-performing leadership team. Whether you are a new board member or an experienced leader, you will gain practical insights and resources to help the board lead with purpose and model accountability through evaluation and self-assessment. - *Marcia Herring, Caden Frank, Stacie Higgins, and Stephanie Summers, NASB Board Leadership*

6:45 PM - TRAINING SESSIONS 2

 **WHAT MAKES POOLING UNIQUE AND BENEFICIAL FOR SCHOOLS?** ... If you're new to your district, new to serving on the school board, or your district is new to ALICAP, this session is perfect for you! We will cover how being a member owner of a pool is exceptional, but also fiscally savvy, for your public school. Public entities are allowed to self-insure, and ALICAP is a prime example of that permission. Come listen to how pooling works best for you and how your school can maximize membership. - *Megan Boldt, Associate Executive Director, Director of ALICAP/Insurance*

CELL PHONES, DRESS CODES, PARENTAL INVOLVEMENT, AND WHAT!? ... The big topics our Legislature dealt with this year, plus the ones they still aren't done with. We haven't seen the last of a few big ideas that were tabled this time around. - *Jim Luebbe, Director of Policy*

FROM VISION TO IMPACT: DRIVING STRATEGIC ALIGNMENT THROUGH COMMUNITY ENGAGEMENT ... Strategic planning is a visionary roadmap sustained through community trust. We will explore how the board leads and supports a process that is inclusive, transparent, and aligned with district priorities. Learn how to engage stakeholders to ensure goals, initiatives, and resources are connected, and get the tools and strategies to help align vision with action to drive lasting impact. - *Marcia Herring, Caden Frank, Stacie Higgins, and Stephanie Summers, NASB Board Leadership*

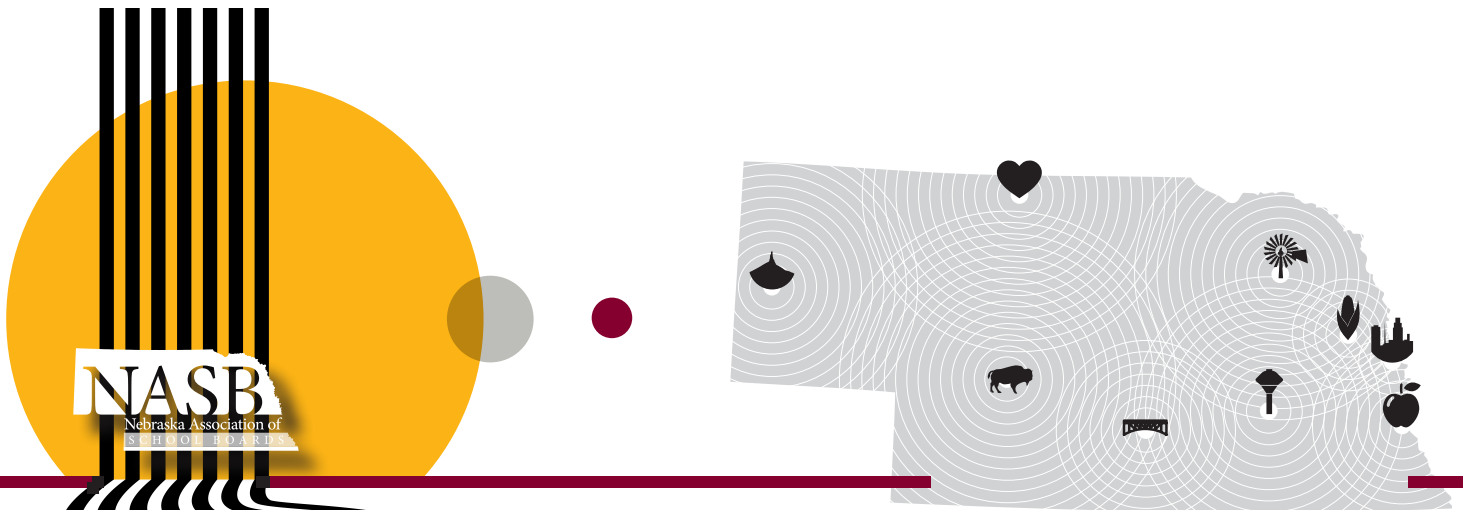
 Perfect for a newer School Board Member





1311 STOCKWELL STREET
LINCOLN, NE 68502
WWW.NASBONLINE.ORG

RETURN SERVICE REQUESTED



2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

Tuesday, November 18th

Time	Event	Where
3:30 PM	External Review Team Arrives	??
5:00-6:00 PM	Introductions & District Overview Presentation	District Office
6:00-7:00 PM	Board Interview	District Office
7:00-8:00 PM	Dinner	??

