



**HASTINGS  
PUBLIC SCHOOLS**

Assuring the essential.  
Expanding the possible.

## **Work Session**

Thursday, August 14, 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 Proski -
7. Approve Year One Superintendent Goals - Dr. Christopher Proski -
8. Director of Learning Report - Kristen Slehta -
9. Re-affirm Policy 503.01: Student Attendance - John Hauser -
10. Re-affirm Policy 504.181: Anti-Bullying - John Hauser -

11. Approve revised 2025-26 Appendix B (addition of eSports extra standard assignment) - Dr. Thomas Szlanda -

12. \*Consent Agenda - Dr. Thomas Szlanda -

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

14. Reminders - Becky Sullivan -

15. 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.***



DATE: August 4, 2025

TO: Thomas Szlanda, Authorized Representative

FROM: Kayte Partch, Director, Nebraska Child Nutrition Programs  
Office of Coordinated Student Support Services

SUBJECT: Participation in USDA’s Fresh Fruit and Vegetable Program, School Year 2025-2026

01-0018 Hastings Public Schools

Congratulations! Your school district has been selected to participate in the USDA’s Fresh Fruit and Vegetable Program (FFVP) for the 2025-2026 school year. The Nebraska Department of Education is pleased to allocate the following FFVP funds to the site(s) listed below:

Site #	School Building	Total Allocation 08/04/25 to 09/30/25	Total Allocation 10/01/25 to 06/30/26	Total Allocation FY2025-26	Admin Cost Limit FY2025-26
001	Lincoln Elementary School	\$2,355.38	\$13,888.60	\$16,243.98	\$1,624.40
002	Alcott Elementary School	\$2,321.24	\$13,687.32	\$16,008.56	\$1,600.86
003	Longfellow Elementary School	\$2,466.32	\$14,542.78	\$17,009.10	\$1,700.91
005	Watson Elementary School	\$2,756.47	\$16,253.69	\$19,010.17	\$1,901.02
006	Hawthorne Elementary School	\$2,841.81	\$16,756.90	\$19,598.72	\$1,959.87
	<b>TOTAL</b>	\$12,741.22	\$75,129.29	\$87,870.52	\$8,787.05

Attachments: FFVP Addendum  
FFVP Grant Award Requirements  
FFVP Handbook  
Grant Award Notification – Allocation One  
Grant Award Notification – Allocation Two

Cc: Food Service Director  
Cc: Claim Contact

NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE AND ORGANIZATION SERVICES  
2025/26 TEEOSA Aid Eligible for Lump-Sum Payment  
2024/25 Positive Prior Year Correction

County/District Number	District/System Name	Correction Eligible to be Paid in September 2025	2025/26 Total State Aid To Be Paid
01-0018-000	HASTINGS PUBLIC SCHOOLS	81,525.00	21,665,471.00
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,044.00	2,307,798.00
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	10,968.00	363,127.00
02-0009-000	NELIGH-OAKDALE SCHOOLS	874.00	544,276.00
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	5,594.00	494,096.00
05-0071-000	SANDHILLS PUBLIC SCHOOLS	452.00	138,954.00
06-0001-000	BOONE CENTRAL SCHOOLS	19,599.00	1,462,548.00
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	507.00	376,906.00
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	4,049.00	1,223,985.00
08-0051-000	BOYD COUNTY SCHOOLS	2,781.00	470,249.00
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	981.00	603,037.00
10-0007-000	KEARNEY PUBLIC SCHOOLS	60,363.00	9,869,846.00
10-0009-000	ELM CREEK PUBLIC SCHOOLS	26,437.00	868,725.00
10-0119-000	AMHERST PUBLIC SCHOOLS	1,711.00	1,621,720.00
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	1,637.00	788,087.00
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	10,306.00	543,718.00
13-0022-000	WEeping WATER PUBLIC SCHOOLS	1,654.00	434,029.00
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	594.00	1,396,877.00
14-0045-000	RANDOLPH PUBLIC SCHOOLS	5,260.00	447,551.00
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	6,542.00	645,454.00
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	1,639.00	303,887.00
16-0006-000	VALENTINE COMMUNITY SCHOOLS	4,599.00	994,263.00
17-0001-000	SIDNEY PUBLIC SCHOOLS	26,774.00	5,313,226.00
17-0003-000	LEYTON PUBLIC SCHOOLS	5,362.00	595,420.00
18-0002-000	SUTTON PUBLIC SCHOOLS	1,353.00	932,330.00
18-0501-000	SANDY CREEK SCHOOLS	2,788.00	737,985.00
19-0058-000	CLARKSON PUBLIC SCHOOLS	1,104.00	333,513.00
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	206,262.00	3,804,534.00
20-0001-000	WEST POINT PUBLIC SCHOOLS	8,118.00	1,223,419.00
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	2,096.00	957,828.00
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	6,113.00	1,089,578.00
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	393.00	823,102.00
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	8,533.00	1,318,536.00
21-0089-000	ARNOLD PUBLIC SCHOOLS	2,500.00	369,817.00
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	199,888.00	31,664,093.00
23-0071-000	CRAWFORD PUBLIC SCHOOLS	9,881.00	420,886.00
24-0001-000	LEXINGTON PUBLIC SCHOOLS	22,331.00	26,948,932.00
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	7,293.00	565,993.00
28-0010-000	ELKHORN PUBLIC SCHOOLS	24,157.00	20,906,625.00
28-0059-000	BENNINGTON PUBLIC SCHOOLS	270,814.00	14,069,664.00
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	47,492.00	29,201,514.00

