



Work Session

Thursday, November 13, 2025 @ 6:00 PM Central
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Becky Sullivan -
3. Welcome to HEA reps and guests - Becky Sullivan -
4. Review Board Norms/Goal - Becky Sullivan -
5. Board Report - Becky Sullivan -
6. SUPERINTENDENT'S REPORT - Dr. Christopher Prososki -
7. Policy Review: 1000 Series Policies & 2000 Series Policies -
8. Discuss Authorization of Truck purchase — Lawrence Tunks -
9. Reminder of Incentive for Early Notification of Intent to Resign/Retire - Dr. Tom Szlanda -
10. *Consent Agenda - Dr. Thomas Szlanda -
11. OPPORTUNITY FOR PUBLIC TO BE HEARD - Becky Sullivan -

12. Reminders - Becky Sullivan -

13. Executive Session - Becky Sullivan -

14. The Board of Education returns to Open Session - Becky Sullivan -

15. Adjournment - Becky Sullivan -

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

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

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

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

Hastings Public Schools

Board of Education Norms

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

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

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

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

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

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

We will also maintain confidentiality when necessary.

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

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

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

2026 Legislative Session*

January						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	
18	19	20	21	22	23	24
	HOLIDAY	DAY 9	DAY 10	DAY 11	DAY 12	
25	26	27	28	29	30	31
	DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	

February						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
	DAY 18	DAY 19	DAY 20	DAY 21	DAY 22	
8	9	10	11	12	13	14
	DAY 23	DAY 24	DAY 25	DAY 26	RECESS	
15	16	17	18	19	20	21
	HOLIDAY	DAY 27	DAY 28	DAY 29	DAY 30	
22	23	24	25	26	27	28
	DAY 31	DAY 32	DAY 33	DAY 34	DAY 35	

March						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
	RECESS	DAY 36	DAY 37	DAY 38	DAY 39	
8	9	10	11	12	13	14
	DAY 40	DAY 41	DAY 42	DAY 43	RECESS	
15	16	17	18	19	20	21
	RECESS	DAY 44	DAY 45	DAY 46	DAY 47	
22	23	24	25	26	27	28
	DAY 48	DAY 49	DAY 50	DAY 51	RECESS	
29	30	31				
	DAY 52	DAY 53				

April						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
			DAY 54	DAY 55	RECESS	
5	6	7	8	9	10	11
	RECESS	DAY 56	DAY 57	DAY 58	DAY 59	
12	13	14	15	16	17	18
	RECESS	RECESS	RECESS	RECESS	DAY 60	
19	20	21	22	23	24	25
26	27	28	29	30		

Federal & State Holidays

January 19 – Martin Luther King Jr. Day
 February 16 – Presidents' Day

Legislative Recess Days

February 13
 March 2, 13, 16, 27
 April 3, 6, 13, 14, 15, 16

*The Speaker reserves the right to revise the session calendar.

Administrator Evaluation Handbook
Hastings Public Schools



Evaluation Overview

Administrator Evaluations

Administrator evaluations are based upon observations and evidence of an administrator's leadership and management performance. Observations and evidence may include but is not limited to:

- direct observation of the administrator;
- formal and informal information gathered from staff, parents, and students;
- assessment data and survey results;
- goal progression;
- collection of data and artifacts; and
- evidence of professional development.

Throughout the evaluation cycle, administrators will receive feedback regarding their level of performance on the eight effective practices.

Effective Practices

The eight effective practices in the *Nebraska Principal Performance Framework* form the basis of the Hastings Public Schools District Administrator Evaluation Model.

Evaluation Cycle

The evaluation cycle is the period of time during which a full summative evaluation of an administrator's performance takes place. The completion of the summative evaluation ends the evaluation cycle.

Goal Setting Plan

Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year. Conferences will be held with the Superintendent to establish professional goals for the year and determine ongoing progress toward the goals.

Self-Evaluation

Each year, administrators will complete a self-evaluation to be shared with the Superintendent.

Summative Evaluation

Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all 8 effective practices of the evaluation model.

Levels of Performance

The performance of principals shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

1. **Exemplary:** In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
2. **Proficient:** In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and district leadership efforts.