Wednesday, November 19th

Time	Event	Where	
7:00 AM	Breakfast	Hotel	
7:30 AM	Travel to Assigned School(s)		
8:00-9:00 AM	Meet with the Principal and CIP Team	Alcott Elementary (2) Hawthorne Elementary (2) Lincoln Elementary (2) Hastings MS (3-4)	
9:00-9:30 AM	Building Tours		
9:30-10:45 AM	Classroom Observations		
10:45-11:15 AM	Student Interviews		
11:15-11:45 AM	Certified Staff Interviews		
11:45-12:15 PM	Classified Staff Interviews		
12:15-1:00 PM	Lunch		Lunch is Provided at the School
1:00-1:15 PM	Travel to District Office		
1:15-3:45 PM	External Team Work Time	District Office	
4:00-4:45 PM	Central Office Administration Interview	District Office	
5:00-6:00 PM	Dinner	District Office	
6:00-6:45 PM	Community Stakeholder Interviews	District Office	

Thursday, November 20h

7:00 AM	Breakfast	Hotel
7:30 AM	Travel to assigned school(s)	
8:00-9:00 AM	Meet with the Principal and CIP Team	Morton Early Learning Center (2) Watson Elementary (2) Longfellow Elementary (2) Hastings HS (3-4)
9:00-9:30 AM	Building Tours	
9:30-10:45 AM	Classroom Observations	
10:45 AM-11:15 AM	Student Interviews	
11:15-11:45 AM	Certified Staff Interviews	
11:45-12:15 PM	Classified Staff Interviews	
12:15-12:45 PM	Lunch	
12:45-1:00 PM	Travel to District Office	
1:00-3:15 PM	External Team Work Time	District Office
3:30-4:15 PM	Exit Presentation	??



Certificate of Accreditation

The Nebraska Department of Education

Recognizes

Hastings Public Schools

AS AN ACCREDITED SCHOOL
FOR THE SCHOOL YEAR 2025-2026

BY THE OFFICIAL ACTION OF THE STATE BOARD OF EDUCATION

A handwritten signature in cursive script, reading "Brian L. Maher", positioned above a horizontal line.

Brian L. Maher, Ed.D.
Commissioner of Education

A handwritten signature in cursive script, reading "Deborah A. Frison", positioned above a horizontal line.

Deborah A. Frison, Ed.D.
Deputy Commissioner of Education



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LB645 Notification
School Plan Employee and Employer Contribution Rate Changes
Effective July 1, 2025

On May 6, 2025, Governor Jim Pillen signed LB645 into law which changes contribution rates for the School Employees Retirement System (“the Plan”). The contribution rate for members, employers, and the State of Nebraska will now be dependent on the funded status of the Plan as determined by the independent, third-party actuarial valuation report.

The contribution rates will change on July 1, 2025, for employees, employers, and the State. LB645 states the contribution rates shall be calculated as of July 1 each year and will be based on the actuarial value of assets in the Plan as of the most recent actuarial valuation report presented to the Public Employees Retirement Board (“the Board”). Generally, the Board receives the Plan actuarial valuation report each November. The funded status in the report will determine the contribution rate to be implemented July 1 of the next year.

Funded Status	Employee	Employer	State
100% or above	7.25%	7.32%	0.0%
Between 98% and less than 100%	8.00%	8.08%	0.7%
Between 96% and less than 98%	8.75%	8.84%	0.7%
Less than 96%	9.75%	9.85%	2.0%

IMPORTANT: This rate is subject to change every fiscal year (July 1) based on the most current actuarial valuation report. **It is your responsibility to ensure you make the required changes (when applicable) each year.**

As of the most recent actuarial valuation report presented to the Board on November 18, 2024, the funded status of the Plan was 99.91%. **Therefore, on July 1, 2025, the new contribution rate for employees will be 8.00% and the employer contribution rate will be 8.08%.**

