



**HASTINGS
PUBLIC SCHOOLS**

Assuring the essential.
Expanding the possible.

Work Session

Thursday, April 16, 2015 @ 6:00 PM Central
District Conference Room, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. *Approve Hazmat Mitigation Plan Interlocal Agreement - Trent Kelly/Chip Volcek, Adams County Emergency Manager -
5. *Approve adoption of reading materials - Chad Dumas -
6. *Approve Tentative List of Graduates for 2015 - Chad Dumas -
7. *Approve Whole Child Project Interlocal Agreement with NASB - Craig Kautz -
8. Information on "Spotlight on Learning" - Craig Kautz -
9. Determine who is attending graduation - Craig Kautz -
10. HPS BOE Quick Facts Distribution - Craig Kautz -

11. *Tiger Athletic Hall of Fame Selection Criteria - Craig Kautz -

12. *Approve Second Reading of Revised Policy 507.02 - Student Directory Information - Craig Kautz -

13. *Approve long-term leave of absence request for the 2015-2016 school year - Craig Kautz -

14. *Consent agenda - Craig Kautz -

15. *Approve 2015-2016 Student Fees - Craig Kautz -

16. *Approve Universal Free Breakfast at Lincoln Elementary for 2015-2016 - Craig Kautz -

17. *Approve two change orders for Watson Elementary - Craig Kautz -

18. *Approve bid for new Senior High elevator - Craig Kautz -

19. Reminders - Jim Boeve -

20. Reports, etc., at Board Meeting -

21. Upcoming meetings - Jim Boeve -

22. Executive Session -

23. The Board of Education returned to Open Session at _____ p.m. -

24. Adjournment -

***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.

**RESOLUTION FOR PARTICIPATION IN
ALL-HAZARDS MITIGATION PLANNING
UPDATE PROCESS**

WHEREAS, a joint All-Hazards Mitigation Plan identifies the vulnerability of public bodies to natural or manmade hazards and the projects that can be implemented to reduce or eliminate vulnerability and exposure, and

WHEREAS, the Federal Emergency Management Agency (FEMA) requires that a public entity must have a current All-Hazards Mitigation Plan in place before they are eligible for Federal funding for hazard mitigation projects and mitigation efforts resulting from natural disasters, and

WHEREAS, the Lower Big Blue Natural Resources District and the Little Blue Natural Resources District will serve as the coordinating agencies for the updating of the multi-jurisdictional All-Hazards Mitigation Plan for their respective districts and the nine-county area including all of Adams, Clay, Fillmore, Gage, Jefferson, Nuckolls, Saline, Thayer & Webster counties and all associated local governmental entities for which hazard mitigation planning is desirable, and

WHEREAS, the Hastings Public Schools desires to participate in the multi-jurisdictional All-Hazards Mitigation Plan update process for the benefit of the public we serve,

THEREFORE BE IT RESOLVED that the governing board of the Hastings Public Schools hereby states its willingness to participate in the proposed All-Hazards Mitigation Plan update process described above and will attend necessary meetings and participate in those activities necessary to complete an effective plan for all entities in the nine-county area.

IN WITNESS THEREOF, this resolution was approved and executed on this ____ day of _____, 2015.

By: _____
Board President

ATTEST: _____
Secretary

Applies To

District: Hastings Public Schools. Standard Set: Hastings Public Schools. Subject: ENG. Grade: 3.

Standard	E	R	L	H	P
NE.LA 3.1. Reading: Students will learn and apply reading skills and strategies to comprehend text.					
LA 3.1.3.HPS VOCAB I: Students will define and apply grade-level vocabulary. (I can learn new words and use what I know about words to read.)					
LA 3.1.3.a.HPS Use spelling patterns: contractions, compounds, syllables (I can use what I know about sounds and spelling patterns to understand what I read.)					
LA 3.1.3.b.HPS Use roots/base words to determine meaning of words (I can use roots/base words to understand the meaning of a word.)					
LA 3.1.3.b2.HPS Use prefixes and suffixes: dis-, pre-, re-, un-, -y, -ly, -er, -est (I can use prefixes and suffixes to understand the meaning of a word.)					
LA 3.1.3.c.HPS Apply knowledge of literary terms and vocabulary to grade level text					
LA 3.1.5.a.HPS Determine the meaning of words through the knowledge of word structure elements, known words, and word patterns (parts of speech: noun, pronoun, verb, adverb, adjective) (I can use a dictionary to find the part of speech for a word.)					
LA 3.1.5.e.HPS Locate terms in dictionaries and glossaries to identify meaning of vocabulary in grade level text (I can use resources to find out what words mean.)					
LA 3.1.4.HPS FLUENCY: Students will demonstrate oral reading fluency. (I can read smoothly to help me understand what I am reading.)					
LA 3.1.4.a.HPS Listen to and read text of increasing length to increase stamina. (I can read for longer periods of time.)					
LA 3.1.4.b.HPS Use expression/emphasis (I can read with feeling.)					
LA 3.1.4.b2.HPS Demonstrate accurate phrasing based on punctuation (I can use punctuation to help me read, so that it sounds like I am talking.)					
LA 3.1.4.b3.HPS Use appropriate volume and tone (I can use the correct volume when I read.)					
LA 3.1.4.b4.HPS Use varied pacing, pause, stress and phrasing automatically (I can read words and phrases correctly and smoothly.)					
LA 3.1.5.HPS VOCAB II: Students will differentiate, analyze, and use relationships between words to demonstrate understanding of vocabulary. (I can understand what I read by using the skills and strategies I have learned.)					
LA 3.1.5.b.HPS Use context clues (I can find and use context clues to figure out the meaning of new words.)					
LA 3.1.5.b2.HPS Use text features to infer the meaning of unknown words: headings, subheadings, captions, charts, maps, illustrations, table of contents (I can find and use text features to figure out the meaning of new words.)					
LA 3.1.5.d.HPS Identify synonyms, antonyms, and homonyms (I can identify synonyms, antonyms and homonyms.)					
LA 3.1.5.d2.HPS Differentiate between multiple meaning words (I can tell which multiple meaning word fits in a sentence.)					
LA 3.1.6.HPS FICTION: Students will analyze fiction text before, during and after reading. (I can understand fiction by using skills and strategies I have learned.)					

LA 3.1.6.a.HPS Make inferences about author's purpose- explain, entertain, inform, persuade and identifying authors purpose. (I can tell if the author's purpose is to persuade, inform, entertain, or explain.)					
LA 3.1.6.b/d.HPS Summarize text (different from retelling): Beginning, Middle, End and identify story elements: character, setting, plot, point of view. (I can summarize a story using story elements.)					
LA 3.1.6.g.HPS Identify genres of text: historical fiction, realistic fiction, fantasy, folk tales, poetry, humorous fiction (I can describe different genres.)					
LA 3.1.6.g2.HPS Compare and contrast stories, characters, versions of story, etc. (I can tell how two stories are alike and different.)					
LA 3.1.6.i/n.HPS Make inferences from the text (I can infer using what I know and information from the text to understand what I read.)					
LA 3.1.6.j.HPS Recite sequence of events from text (I can retell a story in correct order.)					
LA 3.1.6.l.HPS Build background knowledge and activate prior knowledge to make connections: text to self, text to world, text to text (I can connect what I know to what I read to other texts and to the world.)					
LA 3.1.6.m.HPS Self monitor comprehension to help understand text (I can ask and answer questions using information in the text, what I know and what I believe.)					
LA 3.1.6.n.HPS Make and confirm predictions (I can make predictions while I read.)					
LA 3.1.6.o.HPS Respond to text: verbally, in writing, artistically (I can respond to text in different ways.)					
LA 3.1.7.HPS NON-FICTION Students will analyze elements of nonfiction text before, during, and after reading. (I can understand nonfiction by using skills and strategies that I have learned.)					
LA 3.1.7.f.HPS Use text features to understand print and digital text: headings, subheadings, captions, charts, maps, illustrations, table of contents (I can apply what I know about text features to find information and understand what I read.)					
LA 3.1.7.g/h.HPS Compare and contrast information from text (I can tell how information is alike and different.)					
LA 3.1.7.h.HPS Identify genres of text: biography, autobiography, textbook, reference materials (I can describe different genres.)					
LA 3.1.7.h2.HPS Develop a multicultural perspective (I can use what I read to learn about people and cultures.)					
LA 3.1.7.j. HPS Recite sequence of events from text (I can retell the nonfiction text in order.)					
LA 3.1.7.k.HPS Explain purpose for reading (I can read nonfiction text to gain information.)					
LA 3.1.7.l/m.HPS Ask questions to help understand text (I can ask and answer questions using information in the text, what I know and what I believe.)					
LA 3.1.7.o/p.HPS Respond to text and media: verbally, in writing, artistically (I can respond to what I read in different ways.)					
LA 3.1.8.HPS MAIN IDEA/DETAILS: Students will identify and define main idea and supporting details to fiction and nonfiction texts. (I can retell and summarize the main idea and details from all text.)					
LA 3.1.6.d.HPS Summarize Text (I can summarize a story.)					
LA 3.1.6.e.HPS Define main idea and supporting details (I can describe what main idea and details are in texts.)					
LA 3.1.8.e2.HPS Identify main idea and supporting details of a paragraph (I can identify the main idea and supporting details of a paragraph.)					
LA 3.1.8.e3.HPS Identify main idea and supporting details of a story (I can identify the main idea and details of a story.)					
LA 3.1.9.HPS LITERARY DEVICES: Students will identify and define literary devices. (I can name and give examples of the literary devices that an author has used.)					