3. **Basic:** In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below “Proficient.”
4. **Unsatisfactory:** In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Effective Practice Rubrics

Each of the eight effective practices in the Hastings Public Schools District Administrator Evaluation Model include an effective practice rubric. Each effective practice rubric details each of the four levels of performance with a performance description, example behaviors, and examples of evidence sources.

Evaluation Cycle for Probationary Administrators: Administrators with three or fewer years of administrative experience in the district will have a one-year evaluation cycle. The evaluation cycle includes a first and second semester summative evaluation.

Cycle for Probation Administrator:

- a) Goal Setting – Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year.
- b) Goals conference with Superintendent – Administrators will conference with the Superintendent to establish and review professional goals and determine ongoing progress toward the goals.
- c) First Semester Self-Evaluation – Each probationary administrator will complete a self-evaluation to be shared with the Superintendent.
- d) Summative Evaluation – The Superintendent will complete the summative evaluation for probationary administrators once during each semester. The summative evaluation will include the assessment of all 8 effective practices of the evaluation model.
- e) Summative Evaluation Conference with the Superintendent – Probationary administrators will conference with the Superintendent to review the summative evaluation.

Evaluation Cycle for Permanent Administrators: Administrators with more than three years of administrative experience in the district will have a one-year evaluation cycle. The evaluation cycle includes a second semester summative evaluation.

Cycle for Permanent Administrator:

- a) Goal Setting – Each year, administrators will establish, in collaboration with the Superintendent, professional development goals for the year.
- b) Goals conference with Superintendent – Administrators will conference with the Superintendent to establish and review professional goals and determine ongoing progress toward the goals.
- c) Self-Evaluation – Each year, permanent administrators will complete a self-evaluation to be shared with the Superintendent.
- d) Formative Evaluation – The Superintendent will complete the formative evaluation for permanent administrators. The formative evaluation will include rating some of the 8 effective practices of the evaluation model and may include a non-summative review of other effective practices. A comprehensive summative evaluation may be completed at the Superintendent’s discretion.
- e) Formative Evaluation Conference with the Superintendent – Permanent administrators will

conference with the Superintendent to review the formative evaluation.

Unsatisfactory Performance

In the event an administrator's performance is rated as Basic or Unsatisfactory according to the effective practice rubrics of the Hastings Public Schools Administrator Evaluation Model, the administrator may be placed on a specific plan for improvement as outlined by the Superintendent. An improvement plan shall include written communication and documentation to the administrator specifying all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for implementing the concrete suggestions for improvement.

Training on the Model

Training for using the Administrator Evaluation Model shall be provided by the district to all evaluators and to those being evaluated.

Annual Written Communication

Annual written communication of the Administrator Evaluation Model and the evaluation process shall be delivered at the beginning of each school year. Following the annual communication of the Administrator Evaluation Model and evaluation process, administrators will complete an Acknowledgement of Receipt of the Administrator Evaluation Model.

Signature on Evaluation Documents

Administrators are expected to read and sign all recorded documents that are part of the evaluation model. The signature may be written or electronic. Such signature will mean that the administrator has reviewed the document. Agreement will not be associated with the administrator's signature.

Part I: Nebraska Effective Practices

EFFECTIVE PRACTICE: (1) Vision For Learning. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps.
<input type="checkbox"/> Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Basic	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Unsatisfactory	The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
Evaluator's Comments	

EFFECTIVE PRACTICE: (2) Developing Relationships. The Principal promotes and supports productive relationships with students, staff, families, and the community.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school's vision and mission.
<input type="checkbox"/> Proficient	The principal promotes and supports productive relationships with students, staff, families, and the community that support the school's vision and mission.
<input type="checkbox"/> Basic	The principal attempts to promote and support productive relationships with students, staff, families, and the community, but these attempts maybe haphazard or less than fully effective. . As a result, relationships within the school and between the school and community are generally acceptable, but somewhat below the desired level of support for the school and its mission.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support for the school's vision and mission. As a result, relationships within the school and between the school and community are often negative.
Evaluator's Comments	

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness.
<input type="checkbox"/> Proficient	The principal leads a systematic continuous school Improvement process that consistently results In Improved student performance and school effectiveness.
<input type="checkbox"/> Basic	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.
<input type="checkbox"/> Unsatisfactory	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.
Evaluator's Comments	

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning.
<input type="checkbox"/> Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Basic	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
Evaluator's Comments	

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal uses effective personnel practices to select, develop, support, and lead high-quality teachers and non-teaching staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Proficient	The principal uses effective personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Basic	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively recruit, select, develop, and retain high-quality staff members; he/she does not use effective personnel practices.