- **All wages and contributions that will be reported on the Wage and Contribution Report dated 7/1/2025 - 7/31/2025 must reflect the new contribution rate.**

**RESOLUTION OF THE BOARD OF EDUCATION TO
INCREASE BASE GROWTH PERCENTAGE TO
DETERMINE ITS PROPERTY TAX REQUEST AUTHORITY**

WHEREAS, the Board of Education ("Board") for **Adams County School District 01-0018**, commonly known as **Hastings Public Schools** (the "School District"), is planning the School District's annual budget for the 2025–2026 school year; and

WHEREAS, the funding needed for the School District to meet its obligations to its students will require an increase in the base growth percentage used to determine the School District's property tax request authority under NEB. REV. STAT. § 79-3403; and

WHEREAS, Nebraska law authorizes the Board, upon an affirmative vote of at least seventy percent (70%) of the Board, to increase such base growth percentage by up to 5%.

BE IT THEREFORE RESOLVED that, pursuant to NEB. REV. STAT. § 79-3405(2), the Board hereby increases the base growth percentage used to determine its property tax request authority for the 2025–2026 budget in an amount of 5%.

Said Resolution was adopted by the Board of Education by a vote of ____ to ____ on the 21st day of July, 2025.

President of the Board of Education

ATTEST:

Secretary of the Board of Education

PARENTAL INVOLVEMENT IN THE SCHOOLS

It is the policy of the Hastings Public Schools, District No. 18, to encourage parental involvement and participation in the School District and to provide parents with access to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District that educational decisions of the professional staff, administration, and Board of Education take into consideration when, and to the extent they deem appropriate, information from parents as to any concerns, objections, or other information such parents would wish to provide to the School District concerning parents' access, involvement, and participation in all activities of the school as it relates to the students of the District.

This policy and any corresponding policy and/or rule shall be reviewed annually by the Board of Education.

Cross Reference:	507.01	Student Records Access
	611.01	Student Progress Reports
	1002	District Annual Report
	1005.01	Public Complaints

Approved 12-16-02 Reviewed 8-18-03, 8-16-04, 8-15-05, 8-21-06, 8-20-07,
8-18-08, 8-17-09, 07-19-10, 7-14-11, 7-12-12 Revised _____

HASTINGS PUBLIC SCHOOLS

PARENT AND FAMILY ENGAGEMENT

The Parent and Family Engagement Policy has been adopted to encourage parental and family involvement with the school. This policy reflects the input of parents. It is to be updated annually and distributed to parents and family members in an understandable and uniform format. Given this policy, the following policies, rules, and regulations shall apply:

1. In the event any parent has a complaint or objection to any instructional materials, the procedures of Policy 606.03 shall be followed. Parents shall be provided, upon request, a listing of textbooks, standardized tests, and copyrighted curriculum materials that will be used with reference to their child during the current or upcoming year. Teachers shall also, upon request, discuss curriculum and the use of presentations by non-district personnel planned for the student with the parents.
2. It shall be the practice of the District, upon reasonable advance request by parents to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parents to be in attendance at such activities, unless such attendance would substantially interfere with a legitimate school interest. (See Board of Education Policy 1005.07 and 1005.08). Notice of field trips shall be provided according to the provisions of Administrative Rule 607.05.
3. It shall be the practice of the District to encourage communications from parents concerning when they believe it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parents may find objectionable. Provisions for such may be found under Policy 504.01.
4. At the beginning of each school year, if the District receives Title I funding, the District shall notify parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request, and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
 - (A) Whether the student's teacher –
 - (1) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (2) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (3) is teaching in the field of discipline of the certification of the teacher.

(B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

5. At the beginning of each school year, if the District receives Title I funding, the District shall notify parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request, and in a timely manner, information regarding any State or District-wide assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District-wide assessment, including: the subject to be assessed; the purpose for which the assessment is designed and used; the source of the requirement for the assessment; the amount of time students will spend taking the assessment; the schedule for the assessment; and the time and format for disseminating results.
6. Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial, or ethnic minority background or are migratory children. The District will also inform parents of opportunities to participate in various school programs as set forth in the ESSA, in a language the parents can understand.
7. It shall be the practice of the District to provide full access to the records of students to parents, all as set forth in P.L. 79-2, 104, the Federal Education Right to Privacy Act, other applicable law, and the provisions of Board of Education Policy 507.01, during regular business hours of the school.
8. It shall be the practice of the District to notify the parents of any student who may be subjected to a standard norm-referenced and to notify the parents, when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments, and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student shall be prohibited unless the parents consent in writing that such tests be administered to their child.