LA 3.1.6.c.HPS Identify Idioms, Imagery, Rhythm, Simile, Alliteration, and Onomatopoeia (I can identify and explain how authors use literary devices.)					
NE.LA 3.2. Writing: Students will learn and apply writing skills and strategies to communicate.					
LA 3.2.1.HPS WRITING PROCESS: Students will apply the writing process to publish a grade-level appropriate piece of writing. (I can use the writing process to publish my writing.)					
LA 3.2.1.a.HPS Use prewriting activities to generate ideas and organize information. (I can use graphic organizers to organize my writing.)					
LA 3.2.1.b. Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body and conclusion with appropriate transitions. (I can write a draft with a clear beginning, middle and end.)					
LA 3.2.1.c. Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses. (I can use a source to support my writing.)					
LA 3.2.1.d. Compose paragraphs with grammatically correct sentences of varying length, complexity and type. (I can write a paragraph.)					
LA 3.2.1.e. Revise to improve and clarify writing through self-monitoring strategies and feedback from others. (I can monitor and improve my writing on my own and with feedback from others.)					
LA 3.2.1.f. Provide oral and/or written descriptive feedback to other writers. (I can give my classmates feedback.)					
LA 3.2.1.g. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity. (I can use the writing process to write more.)					
LA 3.2.1.h. Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).					
LA 3.2.1.i. Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation. (I can write using my own words.)					
LA 3.2.1.j. Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title). (I can write so that people can read it.)					
LA 3.2.2. WRITING MODES: Student will write in multiple modes for a variety of purposes and audiences across disciplines. (I can write for a variety of purposes and audiences in different genres.)					
LA 3.2.2.a. Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. (I can write in many different genres and for many purposes.)					
LA 3.2.2.b. Provide evidence from literary or informational text to support ideas or opinions. (I can provide evidence to support my ideas.)					
LA 3.2.2.c. Conduct and publish research to answer questions or solve problems using multiple resources to support theses. (I can use research to answer questions.)					
LA 3.2.2.d. Use precise word choice and domain-specific vocabulary to write in a variety of modes. (I can use correct word choice for the type of writing that I am using.)					
LA 3.2.2.e. Compare various mentor texts and/or exemplars to create a similar piece. (I can compare stories from different authors and create a writing that is similar to theirs.)					
LA 3.2.3.HPS GRAMMAR: Students will demonstrate a knowledge of standard English conventions. (I can edit my writing using correct conventions.)					
LA 3.2.3.a.HPS Demonstrate an understanding of common/proper nouns. (I can define the difference between common and proper nouns.)					
LA 3.2.3.b.HPS Understand the parts of a sentence-subject/predicate. (I can identify the subject and predicate of a sentence.)					
LA 3.2.3.c.HPS Identify and use action verbs in a sentence. (I can identify and use action verbs in a sentence.)					

LA 3.2.3.d.HPS Utilize adjectives in their writing. (I can use adjectives to add detail to my writing.)					
LA 3.2.3.e.HPS Use a capital letter at the beginning and correct punctuation at the end of a sentence. (I can write using correct conventions.)					
LA 3.2.3.f.HPS Identify types of sentences: declarative, interrogative, and exclamatory. (I can identify the different types of sentences.)					
NE.LA 3.3. Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.					
LA 3.3.1.HPS SPEAKING AND LISTENING: Students will learn and apply speaking and listening skills and strategies to communicate. (I can communicate with others by listening and speaking.)					
LA 3.3.1.a. Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. (I can communicate in a clear manner.)					
LA 3.3.1.b.HPS Demonstrate appropriate speaking techniques for a variety of purposes and situations, including interpreting text. (I can speak for different reasons during class.)					
LA 3.3.1.c. Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. (I can use technology to add interest to my presentations.)					
LA 3.3.1.d. Convey a perspective with clear reasoning and support. (I can support my point of view)					
LA 3.3.1.e. Ask pertinent questions to acquire or confirm information. (I can ask questions to get the information that I need.)					
LA 3.3.2.a.HPS Demonstrate active and attentive listening skills for multiple situations and modalities. (I can listen attentively.)					
LA 3.3.2.b.HPS Ask questions about the purpose and credibility of information being presented in a diverse media and formats. (I can decide if I can trust a source.)					
LA 3.3.2.c. Complete a task following multi-step directions. (I can follow more than one direction at a time.)					
LA 3.3.3.a. Demonstrate appropriate social etiquette and apply social cues when communicating. (I can act appropriately and respond to people in a polite manner.)					
LA 3.3.3.b.HPS Demonstrate awareness of and sensitivity to the appropriate use of words in conversation. (I can use appropriate words when talking with others.)					
LA 3.3.3.c. Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas. (I can discuss my ideas with others.)					
LA 3.3.3.d. Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study. (I can listen and ask questions to help me understand information.)					
LA 3.3.3.e. Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. (I can talk with classmates and teachers and respect their opinions about things I am learning in the classroom.)					
NE.LA 3.4. Multiple Literacies: Students will apply information fluency and practice digital citizenship.					
LA 3.4.1. Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).					
LA 3.4.1.a. Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.					
LA 3.4.1.b. With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).					

LA 3.4.1.c. Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).					
LA 3.4.2. Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.					
LA 3.4.2.a. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).					
LA 3.4.2.b. Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.					

Name of Materials: _____

Grade-level: _____

All Items will be rated on a 1 - 4 scale:

4 = Outstanding, 3 = Above Average, 2 = Below Average, 1 = Ineffective

INSTRUCTIONAL DESIGN (ID)

Indicators

Grade Level

Comments (e.g., examples, strengths, concerns, questions)

1. Is there empirical research on this program's efficacy?	K 1 2 3 4 5 6 S/I	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g. articles, explanations in the teacher manuals, references, and reliable websites)?	K 1 2 3 4 5 6 S/I	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension)?	K 1 2 3 4 5 6 S/I	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	K 1 2 3 4 5 6 S/I	
5. Does the supplemental/small group program adequately address the component(s) targeted? (Some programs concentrate on one, two, or a few of the components.)	K 1 2 3 4 5 6 S/I	
6. Is there a scope and sequence ?	K 1 2 3 4 5 6 S/I	
7. Are goals and objectives clearly stated?	K 1 2 3 4 5 6 S/I	
8. Are student materials aligned with instructional objective of the lesson?	K 1 2 3 4 5 6 S/I	
9. Do instructional materials increase in difficulty as students' skills strengthen?	K 1 2 3 4 5 6 S/I	

INSTRUCTIONAL DESIGN (ID)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
10. Is there a clear and logical organization to the lessons in: <i>the order and procedure of each day's lesson?</i>	K 1 2 3 4 5 6 S/I	
<i>the inclusion of all necessary materials?</i>	K 1 2 3 4 5 6 S/I	
<i>the consistency of each day's lesson format?</i>	K 1 2 3 4 5 6 S/I	
<i>addressing the components of reading every day?</i>	K 1 2 3 4 5 6 S/I	
11. Is instruction consistently explicit ? Is it concise, specific, and related to the objective?	K 1 2 3 4 5 6 S/I	
12. Are teacher directives highly detailed to ensure accurate implementation?	K 1 2 3 4 5 6 S/I	
13. Does the lesson format facilitate frequent interactions between teacher and students? (Elements from DQ 2 & 5)	K 1 2 3 4 5 6 S/I	
14. Is instruction consistently systematic ? Is there a prescribed order for introducing specific skills within each component of reading?	K 1 2 3 4 5 6 S/I	
15. Are there coordinated instructional sequences and instructional routines which include: <i>modeling?</i>	K 1 2 3 4 5 6 S/I	
<i>guided practice with feedback?</i>	K 1 2 3 4 5 6 S/I	
<i>student practice and application?</i>	K 1 2 3 4 5 6 S/I	
<i>cumulative review?</i>	K 1 2 3 4 5 6 S/I	

INSTRUCTIONAL DESIGN (ID)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	K 1 2 3 4 5 6 S/I	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction? (DQ 1)	K 1 2 3 4 5 6 S/I	
18. Does instruction make a clear connection <i>among</i> all five components?	K 1 2 3 4 5 6 S/I	
19. Is scaffolding a prominent part of the lessons? (DQ 2)	K 1 2 3 4 5 6 S/I	
20. Are instructions for scaffolding specific within each lesson?	K 1 2 3 4 5 6 S/I	
21. Are there instructions for giving immediate, specific feedback (corrective or positive)? (DQ 5 & 8)	K 1 2 3 4 5 6 S/I	
22. Is differentiated instruction prominent?	K 1 2 3 4 5 6 S/I	
<i>ELL</i>	K 1 2 3 4 5 6 S/I	
<i>students on or above grade level?</i>	K 1 2 3 4 5 6 S/I	
<i>students slightly behind their peers?</i>	K 1 2 3 4 5 6 S/I	
<i>students more than one grade level behind their peers?</i>	K 1 2 3 4 5 6 S/I	
23. Is instruction differentiated based on assessment?	K 1 2 3 4 5 6 S/I	
24. Are directions for differentiating instruction specific?	K 1 2 3 4 5 6 S/I	
25. Is small group instruction (small teacher-pupil ratio) part of daily instruction?	K 1 2 3 4 5 6 S/I	
26. Are enrichment activities included for advance students?	K 1 2 3 4 5 6 S/I	

INSTRUCTIONAL DESIGN (ID)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
27. Does the program provide instruction for English Language Learners (that can also be used for other students)?	K 1 2 3 4 5 6 S/I	
28. Does the program specify for whom it is appropriate (e.g. students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	S/I	
29. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	S/I	
30. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	S/I	
31. Does the program provide multi-cultural exposure, experiences, and resources?	K 1 2 3 4 5 6 S/I	

PHONOLOGICAL/PHONEMIC AWARENESS (PA)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonological/phonemic awareness instruction explicit ?	K 1 S/I	
2. Is phonological/phonemic awareness instruction systematic ?	K 1 S/I	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	K 1 S/I	
4. Is phonological/phonemic awareness instruction scaffolded ?	K 1 S/I	
5. Does phonological/phonemic awareness instruction include cumulative review ?	K 1 S/I	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	K 1 S/I	
7. Is PA only a small portion of the daily lesson?	K 1 S/I	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	K 1 S/I	
9. Are there instructions for PA activities to alert the teacher to student readiness?	K 1 S/I	
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	K 1 S/I	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	K 1 S/I	