Evaluator's Comments

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EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.
<input type="checkbox"/> Proficient	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.
<input type="checkbox"/> Basic	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.

Evaluator's Comments

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EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students
<input type="checkbox"/> Proficient	The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Basic	The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and emotional development of students. The school culture may be negative or non-productive.
Evaluator's Comments	

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Evaluator Rating	Description
<input type="checkbox"/> Exemplary	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Proficient	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Basic	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
<input type="checkbox"/> Unsatisfactory	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.
Evaluator's Comments	

Part II: Principal/Administrator Goal Setting Plan	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	Results across all Goal Setting demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
<input type="checkbox"/> Proficient	Results across all Goal Setting demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
<input type="checkbox"/> Basic	Results across all Goal Setting demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
<input type="checkbox"/> Unsatisfactory	Results across all Goal Setting demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.
Evaluator's Comments	

This goal should be written in SMART format with a goal leading toward student achievement.

- Specific (Simple, Sensible, & Significant).
 - Measurable (Meaningful & Motivating).
 - Achievable (Agreed & Attainable).
 - Relevant (Reasonable, Realistic and Resourced, & Results-Based).
 - Time Bound (Time-Based, Time Limited, Time/Cost Limited, Timely, & Time-Sensitive).
- Plan for Improvement attached (required for rating of “Basic”)
- Plan for Assistance attached (required for rating of “Unsatisfactory”)

Part III: Overall Rating	
Evaluator Rating	Description
<input type="checkbox"/> Exemplary	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.
<input type="checkbox"/> Basic	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.
Evaluator's Comments	
Areas of Strength	
Areas for Development	
Additional Comments	

- Plan for Improvement attached (required for Overall rating of "Basic")
- Plan for Assistance attached (required for Overall rating of "Unsatisfactory")

Principal's Signature

Date

Superintendent's Signature

Date

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Effective Practice Rubrics

EFFECTIVE PRACTICE 1 – Vision for Learning: The administrator uses multiple sources of information and engages key district and community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.

Sources of evidence are not limited to these examples.

- Evidence of other stakeholders as well as staff knowing the vision
- District vision, core values, and mission statements
- Sources of communication-meeting agendas- newsletter items
- Accreditation or documentation from perceptual survey data (important for many standards)
- Sources of communication
- Evidence of collaborative stakeholder engagement

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 1, Vision for Learning</p> <p>The administrator implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with district and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being.</p>	<ul style="list-style-type: none"> • Consistently collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the district. • Continuously and widely communicates the vision and core values in order to establish high expectations for student performance and well-being. • Diligently and effectively uses the vision and core values to support building administrators in developing rigorous and measurable goals for teaching and learning. • Diligently and effectively supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district. • Builds ownership and a sense of efficacy in staff as they work toward goal achievement. • Diligently models and pursues the district’s vision and core values in all aspects of leadership, using the district’s vision as the basis for decision-making. • Ensures the vision and core values are aligned to district, state, and federal policies. • Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the district. <ul style="list-style-type: none"> - Systematically and comprehensively analyzes varied sources of information about the district’s demographics, current practices, and outcomes to inform the vision and core values of the district.