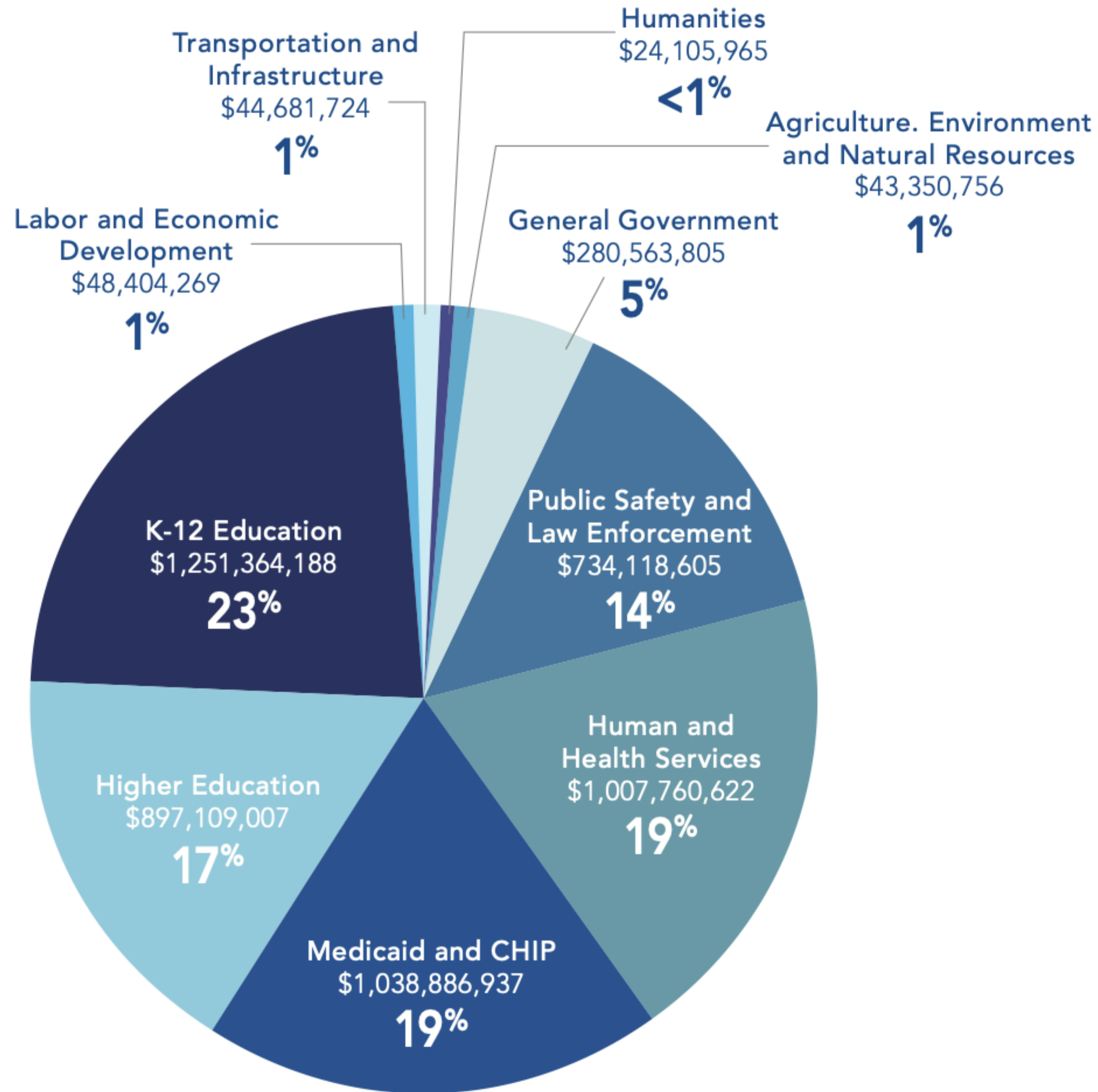
NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE AND ORGANIZATION SERVICES  
2025/26 TEEOSA Aid Eligible for Lump-Sum Payment  
2024/25 Positive Prior Year Correction

County/District Number	District/System Name	Correction Eligible to be Paid in September 2025	2025/26 Total State Aid To Be Paid
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	6,610.00	436,816.00
30-0054-000	SHICKLEY PUBLIC SCHOOLS	1,722.00	383,341.00
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	992.00	276,333.00
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	10,245.00	542,769.00
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	5,768.00	809,853.00
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,152.00	622,643.00
34-0015-000	BEATRICE PUBLIC SCHOOLS	41,737.00	4,947,581.00
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	199.00	603,470.00
38-0011-000	HYANNIS AREA SCHOOLS	5,331.00	381,672.00
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	1,068.00	491,230.00
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	755,044.00	76,845,089.00
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	5,509.00	934,618.00
41-0091-000	HAMPTON PUBLIC SCHOOL	2,564.00	733,246.00
42-0002-000	ALMA PUBLIC SCHOOLS	4,649.00	1,285,477.00
44-0070-000	HITCHCOCK CO SCH SYSTEM	854.00	432,275.00
45-0007-000	O'NEILL PUBLIC SCHOOLS	3.00	1,268,556.00
45-0239-000	WEST HOLT PUBLIC SCHOOLS	3,001.00	674,662.00
46-0001-000	MULLEN PUBLIC SCHOOLS	200.00	483,691.00
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	6,621.00	1,332,544.00
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	1,515.00	385,173.00
50-0501-000	AXTELL COMMUNITY SCHOOLS	5,934.00	991,150.00
54-0583-000	VERDIGRE PUBLIC SCHOOLS	1,111.00	349,000.00
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	12,731.00	455,143.00
55-0001-000	LINCOLN PUBLIC SCHOOLS	1,526,350.00	82,566,211.00
55-0145-000	WAVERLY SCHOOL DISTRICT 145	4,918.00	3,498,433.00
56-0006-000	BRADY PUBLIC SCHOOLS	7,840.00	767,746.00
56-0007-000	MAXWELL PUBLIC SCHOOLS	9,448.00	2,091,650.00
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	254.00	445,581.00
57-0501-000	STAPLETON PUBLIC SCHOOLS	643.00	390,906.00
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	1,786.00	135,858.00
59-0001-000	MADISON PUBLIC SCHOOLS	2,032.00	912,597.00
60-0090-000	MC PHERSON COUNTY SCHOOLS	1,367.00	149,276.00
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	6,792.00	1,260,211.00
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	4,218.00	1,668,707.00
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	11,785.00	673,167.00
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	1,322.00	1,238,890.00
65-0005-000	LAWRENCE - NELSON PUBLIC SCHOOLS	1,501.00	361,348.00
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	5,776.00	1,315,838.00
69-0044-000	HOLDREGE PUBLIC SCHOOLS	1,880.00	1,720,406.00
69-0054-000	BERTRAND PUBLIC SCHOOLS	2,411.00	382,852.00
69-0055-000	LOOMIS PUBLIC SCHOOLS	3,409.00	1,229,054.00

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70-0542-000	OSMOND COMMUNITY SCHOOLS	2,466.00	435,042.00
71-0001-000	COLUMBUS PUBLIC SCHOOLS	125,619.00	18,156,653.00
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	15,688.00	2,834,796.00
71-0067-000	HUMPHREY PUBLIC SCHOOLS	14,607.00	1,081,466.00
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	2,221.00	1,230,348.00
73-0017-000	MC COOK PUBLIC SCHOOLS	51,902.00	5,466,282.00
74-0056-000	FALLS CITY PUBLIC SCHOOLS	3,884.00	1,420,286.00
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	6,743.00	501,719.00
76-0044-000	DORCHESTER PUBLIC SCHOOL	2,872.00	508,321.00
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	6,732.00	1,227,778.00
76-0090-000	EXETER-MILLIGAN-FRIEND PUBLIC SCHOOLS	2,756.00	644,789.00
79-0002-000	MINATARE PUBLIC SCHOOLS	334.00	2,787,236.00
80-0009-000	SEWARD PUBLIC SCHOOLS	5,533.00	2,450,900.00
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	2,556.00	824,253.00
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	3,583.00	795,495.00
82-0001-000	LOUP CITY PUBLIC SCHOOLS	3,592.00	470,493.00
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	4,168.00	130,217.00
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	8,424.00	688,297.00
87-0001-000	PENDER PUBLIC SCHOOLS	2,085.00	1,246,526.00
88-0021-000	ARCADIA PUBLIC SCHOOLS	745.00	1,342,595.00
89-0003-000	FORT CALHOUN COMMUNITY SCHS	1,877.00	4,249,668.00
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	7,432.00	1,095,577.00
93-0012-000	YORK PUBLIC SCHOOLS	12,130.00	3,055,945.00
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	2,754.00	1,194,328.00
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	1,520.00	526,225.00