PHONOLOGICAL/PHONEMIC AWARENESS (PA)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation ?	K 1 S/I	
13. Do students count the number of words in spoken sentences?	K S/I	
14. Are there rhyming activities (recognition and production)?	K S/I	
15. Are there alliteration activities?	K S/I	
16. Are there activities that involve counting the number of syllables in a word?	K S/I	
17. Are there activities that involve blending and segmenting syllables in a word?	K S/I	
18. Are there activities for students to blend onsets and rimes ?	K S/I	
PHONEMIC AWARENESS		
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	K 1 S/I	
20. Does instruction include physical representations (e.g. clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	K 1 S/I	

PHONOLOGICAL/PHONEMIC AWARENESS (PA)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	K 1 S/I	
22. Are there blending activities at the phoneme level?	K 1 S/I	
23. Are there segmenting activities at the phoneme level)?	K 1 S/I	
24. Does instruction include phoneme manipulation in words (i.e. deletion, addition, and substitution)?	K S/I	
25. Once students demonstrate early phonemic awareness , is PA instruction linked to phonics instruction?	K 1 S/I	
26. Does the program specify when oral language PA activities should be phased out?	K 1 S/I	
27. Are the words used in PA activities found in subsequent word list and text readings?	K 1 S/I	
28. Does the program include a pronunciation guide for the various features of sound production (e.g. stop sounds and continuous sounds)?	K 1 S/I	
29. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	K 1 S/I	

PHONICS (P)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonics instruction explicit ?	K 1 2 3 4 5 6 S/I	
2. Is phonics instruction systematic ?	K 1 2 3 4 5 6 S/I	
3. Does phonics instruction include coordinated instructional sequences and routines ?	K 1 2 3 4 5 6 S/I	
4. Is phonics instruction scaffolded ?	K 1 2 3 4 5 6 S/I	
5. Does phonics instruction include cumulative review ?	K 1 2 3 4 5 6 S/I	
6. Are assessments included to measure and monitor progress in phonics?	K 1 2 3 4 5 6 S/I	
7. Are short vowels taught before long vowels?	K 1 S/I	
8. Are individual letter-sounds taught first, followed digraphs, blends, and word families?	K 1 2 S/I	
9. Are high utility letter-sounds e.g. /a/, /m/ /s/, /t/, /r/ (found in short, one syllable CVC or CCVC words) introduced before utility letter-sounds e.g. /x/, /y/, /z/?	K 1 S/I	
10. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?	K 1 S/I	
11. Are individual sounds in a blend taught?	K 1 S/I	
12. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	K 1 S/I	

PHONICS (P)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
13. Are students taught an explicit strategy to decode words by their individual sounds?	K 1 2 S/I	
14. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	K 1 2 S/I	
15. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts ?	K 1 S/I	
16. Are symbol to sound (decoding) and sound to symbol (spelling taught explicitly)?	K 1 2 3 4 5 6 S/I	
17. Is spelling taught during word learning so students can understand how sounds map onto print?	K 1 2 3 4 5 6 S/I	
18. Does instruction progress from simple to more complex concepts (e.g. CVC words before CCCVCC words and single syllable words before multisyllabic words)?	K 1 2 3 4 5 6 S/I	
19. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	K 1 S/I	
20. Are reviews of previously taught concepts and words frequent and cumulative?	K 1 2 3 4 5 6 S/I	
21. Is emphasis placed on fluency practice for each phonics component (e.g. sound identification, CVC blending, word recognition, multisyllabic words , and text reading)?	K 1 2 3 4 5 6 S/I	

PHONICS (P)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
22. Are there ample decodable texts for students to practice applying their skills with phonic elements?	K 1 2 3 S/I	
23. Are decodable texts read before trade books (for students to master new skills)?	K 1 2 3 S/I	
24. Does the program clarify that high frequency words can be both regular and irregular ?	K 1 2 3 S/I	
25. Are irregular words that are visually or phonemically confusing (e.g. saw/was, where/were, of/off) separated?	K 1 S/I	
26. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	K 1 2 3 S/I	
27. Are the number of high frequency, irregular words introduced in one lesson kept to a minimum?	K 1 2 3 S/I	
28. Are irregular words pre-taught before students read connected texts?	K 1 2 3 S/I	
29. Are difficult, high frequency words reviewed often and cumulatively?	K 1 2 3 S/I	
30. Is there sufficient practice with individual letter-sounds before larger orthographic units (start with sounds before getting to words) are taught?	1 2 S/I	
31. Are students taught the strategy of chunking when trying to decode multisyllabic words?	1 2 3 4 5 6 S/I	

PHONICS (P)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
32. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?	1 2 3 4 5 6 S/I	
33. Are student taught strategies to read multisyllabic words by using prefixes, suffixes , and know word parts?	1 2 3 4 5 6 S/I	
34. Is instruction explicit in the use of syllable types (e.g. open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?	1 2 3 4 5 6 S/I	
35. Is a section of the program devoted to advanced phonics (structural analysis) skills?	2 3 4 5 6 S/I	
36. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?	2 3 4 5 6 S/I	
37. Does the program include spelling strategies (e.g. word sorts, categorization activities, word-building activities, and word analogies)?	1 2 3 4 5 6 S/I	
38. Is instruction in the meanings of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?	3 4 5 6 S/I	
39. Are word parts that occur with high frequency (e.g. un-, re-, in-, and -ful) taught rather than those that occur only in a few words?	1 2 3 4 5 6 S/I	
40. Are there activities for distinguishing and interpreting words with multiple meanings?	1 2 3 4 5 6 S/I	
41. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts	1 2 3 4 5 6 S/I	
42. Are words used in advanced phonics activities also found in student texts?	1 2 3 4 5 6 S/I	

FLUENCY (F)

Indicators

Grade Level

Comments (e.g., examples, strengths, concerns, questions)

1. Is fluency instruction explicit ?	K 1 2 3 4 5 6 S/I	
2. Is fluency instruction systematic ?	K 1 2 3 4 5 6 S/I	
3. Does fluency instruction include coordinated instructional sequences and routines ?	K 1 2 3 4 5 6 S/I	
4. Is fluency instruction scaffolded ?	K 1 2 3 4 5 6 S/I	
5. Does fluency instruction include cumulative review ?	K 1 2 3 4 5 6 S/I	
6. Does the program dimensions of fluency (speed, accuracy, and prosody) ?	K 1 2 3 4 5 6 S/I	
7. Does the program encourage the teacher to model speed, accuracy, and prosody?	K 1 2 3 4 5 6 S/I	
8. Are letter sounds taught and practice frequently to promote automaticity ?	K 1 S/I	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	K 1 2 3 4 5 6 S/I	
10. Is fluency instruction integrated into each day's lesson?	K 1 2 3 4 5 6 S/I	
11. Is the decoding strategy taught so that it becomes automatic?	K 1 2 3 4 5 6 S/I	
12. Are irregular words taught to be recognized automatically?	K 1 2 3 4 5 6 S/I	

FLUENCY (F)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
13. Is there an emphasis on reading multisyllabic words fluently?	1 2 3 4 5 6 S/I	
14. Is an explicit strategy taught as students transition from reading words in lists to reading connected text ?	K 1 2 S/I	
15. Are research-based fluency strategies (e.g. timed readings, peer reading, and repeated readings) included?	1 2 3 4 5 6 S/I	
16. Is fluency practice introduced after students are proficient at reading words accurately (e.g. in lists, sentences, and passages)?	1 2 3 4 5 6 S/I	
17. Does fluency practice involve decodable texts (text that include phonic elements and word types students have previously been taught)?	1 2 3 4 5 6 S/I	
18. Are both narrative and expository texts provided for students to read aloud?	1 2 3 4 5 6 S/I	
19. Are teacher prompts included to encourage students to read aloud in order to determine skill application and accuracy?	1 2 3 4 5 6 S/I	
20. After error correction , are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	K 1 2 3 4 5 6 S/I	Needs to be training on this.
21. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?	1 2 3 4 5 6 S/I	

FLUENCY (F)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?	1 2 3 4 5 6 S/I	
23. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students? *Is there a guide to help teachers calculate fluency rate?	1 2 3 4 5 6 S/I	
24. Do students have opportunities to time themselves and graph results after reading the same text? (DQ 1)	2 3 4 5 6 S/I	
25. Are there directions for how to pair students for partner reading? (DQ 3, #15)	1 2 3 4 5 6 S/I	
26. Are students taught a specific error correction to use when reading with a partner?	1 2 3 4 5 6 S/I	Needs to be training on this

VOCABULARY (V)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is vocabulary instruction explicit ?	K 1 2 3 4 5 6 S/I	
2. Is vocabulary instruction systematic ?	K 1 2 3 4 5 6 S/I	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	K 1 2 3 4 5 6 S/I	
4. Is vocabulary instruction scaffolded ?	K 1 2 3 4 5 6 S/I	
5. Does vocabulary instruction include cumulative review ?	K 1 2 3 4 5 6 S/I	
6. Are assessments included to measure and monitor progress in vocabulary ?	K 1 2 3 4 5 6 S/I	
7. Is emphasis placed on listening and speaking vocabulary ?	K 1 2 3 4 5 6 S/I	
8. Is there an emphasis on reading and writing vocabulary?	K 1 2 3 4 5 6 S/I	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts ?	K 1 2 3 4 5 6 S/I	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	K 1 2 3 4 5 6 S/I	