<p><u>Proficient</u> Effective Practice 1, Vision for Learning</p> <p>The administrator analyzes multiple sources of data and engages key district and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>	<ul style="list-style-type: none"> • Collaborates with and engages school staff and the community to build commitment to the vision and core values of the district. • Widely communicates the vision and core values in order to establish high expectations for student performance and well-being. • Effectively uses the vision and core values to support building administrators in developing rigorous and measurable goals for teaching and learning. • Supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the school. • Models and pursues the district’s vision and core values in all aspects of leadership, and uses them as a basis for decision making. • Ensures that the vision and core values are aligned to district, state, and federal policies. • Systematically reviews the vision and core values and revises as appropriate. <ul style="list-style-type: none"> - Analyzes varied sources of information about the district’s demographics, current practices, and outcomes to inform the vision and core values of the district.
<p><u>Basic</u> Effective Practice 1, Vision for Learning</p> <p>The administrator conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging district and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>	<ul style="list-style-type: none"> • Collaborates sporadically with members of the school community in order to build commitment to the district’s vision and core values. • Communicates the vision and core values to the district and community on a limited basis. • Ineffectively uses the vision and core values to support building administrators in establishing goals for teaching and learning. • Inconsistently supports building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district. • Inconsistently models and pursues the district’s vision and core values in all aspects of leadership, with inconsistent utilization of vision and core values as a basis for decision-making. • May not ensure that the vision and core values are aligned to district, state, and federal policies. • Is not systematic in reviewing and revising the vision and core values of the district. <ul style="list-style-type: none"> - Conducts a limited analysis of information about district demographics, practices and outcomes, in order to develop the district’s vision and core values.

Unsatisfactory

Effective Practice 1, Vision for Learning

The administrator ineffectively analyzes data, or fails to engage key district and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.

- Rarely collaborates with school staff and the community to define and build commitment to the vision and core values of the district.
- Ineffectively communicates the vision and core values of the district to the staff and community.
- Fails to use the vision and core values to support building administrators in establishing goals for teaching and learning.
- Fails to support building administrators in designing and implementing instructional and organizational practices aligned to the vision and core values of the district.
- Fails to model and pursue the district's vision and core values in all aspects of leadership, and fails to utilize the vision and core values to inform decision-making.
- Makes minimal effort or fails to ensure vision and core value alignment with district, state, and federal policies.
- Haphazardly reviews and revises the vision and core values.
 - Unilaterally develops the vision and core values or bases them on limited information and perspective.

EFFECTIVE PRACTICE 2 – Developing Relationships: The administrator develops and supports productive relationships with staff and the community in an effort to support and enhance each student’s academic success and well-being.

Sources of evidence are not limited to these examples.

- Perception surveys
- Artifacts of gaining stakeholder input (formal and informal)
- Communication examples
- District climate survey
- Community Involvement evidence
- Stakeholder Involvement evidence

**Performance Level
Performance Description**

Example Behaviors - The administrator typically displays these or similar behaviors.

Exemplary

Effective Practice 2, Developing Relationships

The administrator places a high priority on developing positive and productive relationships with staff and the community in an effort to promote the school vision and support each student’s academic success and wellbeing.

- Engages in purposeful conversations and other activities throughout the district and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
- Is highly approachable, accessible, and welcoming to staff and members of the community.
- Employs a wide variety of effective communication strategies, both personal and public, to keep staff and the community informed and to seek their perspectives on issues affecting the district.
 - Ensures a wide range of diverse perspectives on district issues.
- Fosters an environment of respect and understanding within the district and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity.
- Encourages active community participation with the district, develops programs and activities that foster such participation, and builds a district and community focus on increasing student academic success and well-being.
 - Maintains a strong and continuous presence in the community in order to understand its strengths and needs, and engage its resources for the district.
 - Has a deep understanding of the community's culture and how it impacts the district.
 - Seeks out and draws frequently upon the community's cultural, social, and intellectual resources in order to strengthen the district.
 - Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the district.

Proficient

Effective Practice 2, Developing Relationships

The administrator develops positive and productive relationships with staff and the community in an effort to promote the school vision and support each student's academic success and well-being.

- Engages in purposeful conversations and other activities throughout the district and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
- Is approachable, accessible, and welcoming to staff and members of the community.
- Employs effective communications strategies, both personal and public, to keep staff and community members informed and to seek their perspectives on issues affecting the district.
 - Seeks a range of diverse perspectives on district issues.
- Works effectively with staff and others to create an environment of respect and understanding within the district.
- Encourages active community participation with the district to support student academic success and wellbeing.
 - Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the district.
 - Is cognizant of the culture of the community and seeks further understanding of it in order to enhance the district.
 - Makes use of the community's cultural, social, and intellectual resources to strengthen the district.
 - Creates strategic partnerships with business, religious, political, and other community leaders to promote the district.

Basic

Effective Practice 2, Developing Relationships

The administrator attempts to develop positive and productive relationships with staff and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student's academic success and well-being is not fully realized.