# Figure 3: Education, Health Care Top General Fund Appropriations (FY25)



**Total: \$5.4 billion**

Categories are an aggregation of General Fund appropriations by agency based on its major function and do not include deficit appropriations

Source: OpenSky analysis of FY2023-24 and FY2024-25 Biennial Budget (Fiscal Office, 2023)

## Table 4: Nebraska Corporate Income Tax Rates

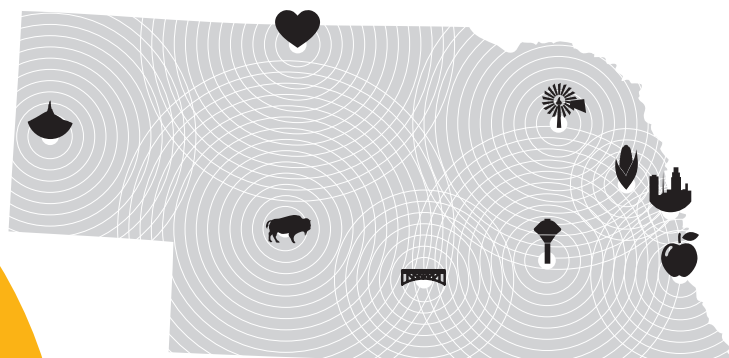
TAX YEAR	PRIOR TO 2022	2022	2023	2024	2025	2026	2027
First \$100,000 of Taxable Income	5.58%	5.58%	5.58%	5.58%	5.2%	4.55%	3.99%
Taxable Income > \$100,000	7.81%	7.5%	7.25%	5.84%	5.2%	4.55%	3.99%

Source: Rev. Stat. § 77-2734.02, 2023

## Table 2: Nebraska Individual Income Tax Rates and Brackets

2023 TAX BRACKETS			TAX RATES				
SINGLE AND MARRIED, FILING SEPARATELY	MARRIED, FILING JOINTLY	HEAD OF HOUSEHOLD	2023	2024	2025	2026	2027+
\$0 to \$3,700	\$0 to \$7,390	\$0 to \$6,900	2.46%	2.46%	2.46%	2.46%	2.46%
\$3,700 to \$22,170	\$7,390 to \$44,350	\$6,900 to \$35,480	3.51%	3.51%	3.51%	3.51%	3.51%
\$22,170 to \$35,730	\$44,350 to \$71,460	\$35,480 to \$52,980	5.01%	5.01%	5.01%	4.55%	3.99%
\$35,730 and over	\$71,460 and over	\$52,980 and over	6.64%	5.84%	5.20%	4.55%	3.99%

Source: Department of Revenue, Estimated Income Tax Payment Vouchers, 2023



**NASB**  
Nebraska Association of  
SCHOOL BOARDS

# 2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

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

[www.NASBonline.org](http://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](http://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. - *Members from NASB's Board Leadership team*

## 6:45 PM - TRAINING SESSIONS 2

**RUN GOVERNMENT LIKE A BUSINESS ...** If the state of Nebraska was a business, what Key Performance Indicators (KPIs) would we evaluate to determine success? This session will evaluate our KPIs and identify our performance. - *John Spatz, Executive Director*

 **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*

**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. - *Members from NASB's Board Leadership team*

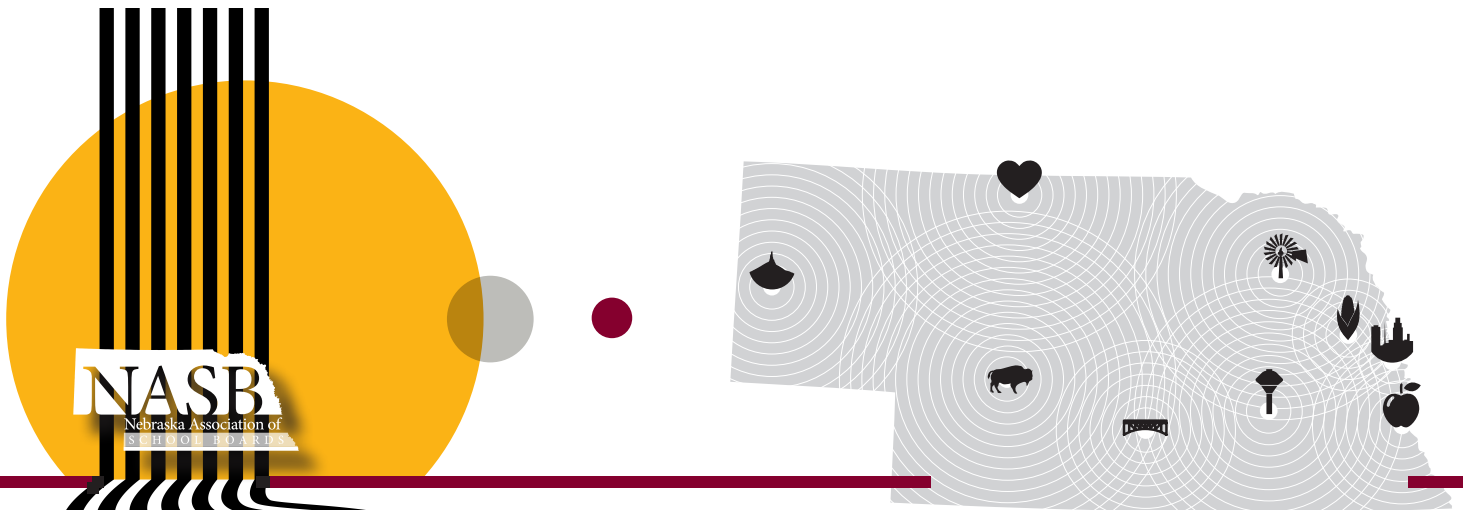
 Perfect for a newer School Board Member





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

**Chris Prososki**  
**Superintendent Goals for 2025-26**  
**HASTINGS PUBLIC SCHOOLS**

**\*\* *Rough Draft* \*\***

**RELATIONSHIPS**

- Create cohesiveness and stability with Admin Team (cabinet)
- Provide plan for cabinet members (primary goal of each)
  - Help each cabinet member establish priority goals for the year and Chris can share them with the board by October 1st
- Connecting with each building staff
  - Keep log of visits to each building
- Visit each building once a month, get into classrooms
  - Keep log of building and classroom visits
- Board PLC visits, staff appreciation
  - Work with board to establish schedule of visits and staff appreciation activities
- Visibility at school activities – 20 per year
  - Keep log of school activities attended
- Visibility at community activities – foundation spring fundraiser, community foundation variety show
  - Keep log of community events attended
- Service club membership or attendance
  - Keep log of service club meetings attended
- Board members provide two contacts to Chris, by Oct 1
  - Keep log of personal connections made to the people recommended by the board