9. Prior to any school-sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which the results of the survey will be used from the school's perspective. Parents may excuse their child from participation in the survey by using the provisions of Policy 504.01.
10. Parents of children attending schools receiving Title I funding are to be involved in the planning, review, evaluation and improvement of the Title I Program, the Parent and Family Engagement Policy, and the School-Parent Compact at an annual parent meeting.
11. The District will coordinate and integrate parental involvement programs and activities with other federal, state and local programs that encourage and support parents in more fully participating in the education of their children.

Legal Reference: ESSA

Approved 12-16-02 Reviewed 8-18-03, 8-16-04, 8-15-05, 8-21-06, 8-20-07, 8-18-08, 8-17-09, 07-19-10, 06-20-11, 7-17-17, 11-20-17, 12-18-17 Revised 07-19-10, 07-18-11, 7/17/17, 12-18-17

HASTINGS PUBLIC SCHOOLS

Personnel – Certificated and Non-Certificated Employees
SAFE DRIVING RECORD STANDARD FOR DRIVERS

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving.

For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the

Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608

Neb. Rev. Stat. Sec. 60-4,182 (point system)

Title 92, Nebraska Administrative Code, Chapters 91 & 92

Approved: _____ Reviewed: _____ Revised: _____

HASTINGS PUBLIC SCHOOLS

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

Hastings Public Schools is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District’s commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared Leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.

Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision- Making	Implement a district-wide behavior data system for tracking	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify patterns or
	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.

Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
Data-Based Decision- Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
Tier 3: Intensive, Individualized Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision- Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.
- ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Approved: 06/16/25

Reviewed: _____

Revised: _____

HASTINGS PUBLIC SCHOOLS

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [Insert Date]

Administrative Resignation/Release/Retire(s)					
Name	Assignment/Building		FTE	Effective	Replaces/Reason
No Resignation/Release/Retire(s)					
Administrative Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building		Effective	Replaces/Reason
No Transfer(s)					
Administrative New Hire(s)					
Name	Assignment/FTE/Building	Effective	Degree/Level	College/University	Replaces/Reason
No New Hire(s)					
Certificated Resignation/Release(s)					
Name	Assignment/Building		FTE	Effective	Replaces/Reason
No Resignation/Release/Retire(s)					
Certificated Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building		Effective	Replaces/Reason
No Transfer(s)					
Certificated New Hire(s)					
Name	Assignment/FTE/Building	Effective	Degree/Level	College/University	Replaces/Reason
Erika Garcia	ELL/Middle School	8/8/2025	MA-6	University of Nebraska - Kearney	Jenypher Beye/Resign
Diane Hanel	Counselor/Senior High	8/8/2025	MA27-15	Wayne State College	Lisa Bucher/Retire
Stoney Straatmann	Preschool Resource/Morton	1/3/2026	BA-1	University of Nebraska - Kearney	Sara Horstmann/Transfer
Extra Standard Resignation/Release(s)					
Name	Assignment/Building			Effective	Replaces/Reason
Elizabeth Trausch	1/3 Student Council/Hawthorne			5/22/2025	Resign
Extra Standard Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building		Effective	Replaces/Reason
No Transfer(s)					
Extra Standard New Hire(s)					
Name	Assignment/Building	Level		Effective	Replaces/Reason
Sara Armon	10 day extended contract/Morton			8/1/2025	Sara Horstmann/Transfer

Diane Hanel	15 day extended contract/Senior High			8/1/2025	Lisa Boucher/Retire
Michael Rutherford	1/3 Student Council//Hawthorne	1/3 CAT A, Level 1		8/1/2025	Elizabeth Trausch/Resign
Stoney Straatmann	10 day extended contract/Morton			8/1/2025	NEW

Classified Resignation/Release(s)

Name	Assignment/Building		FTE	Effective	Replaces/Reason
Tiffany hansen	Technology Paraeducator/Hawthorne		1.0	5/21/2025	Resign
Kayla Sadd	Skills 3 Paraeducator/Lincoln		1.0	5/21/2025	Resign
Josh Schutt	Night Custodian/Middle School		1.0	6/5/2025	Resign
Roberta Stroot	Skills 2 Paraeducator/Watson		1.0	5/22/2025	Resign