- Attempts to engage in conversations and other activities throughout the district and community in order to develop positive and effective relationships and advocate publicly for the importance of education, student needs, and educational priorities.
- Is generally approachable, accessible, and welcoming to staff and members of the community.
- Employs some effective personal and public communication strategies and provides information to staff and the community, but communication tends to be routine and one-way and only limited effort is made to seek diverse perspectives.
- Works at developing an environment of respect and understanding within the district, but efforts are inconsistent or not fully effective.
- Makes some effort to engage the community with the district, but a stronger effort is needed in order to achieve effective results.
 - Maintains a limited presence in the community and attempts to understand its strengths and needs, and engage its resources for the district.
 - Is somewhat cognizant of the community's culture and makes an effort to increase his or her understanding, but a stronger effort is needed in order to be effective.
 - Developing an ability to identify the community's cultural, social, and intellectual resources, and make use of them to strengthen the district.
 - Is developing relationships with community leaders but is not yet creating strategic partnerships to benefit the district.

Unsatisfactory

Effective Practice 2, Developing Relationships

The administrator fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with staff and the community. The administrator fails to build support for the school's vision and core values. The administrator fails to realize the potential for promoting the school vision and supporting student's academic success and well-being.

- Fails to build district and community relationships that support the vision and core values of the district.
- Often fails to be approachable, accessible, and welcoming to staff and members of the community.
- Employs a limited number of personal and public communication strategies, communication is primarily one way, and the administrator does little to seek diverse perspectives.
- Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the district and and community are often negative.
- Only limited efforts are made to engage the community with the district.
 - Does not maintain an active presence in the community and rarely attempts to understand its strengths and needs, and engage its resources for the district.
 - Makes little use of the community's cultural, social, and intellectual resources.
 - Is not particularly aware of the community's culture and makes little effort to increase his/her understanding.
 - Has limited contact with community leaders and makes little effort to build partnerships.

EFFECTIVE PRACTICE 3 – Continuous School Improvement: The administrator supports building administrators’ efforts to lead a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

Sources of evidence are not limited to these examples.

- Data analysis processes
- Results of student performance
- Data, instruction, goals, and professional development and action plans all aligned
- Norm and criterion-referenced data, other school and community information
- Copy of strategic plan
- Calendar showing time for teacher collaboration
- Walk-through data
- External review report
- SLO feedback/conversations
- Student achievement data
- External review report
- Evaluation report

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 3, Continuous School Improvement</p> <p>In collaboration with members of the school community, the administrator supports building administrators lead a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well- being, and greater school effectiveness.</p>	<ul style="list-style-type: none"> • Supports building administrators in systematically collecting and routinely analyzing multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other district and community information. • Systematically supports building administrators to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. • Aligns extensive professional development efforts with the district strategic plan, and focuses on changing adult behaviors that lead to higher levels of student learning. <ul style="list-style-type: none"> - Strategically promotes leadership and builds capacity among building administrators, teachers and staff.

<p><u>Exemplary (Continued)</u> Effective Practice 3, Continuous School Improvement</p>	<ul style="list-style-type: none"> • Continuously monitors and analyzes progress on the district strategic plan and makes appropriate adjustments. <ul style="list-style-type: none"> - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. - Ensures alignment of district strategic plan with state and federal requirements. • Uses technology in innovative ways to increase district efficiency and effectiveness. • Effectively leads the process of change within the district, including managing uncertainty and risk and the politics of change.
<p><u>Proficient</u> Effective Practice 3, Continuous School Improvement</p> <p>The administrator supports building administrators lead a systematic continuous school improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.</p>	<ul style="list-style-type: none"> • Supports building administrators in systematically collecting and routinely analyzing multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making. • Supports building administrators to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. • Aligns professional development efforts with the district strategic plan. <ul style="list-style-type: none"> - Promotes leadership and builds capacity among building administrators, teachers and staff. • Frequently monitors and analyzes progress on the district strategic plan and makes appropriate adjustments. <ul style="list-style-type: none"> - Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. - Ensures alignment of district strategic plan with state and federal requirements. • Uses technology to increase district efficiency and effectiveness. <ul style="list-style-type: none"> - Effectively manages the process of change within the district.