**BUDGET**

- Avoid pink post card meeting
- Identify efficiencies and opportunities for creativity
  - Share thoughts with the board
- Prioritize funding to funnel funds into the classroom
- Transparency in budget for Board
  - Provide the board with pertinent talking points about the budget and tax request

- EX: 83% of this 2025-26 budget goes towards personnel costs
- This tax request asks for \_\_\_\_\_ tax dollars compared to 2024-25
- Provide plan for instructional materials cycle and technology
  - Create and share a curriculum adoption cycle by December 15th
- Provide plan for building & sites, capital outlay projects
  - Create and share a 5-year facilities upkeep plan by December 15th
- Communicate to instill confidence with public and staff
  - Create some budget talking points to share with staff, parents, and patrons by September 15th

## **ORGANIZATIONAL CULTURE**

- Systems of equity across the district/community
  - By Feb 15th, share some thoughts on what you've learned about equity throughout the school district and community and things you'd like to implement to enhance it
- Establish staff advisory groups/listening sessions
  - Keep a log of who is on the advisory groups and when/where you meet and when/where you hold listening sessions
  - Share tentative schedules and 1st semester sessions with Board of Education by November 1st
- Evaluate professional growth opportunities for staff members related to instruction and assessment
  - By Feb 15th, create a recommendation to share with the board about opportunities to enhance PD offerings
- Recognition inventory and recommendations
  - By Feb 15th, have a good handle on what HPS currently does for staff recognition and have some recommendations to make it even better
- Assess wellness/mental health support and recommendations
  - By Feb 15th, have a good handle on what HOS currently does for staff and student wellness and mental health support and provide some recommendations on what can make it even better
- Stay survey
  - Study some stay survey examples from other districts and consider implementing one for Spring 2026 with board member input

- Sense of belonging for all
  - By Feb 15th, have a better sense of the culture of HPS and its sense of belonging for all, regardless of SES, religion, culture, etc. and provide some recommendations to make it even more welcoming and powerful
    - Consider a “Staff Culture Committee” to form in 2026 and help with ideas and implementation

## **INSTRUCTIONAL LEADERSHIP**

- Analyze the current student achievement data (trends and gaps)
  - By December 1st, provide an update to the board
- Review the instructional materials and the instructional model
  - Provide feedback to the board by December 1st
- Goal setting for student achievements
  - Work with admin team to set applicable student achievement goals and communicate those to the board by \_\_\_\_\_ (what date makes sense to you?)
- Celebrate student achievement
- Evaluating/reporting on success of ICG reading
  - Work to create a board report that shows some “sense of accomplishment” data by \_\_\_\_\_ (what date makes sense to you?)
- Evaluate professional growth opportunities for staff members related to instruction and assessment
  - By Feb 15th, create a recommendation to share with the board about opportunities to enhance PD offerings
- Communicate achievement results (recovery from learning loss) specific to Hastings demographics
  - Work with admin team to come up with reporting format you want to embrace and share with board by Feb 15th

Items mentioned by board members during initial brainstorm

- Develop coherence with admin team
- Build community relations with stakeholders
- Knowledge of social and economic culture of community
- Relationships
- Culture – sustain and build
- Building relationships with building/staff members
- Knowledge of community socio economic status
- Relationships – transparency to develop trust
- Budget – anything overlooked could be improved
- Community involvement – organizations
- Budgetary buffers
- Getting to know community – be present in community
- Recruitment and retention of teachers/staff
- Stabilize the waters with so much change
- Goal setting for (local) student achievement
- Bridging communication gap – building relationships with buildings and community/families
- Maintain emphasis and celebrate student learning
- Active with educational leaders in community
- Identify 2 areas of personal/professional growth that would be beneficial
- Embracing technology, make more cohesive and less confusing. Fewer logins/systems.
- Continue and strengthen equitability and accountability
- Connections with diverse populations – how to help them know who is the Supt
- Visibility/exposure to identify Chris as face of education in Hastings
- Delegation of duties
- Communication of achievement in annual report
- What is the strategic plan? And how to align with Board goals.
- Set realistic board expectations.

# Nebraska Examiner

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## Nebraska ed board approves \$80 million in fed, private funds to boost literacy

Sherwood Foundation’s \$25 million gift is latest backing for state and federal investments in literacy

BY: ZACH WENDLING - AUGUST 8, 2025 6:24 PM





📷 Nebraska First Lady Suzanne Pillen visits a classroom in the Educare of Omaha at Indian Hill, where a team of literacy advocates launched the Nebraska Growing Readers initiative in October 2023. (Cindy Gonzalez/Nebraska Examiner)

LINCOLN – The Nebraska State Board of Education signed off on steering \$80 million in federal and private funding over the next five years to boost literacy for K-12 students.

The eight-member education board Friday unanimously awarded the first two years of a **\$55 million federal grant** to 46 recipients and accepted \$25 million in new private funding for a similar purpose from the Sherwood Foundation. Both **buckets of funds** will be doled out over the next five years. Board members will

consider how to spend the private dollars at a future meeting.

Board member Lisa Schonhoff of Bennington called the \$80 million “a huge, huge, huge deal, and it is very clear and evident that we are all taking it very seriously.”



State Board of Education members Lisa Schonhoff of Bennington, front, and Kristin Christensen of Lincoln. Aug. 8, 2025. (Zach Wendling/Nebraska Examiner)

She said, “I think that we need to continue, now that we’ve got this money in front of us, to continue asking the tough questions, not going along to get along, but having these really tough conversations with each other and holding each other accountable.”

### Focus on accountability

This February, board members voted 7-1 to approve the [Nebraska Literacy Project Plan](#), which includes a goal to boost third grade reading proficiency to 75% by 2030. State reading tests deemed about 59% of third graders proficient in the 2023-24 school year, according to [test data released last fall](#).

“If there’s not accountability, and our kids aren’t reading by 2030, then we need to have some serious conversations with each other,” Schonhoff continued.

In addition to the federal and private dollars, the Legislature, led by former State Sens. Lou Ann Linehan of the Elkhorn area and Lynne Walz of Fremont, secured **\$6 million over three years** for **educational service units** to employ regional coaches who will **mentor teachers** teaching reading to children between 4 years old and third grade – a key time in child development.

Nebraska Education Commissioner Brian Maher confirmed that resources aren't an issue. He said his department is focused on ensuring students are reading better tomorrow than they are today.



📷 State Board of Education member Deb Neary, the board's vice president. Aug. 8, 2025. (Zach Wendling/Nebraska Examiner)

Schnohoff, a classroom teacher for more than 20 years before joining the state board in January, was the lone vote against the Nebraska Literacy Project Plan in February. She had voiced concerns about a focus on “high-quality instructional materials” and worried those materials could get in the way of students reading real books or writing.

The Nebraska Literacy Project Plan also has two other

goals: to increase the percentage of K-3 students who meet Nebraska Reading Improvement Act standards and ensure all Nebraska teacher preparation programs implement evidence-based instruction for teachers grounded in the “science of reading.”