Classified Transfer(s)

Name	Former Assignment/Building	New Assignment/Building	FTE	Effective	Replaces/Reason
Faith Cleveland	Night Custodian/Middle School	Night Custodian/Senior High	1	6/8/25	River Frase/Resign
Cameron Daiss	Skills 3 Paraeducator/Middle School	Head Day Custodian/Longfellow	1	TBD	Ryan Voboril/Resign

Classified New Hire(s)

Name	Assignment/Building		FTE	Effective	Replaces/Reason
Associated Staffing	12 Month Bus Driver/Transportation		1	TBD	Javier Jimenez Sanchez/Transfer
Nick Cousens	Night Custodian/Senior High		1	TBD	Brad Duhachek/Resign
Rebecca Crandell	SEBL Paraeducator/Longfellow		1	8/8/25	Associated Staffing/Resign
Jamie Dennis	Technology Paraeducator/Hawthorne		1	8/8/25	Tiffany Hansen/Resign
Shanna Kunard	ISS Paraeducator/Middle School		1	8/8/25	Barb Parde/Retire
Stasia Pfeifer	Office Paraeducator/Watson		1	8/8/25	Deb Williams/Retire
Elizabeth Rascon	EL Paraeducator/Middle School		1	8/8/25	Jasmine Smith/Resign
Damon Sanders	Night Custodian/Middle School		1	TBD	Josh Schutt/Resign

CERTIFICATED OPEN POSITIONS

NAME	POSITION	RESIGNATION/TERM DATE
AMANDA COLLINS TXFR to LONGFELLOW	HHS - Special Education Skills 3	04-30-2024
BECKI KULWICKI	Lincoln - Instructional Facilitator	05-22-2025
PAM TILLMAN	School Psychologist	05-22-2025
0.5 FTE RHONDA MCBRIDE	School Psychologist	05-22-2025
EMILY HASS	Speech Language Pathologist	05-19-2023

JAMIE LEPANT	Speech Language Pathologist	05-19-2023			
KELSEY STOKELY	Speech Language Pathologist	05-19-2023			
HANNAH TUCKER TXFR	Longfellow - Kindergarten	05-22-2025			
CLASSIFIED OPEN POSITIONS					
NAME	POSITION	RESIGNATION/TERM DATE			
RUTH LEMKE	HHS Special Education Paraeducator	04-13-2023			
CAMERON DAISS	HMS - Skills 3 Paraeducator	5-22-2025			
CINDY HINRICHS TXFR	Alcott - K-2 SPED Using FTE for a SPED Paraeducator for 25-26	05-22-2025			
ALYSSA TIMMERMAN	AL - School Nurse	5-22-2025			
LOGAN SCHULDT	HA - SPED Paraeducator	5-22-2025			
KAYLA SADD	LI - Skills 3 Paraeducator	5-22-2025			
FRAN MAUNDER	LO - Library Paraeducator	5-22-2025			
GRISEL SANCHEZ	LO - EL Paraeducator	5-22-2025			
ROBERTA STROOT	WA - Skills 2 Paraecutor				
	DIST - PART TIME BUS DRIVER (NEW)				
	DIST - Inventory/Custodian (NEW)				
DYLAN BUSCH	District Maintenance - Plumber	07-05-2024			
TERRY BOUTIN	District Bus Monitor	11-24-2024			
EXTRA-STANDARD OPEN POSITIONS					
NAME	POSITION	RESIGNATION/TERM DATE			
MEAGAN BLODGET	HHS - Assistant Swimming & Diving	09-29-2022			
STEPHANIE STORY	HHS - Assistant Volleyball	05-22-2025			
	HHS -Assistant Girls Wrestling				
MATT FERGUSON	HMS - Head Boys Basketball	05-22-2025			
AARON OSWALD	HMS - Assistant Track	05-22-2025			
	HMS - Assistant Girls Wrestling				
ANTHONY FAGIOLO	Vocal Music Learning Team Liaison	05-22-2025			
HPS HAS HIRED 86 SUBSTITUTE TEACHERS AS OF 6/9/2025					