Basic

Effective Practice 3, Continuous School Improvement

The administrator supports building administrators lead a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.

- Only supports building administrators minimally in systematically collecting and routinely analyzing multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
- Supports building administrators on a limited basis to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
- Attempts to build the capacity of staff through professional development efforts that align with the district strategic plan.
 - Is less than fully effective in promoting leadership among building administrators, teachers and staff.
- Infrequently monitors and analyzes progress on the district strategic plan, and makes limited appropriate adjustments.
 - Attempts, on a limited basis, to engage the school community in a process of evidence-based inquiry, strategic goalsetting, planning, implementation, and evaluation for continuous school improvement.
 - Aligns the district strategic plan only partially with district, state, and federal requirements.
- Makes some use of technology, which may or may not increase district efficiency and effectiveness.
 - Is less than fully effective in managing the process of change within the district.

Unsatisfactory

Effective Practice 3, Continuous School Improvement

The administrator is ineffective in supporting building administrators lead a continuous school improvement process.

- Fails to support building administrators in collecting and reviewing student achievement and behavior data to identify improvement efforts and/or inform decision making.
- Fails to support building administrators to set goals, develop, implement, and monitor action plans.
- Makes little attempt to build the capacity of staff through professional development efforts that align with the district strategic plan.
- Is not effective in promoting leadership among building administrators, teachers and staff.
- Rarely monitors and analyzes progress on the district strategic plan.
 - Fails to engage the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement
 - Fails to align the district strategic plan with district, state, and federal requirements.
- Makes little use of technology to increase district efficiency and effectiveness.
 - Is not effective in managing the process of change within the district.

EFFECTIVE PRACTICE 4 – Instructional Leadership: The administrator supports building administrators to provide leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student’s academic success and well-being.

Sources of evidence are not limited to these examples.

- Conferences with building administrators
- Common language
- Administrator attendance at PD
- Administrator professional development activities
- Participate in grade level meetings
- Teacher Improvement plan
- Data-loop to teacher PD
- Improvement plans
- Alignment documents
- Board Reports

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 4, Instructional Leadership</p> <p>The administrator provides systematic and collaborative leadership and/or supports building administrators to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.</p>	<ul style="list-style-type: none"> • Extensively supports building administrators to analyze student achievement and program data to evaluate and make informed decisions regarding curriculum, instructional practices, and assessment programs. <ul style="list-style-type: none"> - Supports building administrators to ensure that the curriculum is based on district, state, and other appropriate content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Supports building administrators to coordinate extensive systems of curriculum, instruction, and assessment in a highly effective manner in order to promote academic achievement, effective learner behaviors, and a respect for learning among students. - Encourages efficient use of data to inform instructional decisions to meet the needs of all learners. • Supports building administrators to effectively monitor instructional staff through coaching and collaboration in order to implement consistently high quality instructional practices. <ul style="list-style-type: none"> - Supports building administrators to ensure systematic delivery of actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation.

<p><u>Exemplary (Continued)</u> Effective Practice 4, Instructional Leadership</p>	<ul style="list-style-type: none"> - Supports building administrators to promote consistently high quality teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Ensures that instructional practice is intellectually challenging, differentiated, and personalized. - Ensures that assessments are technically sound and consistent with best practices. • Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning, which includes holding all professional staff accountable for student learning outcomes. • Supports building administrators to prioritize protection of instructional time in order to maximize learning.
<p><u>Proficient</u> Effective Practice 4, Instructional Leadership</p> <p>The administrator provides leadership and/or supports building administrators to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>	<ul style="list-style-type: none"> • Supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. <ul style="list-style-type: none"> - Supports building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Supports building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Supports building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. <ul style="list-style-type: none"> - Supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation. - Supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Supports that instructional practice is intellectually challenging, differentiated, and personalized. - Supports employment of assessments that are technically sound and consistent with best practices. • Holds building administrators and staff accountable for the growth of student achievement across the curriculum. • Supports building administrators to protect instructional time in order to maximize learning.