### **‘Everything that we need’**

Board Vice President Deb Neary of Omaha called the federal [Comprehensive Literacy State Development Grant](#) a “gold standard project” as the Nebraska Department of Education has a vision, plan, science, research, data and professionals.

“We have everything that we need to be successful,” Neary said.

The federal dollars are designed to advance literacy skills for all children from birth to grade 12, and at least 95% of the grant funds must be distributed to eligible entities. Awardees can receive more funds if they serve more students.

Funding must be allocated at different ages or grade levels as follows:

- 15% to entities serving birth to



State Board of Education member Sherry Jones. Aug. 8, 2025. (Zach Wendling/Nebraska Examiner)

kindergarten (\$8.26 million).

- 40% to entities serving grades K-5 (\$22.02 million).
- 40% to entities serving grades 6-12 (\$22.02 million).

Board member Sherry Jones said she was disappointed with those funding distributions because there was more demand for the K-5 age bracket than funding. Meanwhile, applicants seeking funds to help students in the other age brackets were fully funded. Jones said the K-5 age group is a critical time to teach reading.

“This is, I believe, an example where state and local decision making would have been better, in my opinion, than the federal government dictating to us how we should use this \$55 million,” Jones said.

Nebraska Department of Education staff, responding to a question from Board President Elizabeth Tegtmeier of North Platte, said it’s possible that schools denied funding can reapply in the future. It’s also possible that some allocated dollars won’t be spent, with an expectation that some funds might be redistributed to new applicants or previous applicants who succeeded.

### **Public-private partnership**

The Sherwood Foundation funds, which Neary praised as an “extraordinary” investment, will create the “Nebraska Literacy Leadership Network.” The network plans to convene up to 75 instructional leaders and higher education partners so they can better coach classroom teachers on how to teach literacy.

State Education Department staff pursued the public-private partnership with the Sherwood nonprofit after identifying a potential gap in school leader training and support.



State Board of Education member Elizabeth Tegtmeier of North Platte, board president. Aug. 8, 2025. (Zach Wendling/Nebraska Examiner)

“This isn’t a small project or amount,” Neary said. “This is a really big deal, and it is going to be transformational.”

Schonhoff said the professional development is critical, highlighting “no strings attached” compared to the federal dollars that she initially opposed but ultimately supported.

### **‘Thank you’**

When Tegtmeier was elected president in 2024, she pledged to make literacy a focus, and on Friday, she credited state lawmakers, department staff, teachers and more for joining the efforts.

She credited early work done in 2017 and 2018 by former State Sen. Patty Pansing Brooks of Lincoln and Linehan. The two lawmakers studied literacy and dyslexia, including tours of multiple school districts,

which led to new support for reading and dyslexia, including the Nebraska Reading Improvement Act, which allows students to be placed on reading improvement plans for focused interventions and support.



State Sen. Lou Ann Linehan of Elkhorn, left, and then-State Sen. Patty Pansing Brooks of Lincoln led a tour of more than a dozen schools in 2017 to meet with educators and students about reading literacy. Oct. 17, 2017. (Courtesy of former Sens. Lou Ann Linehan and Patty Pansing Brooks)

Tegtmeier said the state Education Department also hired a literacy director as well as a new deputy commissioner in the last year. She said many teachers spent parts of the summer attending related trainings and workshops.

Another supporter, Tegtmeier said, is Gov. Jim Pillen, whose office reached out Thursday to express Pillen's support for the Sherwood dollars ahead of Friday's meeting.

Said Tegtmeier: "To everyone who has picked up their oar and chosen to row with us, I say, 'Thank you.'"

---

## Comprehensive Literacy State Development Grant initial awardees,

## first two years

Tier 1 awards (up to \$65,000/year | \$325,000/5 years – serving up to 1,000 students)

- Anselmo-Merna Public Schools: \$113,750 (birth-kindergarten; grades 6-12)
- Auburn Public Schools: \$90,244 (birth-kindergarten)
- Bertrand Public Schools: \$113,750 (birth-kindergarten; grades 6-12)
- Central Valley Public Schools: \$130,000 (birth-kindergarten; grades 6-12)
- David City Public Schools: \$130,000 (grades K-5)
- Educare Lincoln: \$130,000 (birth-kindergarten)
- Educational Service Unit 17 (north-central Nebraska): \$130,000 (birth-kindergarten)
- Elmwood-Murdock Public Schools: \$67,903 (birth-kindergarten)
- Fairbury Public Schools: \$130,000 (birth-kindergarten; grades 6-12)
- Falls City Public School District: \$113,750 (grades 6-12)
- Humboldt Table Rock Steinauer Public Schools: \$113,750 (grades

6-12)

- Johnson County School District:  
\$101,773 (grades 6-12)
- Laurel Concord Coleridge School:  
\$113,750 (birth-kindergarten;  
grades 6-12)
- Lewiston Consolidated Schools:  
\$130,000 (grades 6-12)
- Madison Public Schools: \$113,750  
(grades 6-12)
- Milford Public Schools: \$101,772  
(grades 6-12)
- Pawnee City Public Schools:  
\$113,750 (grades 6-12)
- Walthill Public Schools: \$130,000  
(birth-kindergarten; grades 6-12)
- Wayne Community Schools:  
\$57,518 (birth-kindergarten)

Tier 2 awards (up to \$259,000/year |  
\$1.295 million/5 years – serving  
1,000 to 4,999 students)

- Beatrice Public Schools: \$518,000  
(birth-kindergarten; grades K-12)
- Buffett Early Childhood Institute:  
\$518,000 (birth-kindergarten)
- Crete Public Schools: \$518,000  
(birth-kindergarten; grades K-12)
- Educational Service Unit 2 (eastern  
Nebraska): \$518,000 (grades 6-12)

- Educational Service Unit 4  
(southeast Nebraska): \$470,626  
(grades K-5)
- Educational Service Unit 5  
(southeast Nebraska): \$518,000  
(birth-kindergarten; grades K-5)
- Educational Service Unit 8 (north-central Nebraska): \$518,000  
(birth-kindergarten; grades K-12)
- Educational Service Unit 11  
(south-central Nebraska):  
\$518,000 (birth-kindergarten;  
grades K-12)
- Educational Service Unit 15  
(southwest Nebraska): \$518,000  
(birth-kindergarten; grades K-12)
- Educational Service Unit 16  
(western Nebraska): \$518,000  
(birth-kindergarten; grades K-12)
- Nebraska City Public Schools:  
\$518,000 (grades K-12)
- Ralston Public Schools: \$518,000  
(birth-kindergarten; grades K-12)
- Scottsbluff Public Schools:  
\$518,000 (birth-kindergarten;  
grades K-12)

Tier 3 awards (up to \$440,000/year |  
\$2.2 million/5 years – serving 5,000  
or more students)