VOCABULARY (V)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
11. Are a limited number of words selected for robust, explicit vocabulary instruction?	K 1 2 3 4 5 6 S/I	
12. Are important, useful and difficult words taught?	K 1 2 3 4 5 6 S/I	
13. Does the instruction routine for vocabulary include: <i>introducing the word</i> ?	K 1 2 3 4 5 6 S/I	
<i>Presenting a student-friendly explanation?</i>	K 1 2 3 4 5 6 S/I	
<i>Clarifying the word with examples?</i>	K 1 2 3 4 5 6 S/I	
<i>Checking the students' understanding?</i>	K 1 2 3 4 5 6 S/I	
14. Are ample opportunities provided to engage in oral vocabulary activities that:		
<i>Repeat exposure to words in rich and multiple contexts?</i>	K 1 2 3 4 5 6 S/I	
<i>Use everyday language to explain word meanings?</i>	K 1 2 3 4 5 6 S/I	
<i>Connect word meanings to prior knowledge?</i>	K 1 2 3 4 5 6 S/I	
15. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	K 1 2 3 4 5 6 S/I	
16. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping , and word classification?	K 1 2 3 4 5 6 S/I	

VOCABULARY (V)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
17. Are strategies taught over time to ensure understanding and correct application?	K 1 2 3 4 5 6 S/I	
18. Are meanings of prefixes , roots , and suffixes taught before connecting them to words?	1 2 3 4 5 6 S/I	
19. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?	1 2 3 4 5 6 S/I	
20. Are various aspects of word study included (either under vocabulary or word recognition) such as: <i>concepts of word meaning?</i>	K 1 2 3 4 5 6 S/I	
<i>Multiple meanings?</i>	K 1 2 3 4 5 6 S/I	
<i>synonyms?</i>	K 1 2 3 4 5 6 S/I	
<i>antonyms?</i>	K 1 2 3 4 5 6 S/I	
<i>homonyms?</i>	1 2 3 4 5 6 S/I	
<i>figurative meanings?</i>	1 2 3 4 5 6 S/I	
<i>morphemic analysis?</i>	2 3 4 5 6 S/I	
<i>etymologies?</i>	3 4 5 6 S/I	
21. Is dictionary use explicitly taught using grade-appropriate dictionaries?	1 2 3 4 5 6 S/I	
22. Use of context to gain the meaning of an unfamiliar word	K 1 2 3 4 5 6 S/I	
23. Is computer technology used to help teach vocabulary?	K 1 2 3 4 5 6 S/I	

COMPREHENSION (C)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is comprehension instruction explicit ?	K 1 2 3 4 5 6 S/I	
2. Is comprehension instruction systematic ?	K 1 2 3 4 5 6 S/I	
3. Does comprehension instruction include coordinated instructional sequences and routines ?	K 1 2 3 4 5 6 S/I	
4. Is comprehension instruction scaffolded ?	K 1 2 3 4 5 6 S/I	
5. Does comprehension instruction include cumulative review ?	K 1 2 3 4 5 6 S/I	
6. Are assessments included to measure and monitor progress in comprehension?	K 1 2 3 4 5 6 S/I	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	K 1 2 3 4 5 6 S/I	
8. When a strategy is taught, is it applied frequently so students understand it's usefulness?	K 1 2 3 4 5 6 S/I	
9. Are students asked to apply previously learned strategies to new texts?	1 2 3 4 5 6 S/I	
10. Is appropriate text provided for students to practice applying strategies?	1 2 3 4 5 6 S/I	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to interpret, inform, to enjoy, and to solve problems)?	K 1 2 3 4 5 6 S/I	
12. Does instruction support the use of multiple, coordinate comprehension strategies?	K 1 2 3 4 5 6 S/I	

COMPREHENSION (C)

Indicators	Grade Level	Comments (e.g., examples, strengths, concerns, questions)
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	K 1 2 3 4 5 6 S/I	
14. Does instruction begin with the use of short passages?	K 1 2 3 4 5 6 S/I	
15. Does instruction emphasize that students have an understanding of beginning, middle, and end?	K 1 2 3 4 5 6 S/I	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds ?	K 1 2 3 4 5 6 S/I	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	K 1 2 3 4 5 6 S/I	
18. Are there ample opportunities for students to listen to narrative and expository text ?	K 1 2 3 4 5 6 S/I	
19. Is instruction in narrative and expository text structures explicit?	K 1 2 3 4 5 6 S/I	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels ?	1 2 3 4 5 6 S/I	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?	1 2 3 4 5 6 S/I	
22. Do texts contain useful and familiar concepts and vocabulary?	K 1 2 3 4 5 6 S/I	

COMPREHENSION (C)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g. prediction, story grammar, summarization, graphic organizers)?	K 1 2 3 4 5 6 S/I	
24. Is the “main idea” strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	K 1 2 3 4 5 6 S/I	
25. Once students have grasped the concept of “main idea,” are more complex texts used in which the main idea is not explicit?	1 2 3 4 5 6 S/I	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	K 1 2 3 4 5 6 S/I	
27. Does instructor focus on discussing story grammar and comparing stories?	K 1 2 3 4 5 6 S/I	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	K 1 2 3 4 5 6 S/I	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	K 1 2 3 4 5 6 S/I	
30. Are conventions of expository text (e.g. chapter headings, charts, and graphs) taught?	1 2 3 4 5 6 S/I	

COMPREHENSION (C)

Indicators <i>(concerns, questions)</i>	Grade Level	Comments <i>(e.g., examples, strengths,</i>
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	K 1 2 3 4 5 6 S/I	
32. After instruction, is there systematic review of: <i>literal comprehension?</i>	K 1 2 3 4 5 6 S/I	
<i>inferencing?</i>	K 1 2 3 4 5 6 S/I	
<i>retelling?</i>	K 1 2 3 4 5 6 S/I	
<i>main idea?</i>	K 1 2 3 4 5 6 S/I	
<i>summarization?</i>	K 1 2 3 4 5 6 S/I	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g. rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text?)	1 2 3 4 5 6 S/I	

MOTIVATION AND ENGAGEMENT (M&E)

Indicators	Grade Level	Comments (e.g., examples, strengths, concerns, questions)
1. Does the program direct the teacher in ways to increase student motivation such as: <i>making reading relevant to students' lives?</i>	K 1 2 3 4 5 6 S/I	
<i>providing meaningful goals for learning from texts?</i>	K 1 2 3 4 5 6 S/I	
<i>making available a variety of choices (e.g. texts and assignments) that align with instruction?</i>	K 1 2 3 4 5 6 S/I	
<i>providing opportunities for students to work collaboratively?</i>	K 1 2 3 4 5 6 S/I	

ASSESSMENT (A)

Indicators	Grade Level	Comments (e.g., examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g. screening, progress monitoring, diagnostic, and outcome measures)?	K 1 2 3 4 5 6 S/I	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	K 1 2 3 4 5 6 S/I	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	K 1 2 3 4 5 6 S/I	

PROFESSIONAL DEVELOPMENT (PD)

Indicators	Grade Level	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is program PD customized to meet participants' varying needs (e.g. first-year teachers, coaches, and principals)?	K 1 2 3 4 5 6 S/I	
2. Does the PD provide support (e.g. principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	K 1 2 3 4 5 6 S/I	

October 23, 2014

Decision on the Decision

Who & How

1. K-5 Committee --with structured feedback on limited options (max of 3)
 Will use the same materials K - 5
 Committee-based on criteria we create based
 scored individually thinking about your grade level and your school population
 Discuss and re-score
 compile the scores (12 scores)
 Highest score "wins"

2. 6-8 Committee --with structured feedback

Hastings Public Schools Reading

Revised October 2014

Philosophy

We believe:

- Reading is THE core subject and the foundation for all learning. Without strong reading skills, students have difficulty in all other areas and in life-long learning.
- Students have to be engaged to learn
- Students learn at different ways and rates
- Students need to make personal and academic connections for learning
- Explicit, systematic instruction must focus on content and method of delivery
- We need to foster intrinsic motivation and a growth mindset both in reading and in learning
- We need to model a community of readers
- We need to provide time for students to read
- We value the growth that individual students make
- Instruction is ever-changing based on student needs

Program Goals

By the time students graduate from high school they will. . .

- Learn and apply reading skills and strategies to comprehend by using higher-level thinking skills with continued growth
- Read with a purpose
- Read to access information in all forms
- Incorporate reading into their daily life
- Become life-long readers for personal and professional gain



**HASTINGS
PUBLIC SCHOOLS**

Assuring the essential. Expanding the possible.



MEMORANDUM

TO: Craig Kautz, Superintendent

FROM: Chad Dumas, Director of Curriculum, Instruction, and Assessment

DATE: April 16, 2015

RE: Elementary Reading Materials

Based on the work of the Elementary Reading Materials Adoption Committee, consisting of one teacher per grade-level and building, all six Instructional Facilitators, and one elementary principal, it is my recommendation that the Hastings Public Schools adopts the Journeys Reading Materials as published by Houghton Mifflin Harcourt in grades K – 5.

Implementation of the new materials would begin in the Fall of 2015 – 16.

The total cost for these materials will not exceed \$310,000.