- Educational Service Unit 3 (eastern Nebraska): \$880,000 (birth-kindergarten; grades K-12)
- Educational Service Unit 6 (eastern Nebraska): \$880,000 (grades K-12)
- Educational Service Unit 7 (eastern Nebraska): \$880,000 (birth-kindergarten; grades K-12)
- Educational Service Unit 9 (south-central Nebraska): \$880,000 (birth-kindergarten; grades K-12)
- Educational Service Unit 10 (central Nebraska): \$880,000 (birth-kindergarten; grades K-12)
- Educational Service Unit 13 (western Nebraska): \$880,000 (birth-kindergarten; grades K-12)
- Fremont Public Schools: \$880,000 (grades K-12)
- Grand Island Public Schools: \$880,000 (birth-kindergarten; grades K-12)
- Lincoln Public Schools: \$880,000 (birth-kindergarten; grades K-12)
- Millard Public Schools: \$880,000 (birth-kindergarten; grades K-12)
- Nebraska Children and Families Foundation: \$662,606 (birth-kindergarten)
- Omaha Public Schools/Educational

Service Unit 19: \$880,000 (grades 6-12)

- Papillion La Vista Community Schools: \$880,000 (birth-kindergarten; grades K-12)
  - University of Nebraska-Lincoln WORDS (Workshops on Reading Development Strategies) Project: \$880,000 (grades K-5)
- 



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## ZACH WENDLING



Zach rejoins the Nebraska Examiner after studying abroad in Antigua, Guatemala, following a yearlong Examiner internship. His coverage focus areas have included politics and government, health and well-being and higher education.

Nebraska Examiner is part of [States Newsroom](#), the nation's largest state-focused nonprofit news organization.

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July 26, 2025



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BY ZACH WENDLING  
July 22, 2025



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BY ZACH WENDLING  
June 4, 2025

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# STATES NEWSROOM


# FAIR. FEARLESS. FREE.



Coordination and **consistency of learning** experiences across different subjects or courses at the **same grade level or grade band.**




Coordination and **consistency of learning** experiences across different subjects or courses at the **same grade level or grade band.**




Fostering communication, collaboration, and a shared understanding of **school and district-wide goals** and initiatives.

Coordination and **consistency of learning** experiences across different subjects or courses at the **same grade level or grade band.**



Educational content across different grade levels to ensure a smooth **progression of learning** (PreK-12)



Grade/  
Content/  
Department  
(# of Teachers)

1st Wed.  
**District PLC**

2nd Wed.  
**Building Similar Responsibility Team**

3rd Wed.  
**All Staff Meeting & District Professional Learning:**  
*CIP, Instructional Framework, Technology, MTSS & UDL*

4th Wed.  
**Building Similar Responsibility Team**

5th Wed.  
**Department PLC Meetings:**  
*Tier 1 Standards Focused (October & April)*

Long-Term Goals 2030

75%

48%  
3rd  
GRADE

HPS 2023-2024 % Proficient

Increase third-grade proficiency on NSCAS ELA to 75%

34%

100%

ADEQUATE RESOURCES

Adequate resources in the hands of every learner in Nebraska that are inclusive with regard to race, ethnicity, culture, language, and disability status.

63%

STUDENTS WITH A DISABILITY

63% of students with a disability will meet or exceed proficiency on NSCAS ELA.

20%

94.5%

ORAL LITERACY IN 4-YEAR OLDS

94.5% of participating four-year-old children will achieve significant gains in oral literacy.

78.5%

5th GRADE

78.5% of fifth-grade students will meet or exceed proficiency on NSCAS ELA.

39%

81.5%

8th GRADE

81.5% of eighth-grade students will meet or exceed proficiency on NSCAS ELA.

62%

73%

HIGH SCHOOL

73% of high school students will meet or exceed proficiency on NSCAS ACT currently measured by the ACT administered to eleventh-grade students.

## **STUDENT ATTENDANCE**

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules consistent with this policy and all staff are expected to implement this policy and administrative rules to encourage regular and punctual student attendance. The District will maintain an accurate record of student attendance.

The circumstances for all absences from school will be recorded as "school excused" or "not school excused."

School Excused: Absences created by impossible or impracticable barriers outside the control of the parent or student that prevent a student from attending school. All school excused absences, except for absences caused by illness and/or a death in a family, require advanced approval. An absence for any of the following reasons will be school excused, provided the required procedures have been followed:

1. Attendance at a funeral of a member of the immediate family (parents, siblings, and grandparents);
2. Illness, including mental illness, causing a student to be absent from school with parental permission;
3. Doctor or dental appointments that require the student to be absent from school;
4. Court appearances that are required by court order;
5. Family trips, approved by the Principal, in which the student accompanies parent(s)/legal guardian(s);
6. School sponsored activities that require students to be absent from school; and
7. Other absences that received the prior approval of the Principal. The Principal shall have the ability to deny approval of any of the foregoing reasons, depending on the circumstances such as the student's attendance record, the student's academic record, the tests or other projects that may be missed, and, in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

In cases where attendance is of a growing concern, parents or guardians may be required to provide school officials with additional documentation to demonstrate that an absence was created by an impossible or impracticable barrier outside the control of the parent or student.

Not School Excused: An absence not excused by the school. A student who engages in absences not excused by the school may be considered a truant per state law. Truancy is a violation of school rules and truant students are subject to disciplinary consequences.

The District may identify different codes in the District's Student Information Management System (SIMS), to provide greater definition to the circumstances of a student's absence. However, all codes will be categorized as either school excused or

not school excused and reported to students, parents, and guardians as needed or requested.

Mandatory school attendance is required if a child will reach age six prior to January 1 of the then-current school year and has not reached eighteen years of age. There are exceptions to mandatory school attendance. They are:

Exceptions for Younger Students. Attendance is not mandatory for a resident child who has reached the age of six years prior to January 1 of the then-current school year, but will not reach age seven prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the District an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect, pursuant to law, not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement, pursuant to law, on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects, pursuant to law, not to meet accreditation or approval requirements; or (3) has reached the age of sixteen years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in an Exempt School ("Home School"). A person who has legal or actual charge or control of a child of mandatory attendance age may withdraw such child from school and be exempt from mandatory attendance requirements if such child will be or has been enrolled in a school that elects not to meet the accreditation or approval requirements and has on file with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

### Reporting and Responding to Excessive Absenteeism

Any administrator, teacher, or member of the Board of Education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and

"Reporting Excessive Absenteeism."

Excessive Absenteeism

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings between the school (a School/Community Liaison or a school administrator or his or her designee), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- Illness related to physical or behavioral health of the child;
- Educational counseling;
- Educational evaluation;
- Referral to community agencies for economic services;
- Family or individual counseling; and
- Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

Additional Measures

In addition to the intervention efforts provided above, disciplinary measures may be applied to students who are tardy or truant.

Given the need for student engagement and the commonly held standards of time held by the State and post-secondary institutions, the Senior High may deny the awarding of academic credit, in part or in whole, for a class or classes that a student excessively fails to attend. The Senior High administration will be responsible for developing and implementing administrative regulations specifying when a student's attendance could jeopardize the awarding of credit for a class or classes. The regulations provided must be consistent with Board of Education Policy. The regulations developed shall include an appeal/hearing process for students and parents to use when credit has been denied at the building level. The appeal process may be found in Policy 504.02 – Students(Parents) Grievances.