COMMENCEMENT NAME

Acosta, Antonio Leu
Adler, Alexander T.
Aguirre, Stephanie G.
Alcorn, Sean C.
Allen, Sarah W.
Alvarado, Brian S.
Alvarado, Cristian Isaiah
An, Aaron Hokwang
Anderson, Treu Gerhard
Apodaca, Stephanie
Armstrong Jr., Christopher M.
Ashley, Natasha Bell
Belau, Addison C.
Bender, Codey Robert
Bera, Jeff A.
Beurskens-Cline, Haleigh D.
Blunck, Emily Vivian
Booth, Anthony Daniel
Bosilevac, Noah T.
Brown, Brady A.
Brown, Sydney Ann
Burge, Hailey L.
Cadena Gonzalez, Irving Saul
Calderon Aldaba, Jose Enrique
Campos-Pedroza, Amber E.
Carmon, Carlos F.
Chase, Andrew Brook
Christen, Nicholas R.
Cleveland, Hannah Renae
Cline, Tanner L.
Coil, Kathryn S.
Collins, Damian
Costa, Beatriz Boeing
Croon, Dylan L.
Kevin Cruz
Dalgaard, Niels
De La Torre Navarrete, Cintia G.
De Loera, Selena
Denny, Glenda Marie
Diaz Campos, Luis Felipe
Diaz Vargas, Francisco de Jesus
Dillin, Nicole I.
Dreher, Broc A.
Drummond, Summer Katherine
Duang, Nyabong
Edmisten, Jennifer

Einspahr, Amber Nicole
Ellwanger, LaKeshia Marie
Evans, Zachary M.
Farris, Tenille K.
Ferrone, Chloe Elizabeth Catherine
Fisbeck, Phillip James
Fleharty, Alexis Kay
Flores, Jazmin
Florian, Adam M.
Fonseca, Alexei
Foote, Jared Robert
Foreman, Jack S.
Franssen, Elizabeth Jean
Frasier, Ricki Jane
Frazier, Paul Philip
Friedrichsen, Christopher Allen
Frink, Jordan L.
Fuchs, Shea
Fuentes, Indio N.
Ganshert, Jacob L.
Garcia, Gilberto A.
Garcia Ramirez, Crystal
Garcia, Erik F.
Garg, Spriha
Grant, Damontre Adris
Graviette, Jordan Kaye
Gray, Vincent A.
Haack, Gage Michael
Halbmaier, Garrett M.
Hamburger, Nicholas
Harris, Dariyan A.
Harris, Jasmine R.
Hart, Amber Nichole
Hartman, Adam M.
Hartwig, Travis L.
Hein, Nicholas A.
Hemberger, Brandon Eugene
Hemmer, Johnathan Paul
Hernandez, Brenda Y.
Hernandez, Brooklyn R.
Herringer, Makenna Joelle
Hill, Shawn J.
Hinrichs, Taylor L.
Hock, Ashley
Sheena Ann Hock
Silas Lee Hock
Hoffman, Janae Michelle

Hull, Matthew D.
Johnson, Sarah Marcella
Johnson, Zachery Taylor
Karnes, Matthew T.
Karr, Cassandra Marie
Keele, Jefferson T.
Keen, James Peter
Keesee, Brenton Lee
Kemp, Starla R.
Kenton, Katelin J.
Kidd, McKenzi C.
Kidwell, Taylor Lee
Kile, Brandon R.
King, Corey William
Kingsley, Katherine
Kirstine, Sydnee Paige
Knapp, Hannah Sue
Kothe, Garrett L.
Lacy, Canten Allen
Lamb, Mason
Lamborn, Devon J.
Langholz, Tyler J.
Langthaler, Stella
Laux, Nolan Dale
Leyser, Mariana
Leyva, Jesus A.
Leyva, Julie
Long, Marcus B.
Lonn, Swaylana
Lopez Crus, Esthefany J.
Lugenbeel, Daniel Gordon
Machart, Jakub
Malesker, Talaytha Jane Kay
Matthias, Tylan Ray
May, Brady M.
Mays, Ryder Gregory
McCarthy, Laura S. LaFollette
McCoy, Shadrick A.
McManus, Jonathan M.
McNerney, Karly A.
Molina, Alejandro Mendoza
Menze, Jordan
Menze, Joshua L.
Merrill, Zachary Vaughn
Metzger, Noah Josef
Meyer, Alexandria Marie
Meyer, Dillian

Minard, Austin James
Moll, Joclyne ReAnn
Montañez, Ruby
Morales Garcia, Neli E.
Morris, Hannah Nicole
Musgrave, Tyler James
Najera, Marisa Jane
Naslund Jr., Jeromy P.
Navarrete Ramos, Jasmine J.
Navarrette Figueroa, Kathia P.
Nguyen, Jenny
Nguyen, Tonny
Nissen, Trent
Norden, Austin M.
Norris, Brenten C.
Nuss, Neely, Dena
Nutz, Jacob C.
O'Connell, Travis Mitchell
Olson, Lukas Lynn
Opbroek, Riley Scott
Palmer, Kyle James
Payne, Alexis S.
Pedroza, Albert
Pedroza, Bryanna Y. N.
Pedroza, Philip David
Phillips, Brie Ann
Polage, Isaiah Charles
Ponder, Tryton Jay
Powell, Stone Allen
Prickett, James Daniel Kirby
Propp, Josie Marie
Ramirez Crus, Mayra
Ramold, Landon L.
Rasmussen, Dominic C.
Reams, Jordan
Remmenga, Brittney Jean
Renschler, Julian
Rickert, Zachary Tyler
Roberts, Rachel Marie
Roca Louis, Carlos M.
Rocha, Cindy Crystal
Bruno Rodrigues Moreira
Rodriguez, Mireya
Roe, Breanna E.
Roesener, Riley Dustin
Rojo Vazquez, Nanci A.
Romero, Hector

Roth, Samuel Benjamin
Ruhter, Parker Lane
Ruhter, Payton B.
Rutt, Andrew J.
Salazar, Tony R.
Samaniego, Nataly
Samuelson, Regan Kristine
Sánchez González, Cynthia Yaxel
Sanchez, Gabriel
Bishop, Kyle
Schilke, Andrew J.
Schlachter, Rianne Christian
Schlenz, Chasie R.
Schmidt, Alexandra Rose
Schmidt, Gage Edwin
Schneider, Matthew D.
Scott, Jesse B.
Scott, Jordyn L.
Sharp, Lindsay J.
Shotts, Adrianna Lynn
Smith, Jared
Smith, Jorne Wilson
Smith, Simon Foster
Soto Armenta, Everardo
Soto-Pacheco, Andres
Speake-Smith, Kelsey McKenna Janine
Spilinek, Collin
Stahr, Megan Samantha
Stanger, Meghan M.
Starr-Chavira, Kaz A.
Starr-Chavira, Zaron A.
Steele, Autumn L.
Strobl, Zachary M.
Suminski, Taylor M.
Tennyson, Angel LeAnne
Thelander, Faith M.
Thomas, Brooke Marydian
Torain, Elijah J.
Torres, Javier
Truong, Huy X.
Valentine, Braedon P.
Ventura, Christy Samantha
Ventura, Diego E.
Vigil Aldana, Vilma
Villegas Martinez, Andres F.
vo, Tai
Walker, Jessica Emily

Warrick, Madeline Elaine
Weatherman, Albert L.
Weber, Isabelle
Weinman, Devon Reed
Weiss, MaKenzie Marie
White, Devon Tyler
Winder, Natasha Ann
Wood, Kaylee Deann Wood
Woolen, Chelsea Anna
Zamora Pacheco, Yoselin L.
Zeigler, Gage E.

**NEBRASKA WHOLE CHILD PROJECT
CONSORTIUM MEMBERSHIP AGREEMENT**

This Membership Agreement (the “Agreement”), is made and entered into pursuant to the Nebraska Interlocal Cooperation Act, §§ NEB. REV. STAT. 13-801 – 13-827 (Reissue 2007) effective as of the _____ day of _____ (the “Effective Date”), 20____ by and between the undersigned Nebraska school district, educational service unit (“ESU”), university, or state college (the “Member”), a local intergovernmental entity known as the Nebraska Whole Child Project (“NWCP”), which is composed exclusively of member school districts, ESUs, universities, and state colleges and constitutes a separate public body corporate and politic of the State of Nebraska, and each other school district, ESU, university, or state college which is now or may in the future become a member of the NWCP.

WHEREAS, the Member of the NWCP recognizes the increasing trend of obesity and lack of physical activity of students;

WHEREAS, if the Member is a school districts or ESUs, the Member is a member with the Nebraska Association of School Boards (“NASB”) (a private non-profit corporation);

WHEREAS, the Member desires to become a member of the NWCP to work together with the NASB to address student fitness and health issues of Nebraska children;

WHEREAS, the Member desires to become a member of the NWCP in order to permit the NWCP, acting on the Member’s behalf to bring Nebraska school districts, ESUs, universities, and state colleges together to share best practices for improving student fitness and health;

WHEREAS, the Member has received a copy of the Articles of Incorporation and Bylaws of the NWCP, is familiar with the terms thereof, and desires to become a member of the NWCP under the provisions set forth in said Articles of Incorporation, Bylaws, and this Membership Agreement;

NOW THEREFORE, the undersigned parties agree as follows:

Section 1. Membership. The undersigned Member hereby agrees to become and remain a member of the NWCP upon and subject to the terms and conditions of the Articles of Incorporation and Bylaws of the NWCP and this Agreement for and during the term of this Agreement.

Section 2. Agreement with Respect to Formation and Existence of the NWCP. The Member acknowledges and agrees the NWCP is a joint entity that has been formed by its constituent members under the

Nebraska Interlocal Cooperation Act, and as such, is and shall for all purposes be and remain a separate body corporate and politic of the State of Nebraska with such powers as are set forth in its Articles of Incorporation and Bylaws.

Section 3. Services Provided by the NWCP. For and during the Term of this Agreement, the NWCP, acting as the agent for and on behalf of its Members, hereby agrees as follows:

- (i) To encourage all interested Nebraska school districts, ESUs, universities, and state colleges together to join this interlocal agreement;
- (ii) To maintain Bylaws for the organization;
- (iii) To promote and actively engage sharing of “best practices” for optimal student fitness, health, and wellness; and
- (iv) To abide by all relevant state and federal laws governing interlocal agreements.

Section 4. Member Obligations. For and during the Term of this Agreement, the Member agrees as follows:

- (i) To maintain its status as a duly organized and validly existing school district, ESU, university, or state college pursuant to the laws of the State of Nebraska;
- (ii) For member school districts and ESUs to maintain its status as a Member in good standing of the Nebraska Association of School Boards;
- (iii) To comply with the provisions of the Articles of Incorporation and Bylaws of the NWCP as the same now exists or may from time to time hereinafter be amended; and,
- (iv) To share best practices with fellow members.

Section 5. Term and Termination.

5.1 Term. Subject to any Renewal Term(s) and unless sooner terminated as provided below, this Agreement shall be for a term of two (2) years, commencing on the Effective Date as stated above (the “Initial Term”). This Agreement shall renew automatically for subsequent three (3) year terms (the “Renewal Term(s)”) unless and until terminated as provided herein, or notice of non-renewal is provided in accordance with Section 5.2 of this Agreement. The Initial Term and any Renewal Term(s) shall be referred to collectively herein as the “Term” or the “Terms.”

5.2 Notice of Non-Renewal. Notwithstanding anything herein to the contrary, the Member may preclude the automatic

renewal described in Section 5.1 of this Agreement by providing written notice to the NWCP at least thirty (30) days prior to the commencement of the Renewal Term.

5.3 Termination. This Agreement may be terminated during its Term as follows:

A. Termination by Mutual Consent. At any time by mutual written consent of each of the parties.

B. Immediate Termination in Certain Events. At any time upon the affirmative vote of at least 51% of the members of the NWCP's Board of Directors in the event the Member: (i) ceases to be a duly organized and validly existing school district, ESU, university, or state college under the laws of the State of Nebraska; or, (ii) for member school districts and ESUs ceases to be a member in good standing of the Nebraska Association of School Boards.

C. Termination by Member. At any time, the member school district, ESU, university, or state college may submit its intentions to terminate its membership in the consortium in writing to the NWCP. Such termination will be effective upon NWCP receiving a written intention to terminate.

D. Termination of the NWCP Consortium. The NWCP Consortium may be terminated by: (i) the individual termination of all its Members, or (ii) by any mechanism created in the NWCP Bylaws. In the event of the termination of the consortium any assets possessed by the consortium shall be retained by the last remaining members in a manner created by its Bylaws.

Section 6. Indemnification. The Member hereby agrees to indemnify and hold the NWCP and its officers, Directors, employees, agents and representatives harmless from any and all liabilities, losses, damages, penalties, fines, costs or expenses (including without limitation court costs and reasonable attorneys fees) to the extent the same are incurred in connection with any demand, suit, audit, investigation or other proceeding and arise out of or relate in whole or in part to: (i) any act or omission of the Member or any of its board members, officers, employees, agents or representatives which occurs in the course of the Member's performance of this Agreement; or (ii) failure by the Member to observe or perform any obligation, undertaking or agreement required to be observed or performed by the Member pursuant hereto.

Section 7. Budgeting and Finance. The NWCP shall be financed by soliciting donations from participating foundations, non-profits, or other entities interested in the fitness, health, and wellness of Nebraska students. The Board of Directors of the NWCP will establish a budget covering the operations of the NWCP each year, on an annual basis.

Section 8. Levying, Collecting and Accounting of Tax. The NWCP will not levy or collect any taxes authorized under Nebraska law.

Section 9. Amendment. This Agreement may be modified only by a written amendment duly executed by both the Members and the NWCP. No alteration or variation of the terms and conditions of the Agreement shall be valid or binding unless made in writing and signed by both the Members and the NWCP. Every amendment shall specify the date on which its provisions shall be effective.

Section 10. Assignment. Neither the Member nor the NWCP may assign or transfer any of its or their interest, rights, or duties under this Agreement to any person, firm or entity without prior written consent of the other party to this Agreement, which consent may be granted or withheld by the other party in its sole discretion. In the absence of such written consent, any such assignment or attempted assignment shall be invalid and shall constitute a breach of this Agreement.

Section 11. Governing Law. This Agreement shall be subject to, governed by, and construed according to the laws of the State of Nebraska, without regard to principles of conflicts of laws.

Section 12. Entire Agreement. This written Agreement represents the entire agreement of the parties with respect to the subject matter hereof, and any prior or contemporaneous representations, promises, or statements by the parties that are not expressly incorporated herein or therein shall not serve to vary, contradict, augment, modify or supplement the terms set forth in this Agreement.

Section 13. Survival. All rights, remedies, obligations, and all covenants and agreements set forth in this Agreement which by their terms require or contemplate performance which is to extend or occur after the expiration or termination of the Agreement shall survive the termination or expiration of the Agreement and shall remain in effect and be enforceable as between the parties hereto in accordance with the terms.

Section 14. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall constitute an original, and all shall constitute one and the same instrument.

BYLAWS OF NEBRASKA WHOLE CHILD PROJECT

Pursuant to the Nebraska Interlocal Cooperation Act (the "Act"), the Nebraska Whole Child Project Consortium Membership Agreement, and the Articles of Incorporation, the undersigned Directors hereby adopt the Bylaws of Nebraska Whole Child Project (the "Corporation") to provide as follows:

Article I. Purpose

Section 1. Purpose. The Corporation is organized as a consortium pursuant to the Nebraska Interlocal Corporation Act to permit its member school districts, educational service units (ESUs), public universities, and state colleges, all of which shall be school districts, ESUs, universities, or state colleges that are duly organized and validly existing under the laws of the State of Nebraska, acting jointly: (i) to recognize the alarming trend of increasing student obesity and lack of student physical activity; (ii) to share best practices in student fitness, health, and wellness; (iii) to research, collect, report, and share data regarding student fitness, health and wellness from the consortium; and (iv) to effectuate a change in the culture at school districts, ESUs, and colleges across Nebraska to improve student fitness, health, and wellness.

Article II. Offices

The principal office of the Corporation in the State of Nebraska will be located in Lincoln, Nebraska. The Corporation may have such other offices, in the State of Nebraska, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Article III. Members

Section 1. Membership. The members of the Corporation shall be the School Districts, Education Service Units, universities, and state colleges that are identified in Exhibit "A," attached hereto as the same now exist or may be amended, from time to time in the future. There shall be only one class of membership in the Corporation. Additional members may be admitted from time to time upon approval by the Board of Directors of the Corporation.

Section 2. Qualifications and Obligations of Members. Membership is open to any school district, education service unit, university, or state college that: (i) is duly organized and validly existing under the laws of the State of Nebraska; and (ii) for school districts and ESUs, for school year commencing on or after September 1, 2013 is a member in good standing of the Nebraska Association of School Boards (NASB) and the superintendent or chief administrator is in good standing with the Nebraska Council of School Administrators (NCSA). All new members are official members of the Corporation upon approval by its governing board but must be approved by the Board of Directors of the Corporation at a

later date, and shall be admitted as a member upon satisfaction of conditions set forth by the Corporation's Board of Directors. Each member must agree to be bound by the Articles of Incorporation and these Bylaws, including any amendment thereto, and such rules and regulations as may be adopted from time to time by the Board of Directors. As a condition of membership, members must also enter into a Nebraska Whole Child Project Membership Agreement pursuant to which they agree to be bound by the terms of, and fulfill their obligations under, any agreements the Corporation may enter into with other entities or organizations.

Section 3. Annual Meetings. The first annual meeting of the members of the Corporation shall be held within one year from the date of the incorporation of the Corporation, and each subsequent regular annual meeting of the members shall be held annually thereafter, at such time and place as shall be stated in the notice of the meeting.

Section 4. Special Meetings. Special meetings of the members of the Corporation may be called at any time by the President, the Chief Executive Officer or by a majority of the Board of Directors, or upon written request of the members representing at least twenty percent (20%) of the voting power of the Corporation. Special meetings shall be held at such place and on such date and time as shall be stated in the notice of meeting required with respect thereto.

Section 5. Notice of Meetings. Notice of the annual and any special meetings of the members of the Corporation will be provided in accordance with the Open Meetings Act of the State of Nebraska. A member's attendance at a meeting of the members of the Corporation waives objection to a lack of notice or defective notice of such meeting, unless the member at the beginning of the meeting objects to holding the meeting or transacting the meeting, and waives objection to consideration of a particular matter at the meeting that is not within the purposes described in the meeting notice, unless the member objects to considering the matter when it is presented.

Section 6. Quorum. The presence of members entitled to cast a majority of the votes that may be cast for election of the Board of Directors shall constitute a quorum at any regular or special meeting of the members of the Corporation, except as otherwise provided in the Articles, the Declaration, or these Bylaws. If, however, such quorum shall not be present or represented at any meeting, the members entitled to vote thereat shall have the power to adjourn the meeting from time to time without notice other than announcement at the meeting, until a quorum as aforesaid shall be present or be represented. All action by the members of the Corporation shall be taken by affirmative vote of a majority of the members present and voting at a duly called meeting at which a quorum is

present, except as otherwise provided in the Articles, the Declaration or these Bylaws. As used herein and in the Articles, the requirement for the approval or presence of a “majority” of the members shall mean the approval or presence of no less than fifty-one percent (51%) of the members.

Section 7. Removal of a Member. A member of the Corporation may be removed in accordance with the Nebraska Whole Child Project Membership Agreement.

Article IV. Board of Directors

Section 1. Eligibility and Authority. All corporate powers shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, its Board of Directors.

Section 2. Number and Qualification. The business and affairs of the Corporation shall be managed by a Board of Directors consisting of no fewer than four (4) and no more than nine (9) Directors. Although the number and qualifications of the Directors may be changed from time to time by amendment to these Bylaws, no change shall affect the incumbent Directors during the terms for which they were elected. The number of Directors and the duration of their terms may be changed by the vote of a majority of the Directors in office.

Section 3. Qualifications. All members of the Board of Directors must be duly elected or appointed and currently serving as a member of the Board of Education of a member school district, ESU, university, or state college; or an individual who is employed with a member school district, ESU, university, or state college.

Section 4. Election and Term of Office. The Incorporators shall appoint the initial Board of Directors of four (4) who shall hold office for one (1) year until their successors have been elected and qualified, unless their service is earlier terminated because of death, resignation, removal, or due to amendment to these Bylaws. At the first annual meeting, the Board of Directors shall set the length of term of a Director, the number of Directors on the Board, and the nomination procedures to become elected to the Board of Directors.

Section 5. Resignation of Directors. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the presiding officer of the Board of Directors, or to the President or Secretary of the Corporation. Resignation shall be effective when the notice is effective, unless the

notice specifies a later effective date. If a resignation is made effective at a later date, the Incorporator may fill the pending vacancy before the effective date. Any successor Director so appointed shall hold office for the balance of the term of the Director he or she replaced.