Reporting Excessive Absenteeism to the County Attorney

The school may report to the County Attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the

collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to referring the child to the County Attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined and where truancy is involved or suspected.

#### Reporting to the Commissioner

The Superintendent or designee shall report to the Commissioner of Education, as directed by the Commissioner, the number of and reasons for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the Office of the County Attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as a School Resource Officer) by the District relative to a student enrolled in the District.

Legal Reference: Neb. Rev. Stat. 79-201 through 79-209  
Neb. Rev. Stat. 79-527

Cross Reference:	502.01	Resident Students
	503.015	Early Withdrawal for Students Enrolled in Accredited or Approved School
	502.02	Nonresident Students
	502.10	Home-School Exemption/Reintegration Services
	502.11	Student Promotion
	503.02	Student Attendance Records
	503.03	Enrollment Option Program
	503.09	Homeless Children and Youth
	504.02	Students (Parents)Grievances
	504.03	Student Conduct
	505.03	Emergency Exclusion, Short-Term or Long-Term Suspension, Expulsion, Mandatory Reassignment, and/or Alternative Educational Placement
	508.01	Student Health and Immunization Requirements
	508.07	Custody and Parental Rights
	508.09	Guidance and Counseling
	508.10	Referral of Students to Other Agencies
	509.06	Minimum Number of Semester Hours Per Semester

Approved \_\_\_\_\_ Reviewed 06-13-24 Revised 7-14-2014; 6-17-24



**ANTI-BULLYING POLICY**

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. § 79-2137  
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296  
NDE February 2003 State Board Action; Reaffirmed December  
2005

Approved 10/19/2015 Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

HASTINGS PUBLIC SCHOOLS

**APPENDIX B  
EXTRA-STANDARD ASSIGNMENT RESPONSIBILITIES  
2025-2026**

A. There are seven categories of assignments according to the degree of difficulty and the responsibility of the assignment

**Category A**

- |   |  |
|---|--|
| 1. Elementary student council           | 2. MS weight training                      |
| 3. MS cross country                     | 4. SH marching band facilitator            |
| 5. MS drama                             | 6. SH Skills USA assistant sponsor         |
| 7. MS/SH intramurals-1 season           | 8. MS Skills USA sponsor                   |
| 9. SH National Honor Society            | 10. SH assistant debate                    |
| 11. Content Creators (building level)   | 12. Psychological First Aid<br>Coordinator |
| 13. Wellness Team Lead (building level) | 14.  |

**Category I**

- |                    |   |
|--------------------|---|
| 1. Problem solving | 2. MS/SH student council                    |
| 3. MS basketball   | 4. SH DECA                                  |
| 5. MS football     | 6. SH foreign language                      |
| 7. MS orchestra    | 8. SH assistant swimming                    |
| 9. MS track        | 10. SH assistant tennis                     |
| 11. MS vocal music | 12. SH assistant cross country              |
| 13. MS volleyball  | 14. SH Skills USA sponsor                   |
| 15. MS wrestling   | 16. MS garden sponsor-2 seasons             |
| 17. MS yearbook    | 18. SH assistant bowling/Unified<br>bowling |

**Category II**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. SH cable access coordinator | 2. SH assistant soccer           |
| 3. SH head golf                | 4. SH assistant softball         |
| 5. SH orchestra                | 6. SH head tennis                |
| 7. SH dance team               | 8. SH assistant track            |
| 9. SH cheer squad              | 10. SH weight training-2 seasons |
| 11. SH assistant baseball      | 12. SH head bowling              |
| 13. MS/SH eSports              |                                  |

**Category III**

- |                            |                            |
|----------------------------|----------------------------|
| 1. SH assistant basketball | 2. SH head swimming        |
| 3. SH head cross-country   | 4. SH speech               |
| 5. SH debate               | 6. SH assistant volleyball |
| 7. SH assistant football   | 8. SH assistant wrestling  |
| 9. SH journalism           |                            |

**Category IV**

- |                     |                                    |
|---------------------|------------------------------------|
| 1. SH drama         | 2. SH head softball                |
| 3. SH vocal music   | 4. SH head track                   |
| 5. SH head soccer   | 6. Director of bands               |
| 7. SH head baseball | 8. Director of musical productions |
| 9. SH show choir    |                                    |

**Category V**

- |                       |                       |
|-----------------------|-----------------------|
| 1. SH head basketball | 2. SH head volleyball |
| 3. SH head football   | 4. SH head wrestling  |

**Category VI**

1. Skills program

**APPENDIX B (cont.)**  
**Special Category**

1. Extended contract @ daily rate
  2. Learning Team Liaison 2.5% of base (\$994.50) and \$33/hr. for assigned managerial tasks
  3. Doctorate \$500
  4. Skills Certificated Teachers – Category VI
    - a. The following percentages are calculated on the starting base salary. The following dollar amounts are calculated for the 2025-2026 (\$39,780 base salary)
    - b. Placing Skills Certificated Teachers on the Schedule
      - Level 1: (1-3 years of experience)
      - Level 2: (4-6 years of experience)
      - Level 3: (7-9 years of experience)
      - Level 4: (10 or more years of experience)
    - c. New Skills Certificated Teachers will be placed on the level based on their previous experience.
- B. Any newly created assignment will be categorized according to the degree of difficulty and its area of responsibility.
- C. Remuneration for special assignments, such as units of gymnastics and swimming, will be treated as intramural.
- D. Any coach who thinks he/she needs help should follow the proper procedures in requesting an assistant.
- E. The following percentages are calculated on the starting salary. If the starting salary is raised, so are the amounts corresponding to the percentages:

<b>Category</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
A	3%	5%	7%	9%
I	5%	7%	9%	11%
II	7%	9%	11%	13%
III	9%	11%	13%	15%
IV	11%	13%	15%	17%
V	14%	16%	18%	20%
VI	28%	30%	32%	34%

- F. Placing teachers on the schedule:
1. A teacher with 1 to 3 years of experience will be placed on Level I and wait two years to advance to the next level.
  2. A teacher with 3 or more years of experience will be placed on Level 1 but wait only one year to advance to the next level.
  3. After fulfilling items one and two, teachers will advance to the next level after two years in the same assignment.

Provided: In athletics, at both the Middle School and High School levels (beginning with the 2008-09 school year), no head coach is to receive less than one of the assistants.

The Board, under special circumstances, may deviate in placement on the salary schedule.