Section 6. Annual Meeting. The Board of Directors shall hold an annual meeting at such times and places as determined by the Board of Directors for the transaction of such business as may come before the meeting, without further notice to the Directors.

Section 7. Regular and Special Meetings of the Board. Regular meetings of the Board of Directors shall be held at such times and places as determined by the Board of Directors for the transaction of such business as may come before the meeting, without further notice to the Directors. Special meetings of the Board of Directors may be called by the presiding officer of the Board, the President, or 20% of the Directors then in office.

Section 8. Notice of Special Meetings. Notice of all special meetings of the Board of Directors shall be provided in accordance with the Open Meetings Act of the State of Nebraska.

Section 9. Chair. At all meetings of the Board of Directors, the President, or in his or her absence or inability, the Vice President, or, in both their absence or inability, a Chair chosen by those Directors present shall preside.

Section 10. Quorum. At all meetings of the Board of Directors, a majority of the Directors in office immediately before the meeting commences shall be necessary and sufficient to constitute a quorum for the transaction of business. If a quorum is present when a vote is taken, the affirmative vote of a majority of Directors present is the act of the Board of Directors.

Section 11. Compensation. Directors shall not receive any stated salary for their services as Directors, but, by resolution of the Board, a reasonable sum for expenses of attendance, if any, may be allowed for attendance at each annual, regular or special meeting of the Board.

Section 12. Loans to Officers and Directors. The Corporation shall not lend money to nor guarantee the obligation of any Director or officer of the Corporation.

Article V. Board Committees

Section 1. Committees. Committees which may exercise the authority of the Board of Directors in the management of the Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

Section 2. Rules. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

Article VI. Officers

Section 1. Number and Qualification. The officers of the Corporation shall be a President, one or more Vice Presidents (the number to be determined by the Board of Directors), and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, as it deems desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person. The President and Vice President shall also serve on the Board of Directors. In the event there is more than one individual serving under the title of Vice President, the Board of Directors shall identify which Vice President shall serve on the Board of Directors at the time of his or her election or appointment.

Section 2. Appointment, Election and Term of Office. Except as otherwise provided herein, the officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers is not held at such meeting, such election will be held as soon thereafter as is convenient. New offices may be created and filled at any meeting of the Board of Directors. Each officer will hold office until his or her successor is qualified and has been duly elected.

Section 3. Resignation of Officers. An officer may resign at any time by delivering notice to the Corporation. A resignation is effective when the notice is effective unless the notice specifies a future effective date. If a resignation is made effective at a future date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President shall be the principal executive officer of the Corporation and will in general supervise and control all of the business and affairs of the Corporation. He or she will preside at all meetings of the Board of Directors. He or she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof is expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation; and in general he or she will perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice President. In the absence of the President or in the event of his or her death, inability or refusal to act, the Vice President (or in the event there shall be more than one Vice President, the Vice Presidents in the order of their election) will perform the duties of the President, and when so acting, will have all the powers of and be subject to all the restrictions upon the President. Any Vice President will perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7. Removal of Officers. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors of the Corporation whenever in its judgment the best interests of the Corporation would be served thereby. A simple majority vote of a quorum will be necessary for the removal of an officer.

Article VII. Investments

The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors, without being restricted to the class of investments which a Director is or may hereafter be permitted by law to make, or any similar restriction.

Article VIII. Indemnification

Any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than an action by or in the right of the Corporation, by reason of the fact that he or she is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the Corporation's request as Director, officer, employee or agent of another corporation, partnership, joint venture, trust, or other enterprise, shall be and hereby is indemnified, without need of affirmative act on his or her part or on the part of the Corporation's Directors, against all expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement, actually and reasonably incurred by him or her in connection with such action, suit, or proceeding if:

(1) He or she acted in good faith.

(2) He or she reasonably believed: (a) in the case of conduct in his or her official capacity with the Corporation, that his or her conduct was in the Corporation's best interests; and (b) in all other cases, that his or her conduct was at least not opposed to the Corporation's best interests.

(3) In the case of any criminal proceeding, he or she had no reasonable cause to believe his or her conduct was unlawful.

The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not meet the standard of conduct described in this Article. However, no indemnification shall be made in respect to any claim, issue, or matter by or in the right of the Corporation in which such person is adjudged liable to the Corporation or in connection with any other proceeding charging improper personal benefit to such person, whether or not involving action in his or her official capacity, in which such person is adjudged liable on the basis that personal benefit was improperly received by such person.

To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits, or otherwise, in defense of any action, suit, or proceeding referred to in this Article, or in defense of any claim, issue, or matter therein, he or she shall be indemnified against all expenses, including attorneys' fees, actually and reasonably incurred by him or her in connection therewith.

The indemnifications provided in these Bylaws for Directors, officers, employees, and agents are directly created and accorded without the need of any

affirmative act on the part of the Directors, officers, employees, or agents, and, subject to the conditions and limitations of this Article, such indemnification rights may be asserted and proceeded upon by any Director, officer, employee, or agent whenever the need arises.

The Corporation may pay expenses incurred in defending a civil or criminal action, suit, or proceeding in advance of the final disposition of such action, suit, or proceeding upon (1) receipt of a written affirmation of the Director, officer, employee, or agent of his or her good faith belief that he or she has met the standard of conduct described in this Article; (2) a written undertaking by such person to repay such amount; and (3) a determination that the facts then known to those making the determination would not preclude indemnification under applicable law.

To the extent permitted by law, the Corporation may have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation against any liability asserted against him or her and incurred in such a capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability.

The indemnification of officers, employees, and agents will occur without further action of the Board. Indemnification of a Director will occur according to the procedures described in NEB. REV. STAT. § 21-19,101 and any successor thereto.

Indemnification shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any Bylaw, agreement, vote of disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, or agent, and shall inure to the benefit of the heirs, executors, and administrators of such person.

Article IX. Contracts, Checks, Deposits and Funds

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, and Orders for the Payment of Money. All checks, drafts, or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Chief Executive Officer.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

Article X. Prohibition Against Sharing in Corporate Earnings

No member, Director, officer, or employee of, or member of a committee of, or person connected with the Corporation, or any other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation; provided, that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its purposes as shall be fixed by the Board of Directors; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All members of the Corporation shall be deemed expressly to have consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, after all debts have been satisfied, any assets then remaining in the hands of the Board of Directors shall be distributed according to the terms of the Articles of Incorporation and these Bylaws.

Article XI. Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors. All books and records of the Corporation may be inspected by any Director, or his/her agent or attorney, for any proper purpose at any reasonable time.

Article XII. Fiscal Year

The fiscal year of the Corporation shall be September 1 to August 31.

Article XIII. Seal

The Board of Directors may, but need not, provide a corporate seal, which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal."

Article XIV. Amendments to Bylaws

These Bylaws may be amended at any regular meeting of the Board of Directors, or at any special meeting of the Board of Directors called for that purpose, by a vote of Directors representing a majority of a quorum of the voting percentage in the Corporation.

XV Board Policies

The Nebraska Whole Child Project Board may, from time to time, adopt and amend policies that provide guidance on day-to-day business activities of the Nebraska Whole Child Project. Such policies may be adopted and amended by support of a majority of a quorum of the Nebraska Whole Child Project Board during a properly advertised regular, special, or emergency meeting.

Article XVI. Additional Executive Officers

The NASB Executive Director shall serve as the Chief Executive Officer ("CEO") of the Corporation and the Executive Director of NCSA shall serve as the Chief Operating Officer ("COO"). The CEO and COO shall report to, be supervised by, and serve at the pleasure of the Board of Directors, which shall determine the terms and conditions of their respective employment with the Corporation. The CEO and COO shall serve as ex-officio members of the Board of Directors without voting rights. The CEO and COO shall have the authority on behalf of the Board to sign checks, to enter into any contract, or execute and deliver any instrument in the name of and on behalf of the Corporation.

STUDENT DIRECTORY INFORMATION

Student directory information is designed for use internally within the School District. Directory information shall be defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, dates of attendance at this District, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students. The Superintendent will determine if student directory information is to be released to a requester.

It shall be the responsibility of the Superintendent to provide notice and to determine the method of notice that will inform parents.

Legal Reference: 20 U.S.C. § 1232g (1994).
 34 C.F.R. Pt. 99, 300.560 - .574 (1996).

Cross Reference: 506 Student Activities
 507 Student Records
 1003 Public Examination of District Records

Approved 9-15-03 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

STUDENT DIRECTORY INFORMATION

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

- Student's name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
- School and dates of attendance;
- Student's current grade;
- Student's enrollment status (e.g. full-time or part-time);
- Student's date of birth and place of birth;
- Student's extra-curricular participation;
- Student's achievement awards or honors;
- Student's weight and height if a member of an athletic team;
- Student's photograph; and
- School or school district the student attended before he or she enrolled in the Hastings Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is two (2) weeks from the time this information is first distributed by student/parent handbooks. Parents or eligible students are to contact the Office of the Superintendent with a written refusal.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice that involves an unauthorized disclosure of education records. In some courses, student work may be displayed or made available to others. Also, some teachers may have persons other than another teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District designates such student work as directory information and/or as non-education records.

Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be given in the absence of such a notification from the parent or eligible student.

The District may disclose information about former students without meeting the conditions in this section.

Legal Reference: 20 U.S.C. § 1232g; 34 CFR Part 99

Cross Reference: 506.01 Student Activity Eligibility
507.01 Student Records Access
1003 Public Examination of District Records

Approved _____ Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

PERSONNEL

Certificated Staff Retirements – David Berens, Rachelle Peters

The administration recommends acceptance of the following certificated resignation(s):

David Berens retiring from his Grade 5 position at Morton Elementary effective at the end of the 2014-2015 school year.

Rachelle Peters retiring from her Kindergarten position at Longfellow Elementary effective at the end of the 2014-2015 school year.