G. The dollar figures for 2025-2026 are as follows:

<b>Percent</b>	<b>of \$39,780</b>	<b>Percent</b>	<b>of \$39,780</b>	<b>Percent</b>	<b>of \$39,780</b>
3%	\$1,193.40	14%	\$5,569.20	28%	\$11,138.40
5%	\$1,989.00	15%	\$5,967.00	30%	\$11,934.00
7%	\$2,784.60	16%	\$6,364.80	32%	\$12,729.60
9%	\$3,580.20	17%	\$6,762.60	34%	\$13,525.20

11%	\$4,375.80	18%	\$7,160.40
13%	\$5,171.40	20%	\$7,956.00

<b>Administrative Resignation/Release/Retire(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
No Resignation/Release/Retire(s)					
<b>Administrative Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>		<b>Effective</b>	<b>Replaces/Reason</b>
No Transfer(s)					
<b>Administrative New Hire(s)</b>					
<b>Name</b>	<b>Assignment/FTE/Building</b>	<b>Effective</b>	<b>Degree/Level</b>	<b>College/University</b>	<b>Replaces/Reason</b>
No New Hire(s)					
<b>Certificated Resignation/Release(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
No Resignation/Release/Retire(s)					
<b>Certificated Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>		<b>Effective</b>	<b>Replaces/Reason</b>
Kasey Ohnoutka	Grade 3/Hawthorne	K-2 SPED/Hawthorne	1	8/8/25	Siarra Vicinovac/Transfer
Julie Simmons	Grade 2/Longfellow	Kindergarten/Lot	1	8/8/25	Hannah Tucker/Transfer
Siarra Vicinovac	K-2 SPED/Hawthorne	Grade 3/Hawthorne	1	8/8/25	Kasey Ohnoutka/Transfer
<b>Certificated New Hire(s)</b>					
<b>Name</b>	<b>Assignment/FTE/Building</b>	<b>Effective</b>	<b>Degree/Level</b>	<b>College/University</b>	<b>Replaces/Reason</b>
No New Hire(s)					
<b>Extra Standard Resignation/Release(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>			<b>Effective</b>	<b>Replaces/Reason</b>
No Resignation/Release/Retire(s)					
<b>Extra Standard Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>		<b>Effective</b>	<b>Replaces/Reason</b>
No Transfer(s)					
<b>Extra Standard New Hire(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>	<b>Level</b>		<b>Effective</b>	<b>Replaces/Reason</b>
Kayla Johnson	15 day extended contract/Morton			8/8/2025	New
Katelyn Shaw	Assistant Volleyball/Senior High	CAT III, Lvl 1		9/8/2025	Stephanie Story/Resign
Alex Aldrich	HHS E-Sports Coach	CAT II, Lvl 1		8/13/2025	New Position
Morgan Sentelle	MS E-Sports Coach	CAT II, Lvl 1		8/13/2025	New Position
<b>Classified Resignation/Release(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Jessica Aspegren	Skills 3 Paraeducator/Hawthorne		1.0	5/22/2025	Resign
Faith Cleveland	Night Custodian/Middle School		1.0	7/22/2025	Release
Cameron Daiss	Head Day Custodian/Longfellow		1.0	8/8/2025	Resign
Sunny Glantz	EL Paraeducator/Middle School		1.0	5/22/2025	Resign
Brooklyn Hernandez	Skills 3 Paraeducator/Alcott		1.0	5/22/2025	Resign
Jasmine Kennedy	Night Custodian/Hawthorne		1.0	8/15/2025	Resign
Chance Kratzer	Bus Monitor/Transportation		1.0	5/22/2025	Resign
Jacqueldine Meyer	SPED Paraeducator/Hawthorne		1.0	5/22/2025	Resign
Amanda Peterson	Skills 1 Paraeducator/Senior High		1.0	5/22/2025	Resign
Tracy Zabst	Skills 1 Paraeducator/Watson		1.0	5/22/2025	Resign
<b>Classified Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>	<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Patrick Hickok	SPED Paraeducator/Middle School	ISS Supervisor/Middle School	1	8/8/25	Shanna Kunard/Transfer
Shanna Kunard	ISS Supervisor/Middle School	Skills 3 Paraeducator/Middle School	1	8/8/25	Cameron Daiss/Transfer
Mikel McLellan	Night Custodian/Senior High	Head Day Custodian/Longfellow	1	8/8/25	Cameron Daiss/Resign

<b>Classified New Hire(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>	<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>	
Associated Staffing	EL Paraeducator/Middle School	1	TBD	Sunny Glantz/Resign	
Associated Staffing	SPED Paraeducator/Middle School	1	TBD	Patrick Hickok/Transfer	
Associated Staffing	SEBL Paraeducator/Longfellow	1	TBD	Associated Staffing/Resign	
Ashley Badberg	Skills 3 Paraeducator	1	TBD	Ruth Lemke/Transfer	
Haleigh Buerskens-Cline	Skills 3 Paraeducator/Lincoln	1	TBD	Kayla Sadd/Resign	
Christina Campbell	Skills 1 Paraeducator	1	TBD	Tracy Zabst//Resign	
Sadie Franklin	Skills 2 Paraeducator/Watson	1	8/11/25	Robin Stroot/Resign	
Dania Gonzales Legon	Sixpence Home Visitor/District-wide	1	TBD	New Position	
Adrienne Klingenberg	SPED Paraeducator/Hawthorne	1	TBD	Jacque Meyer/Resign	
Darrah Koehn	Skills 3 Para/ Hawthorne	1	TBD	Logan Schuldt/Resign	
Jody Kuhr	SPED Paraeducator/Alcott	1	TBD	Cindy Hinrichs/Tranfer	
Rebecca Matticks	Library Paraeducator/Longfellow	1	TBD	Fran Maunder/Retire	
Sable McLaughlin	Skills 3 Paraeducator/Hawthorne	1	8/8/25	Jessica Aspegren/Resign	
Maria Moll	Inventory Clerk/Custodian/District-wide	1	TBD	New Position	
Katelyn Shaw	Skills 1 Paraeducator/Senior High	1	TBD	Amanda Peterson/Resign	
Makenzi Thompson	Skills 3 Paraeducator/Alcott	1	8/8/25	Brooklyn Hernandez/Resign	
<b>CERTIFICATED OPEN POSITIONS</b>					
<b>NAME</b>	<b>POSITION</b>	<b>RESIGNATION /TERM DATE</b>			
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			
<b>CLASSIFIED OPEN POSITIONS</b>					
<b>NAME</b>	<b>POSITION</b>	<b>RESIGNATION /TERM DATE</b>			
ALYSSA TIMMERMAN	AL - School Nurse	5-22-2025			
GRISEL SANCHEZ	LO - EL Paraeducator	5-22-2025			
	<b>DIST - PART TIME BUS DRIVER (NEW)</b>				
DYLAN BUSCH	District Maintenance - Plumber	07-05-2024			
TERRY BOUTIN	District Bus Monitor	11-24-2024			
CHANCE KRATZER	District Bus Monitor	5-22-2025			
FAITH CLEVELAND	HHS - Night Custodian	7-22-20025			
MIKEL MCLELLAN TXFR	HHS - Night Custodian	8-8-2025			
JASMINE KENNEDY	HA - Night Custodian	8-15-2025			
<b>EXTRA-STANDARD OPEN POSITIONS</b>					
<b>NAME</b>	<b>POSITION</b>	<b>RESIGNATION /TERM DATE</b>			
MEAGAN BLODGET	HHS - Assistant Swimming & Diving	09-29-2022			
	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			
<b>HPS HAS 59 ACTIVE SUBSTITUTES AS OF 8/8/25</b>					