Certificated Staff Appointments – Krista Niederklein, Lori Samuelson, DeAnn Smith, Kathryn Woodside

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

Krista Niederklein to Elementary Special Education position at Watson due to bringing the Life Skills program in-house. Ms. Niederklein will be placed at BA-1 of the 2015-2016 certificated salary schedule. Information about Ms. Niederklein is attached.

Lori Samuelson to Elementary School Psychologist position at Watson due to bringing the Life Skills program in-house. Ms. Samuelson will be placed at MA45-13 of the 2015-2016 certificated salary schedule. Information about Ms. Samuelson is attached.

DeAnn Smith to Elementary Speech Language Pathologist position at Longfellow to replace Lynnne Crowe who is retiring at the end of the 2014-2015 school year. Ms. Smith will be placed at MA36-15 of the 2015-2016 certificated salary schedule. Information about Ms. Smith is attached.

Kathryn Woodside to Elementary Special Education position at Hawthorne due to bringing the Life Skills program in-house. Ms. Woodside will be placed at BA-1 of the 2015-2016 certificated salary schedule. Information about Ms. Woodside is attached.

Certificated Staff Transfers – Nancy Oerter, Hannah Rodgers, Leisa Zalman

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

Nancy Oerter from her Grade 2 position at Hawthorne to Library Media Specialist position at Hawthorne/Lincoln/Watson to replace Jacqueline Davis who is retiring at the end of the 2014-2015 school year. This transfer is contingent on Ms. Oerter obtaining provisional endorsement required for the position. Ms. Oerter's placement and wage will remain the same according to the 2015-2016 certificated salary schedule.

Hannah Rodgers from her Grade 2 position at Longfellow to a Kindergarten position at Longfellow to replace Rachelle Peters who is retiring at the end of the 2014-2015 school year. Ms. Rodgers placement and wage will remain the same according to the 2015-2016 certificated salary schedule.

Leisa Zalman from her Grade 3 position at Morton to a Grade 5 position at Morton to replace David Berens who is retiring at the end of the 2014-2015 school year. Ms. Zalman's placement and wage will remain the same according to the 2015-2016 certificated salary schedule. This position will be replaced as Grade 2 due to student enrollment at Morton.

Extra Standard Resignations/Termination – Andrew Butler, Michael Mankin, Kristen Slechta, Douglas Synek

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

Andrew Butler resigning from his Senior High Assistant Football position effective at the end of the 2014-2015 school year.

Michael Mankin terminating from his Senior High Assistant Boys Basketball (split) position effective at the end of the 2014-2015 school year.

Kristen Slechta resigning from her Middle School Student Council and Middle School Cross Country positions effective at the end of the 2014-2015 school year.

Douglas Synek resigning from his Senior High Assistant Boys Basketball (split) position effective at the end of the 2014-2015 school year.

Extra Standard Appointments – Cathal Lynch, Neal Rusher

The administration recommends the following Extra Standard appointment(s):

Cathal Lynch to Senior High Assistant Boys Soccer to replace the position he previously resigned from. Mr. Lynch will be paid the Senior High Assistant Soccer stipend of \$2267.00 at Category II, Level 1 according to the 2014-2015 extra-standard salary schedule.

Neal Rusher to Middle School 8th Grade Head Football to replace Greg Mays who resigned in 2013. Mr. Rusher will be paid the Middle School Football stipend of \$3597.00 at Category I, Level 4 according to the 2015-2016 extra-standard salary schedule with adjustment for prior experience.

Classified Staff Retirements – Julie Klein, Marcia Vom Weg

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

Julie Klein retiring from her activity secretary position at Senior High effective at the end of the 2014-2015 school year.

Marcia Vom Weg retiring from her school nurse position at Watson effective at the end of the 2014-2015 school year.

Classified Staff Appointments – Donna Horton

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

Donna Horton to Library paraeducator position at Morton Elementary to replace Eunice Turnquist who is retiring at the end of the 2014-2015 school year. Ms. Horton will be paid the paraeducator according to the classified salary schedule, with adjustments for education and experience. Information about Ms. Horton is attached.

Gifts

Amount

1. Nikon Coolpix Camera to Longfellow Elementary
from the Ericksons

\$ 89.00

TOTAL

\$ 89.00

Recommendations for 15-16

1. Student Activity Tickets remain at \$35 (Adult passes remain at \$70)
2. Computer Home Usage fee remains at \$35
3. Admission to High School contests remain \$6 for adults and \$4 for students
4. Admission to HMS activities remain \$4 for adults and \$3 for students.
5. HMS classroom fees:
 - Home Economics: \$5 - \$20 depending on the project selected
 - Technology: increase to \$15 (previously \$10)
 - Woods Class: \$20
6. HHS classroom fees:
 - Consumer Science: \$10
 - Art: \$10
 - Welding: \$15 for a semester/\$25 for the year
 - Woods: Based on Project Selection (generally \$60 or less)
 - Advanced Furniture: Based on Project Selection (\$50- \$500)
7. Breakfast/Lunch Prices (remain the same):
 - Elementary Breakfast: \$1.60
 - Elementary Lunch: \$2.60
 - Secondary Breakfast: \$1.85
 - Secondary Lunch: \$2.85
 - Adult Breakfast: \$2.00
 - Adult Lunch: \$3.35

HPS Activity Program Information

1. Total Cost - Approximately \$1,250,000
2. Revenue - \$420,000 (gates, activity tickets, fundraising, rentals)
3. District Expense - \$830,000

Activity Ticket Summary

The high school and middle school sold a combined 625 activity tickets, which generated \$21,175, which totals 1.7% of our activity expenditures. The breakdown is below:

1. HMS activity tickets sold = 239 (239 x \$35 = \$8,365)
2. HMS activity ticket waivers = 252
3. HHS activity tickets sold = 355 (355 x \$35 = \$12,425)
4. HHS activity ticket waivers = 188
5. Combined totals = 625 activity tickets sold @ \$35 each = \$21,875
438 tickets had fees waived @ \$35 (\$15,330)

School	Activity Fee	
South Sioux City	\$0	
Lexington	\$0	
Scottsbluff	\$25	\$15 for middle school
North Platte	\$30	considering increase to \$40
McCook	\$30	
Hastings	\$35	
Blair	\$40	
Kearney	\$40	
Ralston	\$40	
Paplv	\$40	
GI	\$50	\$25 for middle school

Computer Home Usage Fee at Senior High

1. Have collected approximately \$38,000 in usage fees.
2. Have spent approximately \$25,000 in replacement/repair expense and will add to this total as the year goes on.
3. This fee appears to be doing what it should do.

FARRIS CONSTRUCTION CO., INC.

P.O. Box 2046
HASTINGS, NEBRASKA 68902

(402) 462-8732
FAX (402) 462-8801

TO Cannon Moss Brygger & Associates
208 N. Pine Street, Suite 301
Grand Island NE 68801

CHANGE ORDER

Number 1

PHONE	DATE
	04-01-2015
JOB NAME/LOCATION	
Hastings Public School Addition & Renovation to Watson Elementary School	
JOB NUMBER	JOB PHONE
55-20	
EXISTING CONTRACT NO.	DATE OF EXISTING CONTRACT

We hereby agree to make the change(s) specified below:

All material, labor, and equipment and insurances.

To upgrade fire main to 10" from specified 8" and to install lea 6" fire hydrant A425 3-way pumper in lieu of lea 6" A423 2-way.

Uden Plumbing	\$2,107.00
Proj. Manager	\$ 85.00
Bond.	\$ 38.00
Administrative 5%	\$ 112.00
Overhead & Profit 10%	\$ 234.00
TOTAL ADD	\$2,576.00

NOTE: This Change Order becomes part of and in conformance with the existing contract.

WE AGREE hereby to make the change(s) specified above at this price ADD \$ 2,576.00 00

DATE

PREVIOUS CONTRACT AMOUNT

\$

AUTHORIZED SIGNATURE (CONTRACTOR)

REVISED CONTRACT TOTAL

\$

ACCEPTED — The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Date of acceptance _____

Signature _____ (OWNER)

FARRIS CONSTRUCTION CO., INC.

P.O. Box 2046
HASTINGS, NEBRASKA 68902

(402) 462-8732
FAX (402) 462-8801

TO Connon Moss Brygger & Associates
208 N. Pine Street, Suite 301
Grand Island NE 68801

CHANGE ORDER

Number 2


PHONE	DATE
	04-01-2015
JOB NAME/LOCATION	
Hastings Public School Addition & Renovation to Watson Elementary School	
JOB NUMBER	JOB PHONE
55-20	
EXISTING CONTRACT NO.	DATE OF EXISTING CONTRACT

We hereby agree to make the change(s) specified below:

All material, labor, equipment and insurances, to provide and install Cloud Ceramics in Lieu of Endicott Iron Manganese.

Summit	\$4,375.00
Proj. Mang.	\$ 85.00
Bond	\$ 78.00
Administrative	\$ 227.00
Sub-Total	\$4,765.00
Mark Up 10%	\$ 477.00
TOTAL ADD	\$5,242.00

NOTE: This Change Order becomes part of and in conformance with the existing contract.

WE AGREE hereby to make the change(s) specified above at this price ⇨ ADD	\$ 5,242	00
HORIZONTAL SIGNATURE (CONTRACTOR)	PREVIOUS CONTRACT AMOUNT	\$
	REVISED CONTRACT TOTAL	\$

ACCEPTED — The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.

Date of acceptance _____

Signature _____ (OWNER)

Hastings Public Schools Office Of The Director Of Finance

MEMO

To: Craig Kautz, Superintendent

From: Jeff Schneider, Director of Finance



Re: Senior High Elevator Bid

Date: April 14, 2015

It is my recommendation that the Board of Education approve the Elevator Bid submitted by O'Keefe Elevator of Omaha, NE to replace the Elevator on the west end of the Senior High School. Money to fund this project will come from the Cooperative Fund.

O'Keefe Elevator	\$93,905.00
Eletech	\$113,342.00