<p><u>Basic</u> Effective Practice 4, Instructional Leadership</p> <p>The administrator provides limited leadership and/or support to building administrators toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>	<ul style="list-style-type: none"> • Intermittently supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. <ul style="list-style-type: none"> - Does not consistently support building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Inconsistently supports building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. • Inconsistently supports building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. <ul style="list-style-type: none"> - Inconsistently supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation. - Inconsistently supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. - Does not consistently ensure or support instructional practice that is intellectually challenging, differentiated, and personalized. - May not always ensure or support employment of assessments that are technically sound and consistent with best practices. • Only intermittently holds building administrators and staff accountable for the growth of student achievement across the curriculum. • Makes limited efforts to supports building administrators to protect instructional time.
<p><u>Unsatisfactory</u> Effective Practice 4, Instructional Leadership</p> <p>The administrator fails to provide effective leadership and/or support to building administrators toward the</p>	<ul style="list-style-type: none"> • Ineffectively supports building administrators to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. <ul style="list-style-type: none"> - Does not support building administrators to ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. - Fails to support building administrators to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.

Unsatisfactory (Continued)

Effective Practice 4, Instructional Leadership

implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.

- Does not support building administrators to monitor instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.
 - Rarely supports building administrators to provide actionable feedback about instruction and professional practice through systems of supervision and evaluation.
 - Rarely supports building administrators to promote teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.
 - Makes little effort to ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.
 - Fails to ensure or support employment of assessments that are technically sound and consistent with best practices.
- Rarely holds building administrators and staff accountable for the growth of student achievement across the curriculum.
- Makes little effort to support building administrators to protect instructional time.

EFFECTIVE PRACTICE 5 – Staff Leadership: The administrator builds a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading all staff in accord with the school’s vision and core values.

Sources of evidence are not limited to these examples.

- Minutes and notes from meetings
- Action Plans
- Teacher evaluations and growth plans
- Staff retention levels
- Mentorship programs
- Professional growth plans

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 5, Staff Leadership</p> <p>The administrator builds a highly effective and engaged professional community within the district and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality staff in accord with the school vision and core values.</p>	<ul style="list-style-type: none"> • Expectations for all staff are clear and consistent and support the school vision and core values. <ul style="list-style-type: none"> - Consistently empowers building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Holds each staff member accountable based on high expectations and professional standards. • The district's vision and core values form the basis for effective recruitment, selection, and development of staff. • Participates in activities that encourage the entrance of high-quality candidates into the education profession. <ul style="list-style-type: none"> - Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. - Uses technology to make personnel practices more effective and to identify exceptional candidates for administrative, teaching and support positions. • Builds exemplary workplace conditions that promote a professional community that emphasizes professional development. • Models continuous learning and professional growth for staff. <ul style="list-style-type: none"> - Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development. - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.

<p><u>Exemplary (Continued)</u> Effective Practice 5, Staff Leadership</p>	<ul style="list-style-type: none"> - Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership. - Ensures highly effective supervision and performance evaluation programs that consistently provide each staff member with timely feedback and targeted support. • Is sought out by other administrators for guidance and effective models of staff leadership.
<p><u>Proficient</u> Effective Practice 5, Staff Leadership</p> <p>The administrator develops a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality staff in accord with the school vision and core values.</p>	<ul style="list-style-type: none"> • Establishes clear expectations for all staff. <ul style="list-style-type: none"> - Empowers building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Consistently holds staff accountable based on high expectations and professional standards. • Uses effective personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high quality professional and support staff. <ul style="list-style-type: none"> - Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. • Fosters workplace conditions that promote a professional community emphasizing professional development. <ul style="list-style-type: none"> - Engages in continuous learning and professional growth opportunities. - Creates a collaborative team culture that encourages continuous individual growth and leadership development. - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. - Provides effective mentoring opportunities to build staff leadership. - Supports an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.

<p><u>Basic</u> Effective Practice 5, Staff Leadership</p> <p>The administrator’s understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality staff in ways that accord with the school’s vision and core values.</p>	<ul style="list-style-type: none"> • Expectations for staff members may lack clarity. <ul style="list-style-type: none"> - Does not fully empower or entrust building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Staff is only occasionally held accountable based on high expectations and professional standards. • Is inconsistent or only partially effective in using personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. <ul style="list-style-type: none"> - Inconsistently or ineffectively manages staff turnover and succession, missing some opportunities for effective induction and mentoring of new personnel. • Inconsistently fosters workplace conditions that promote a professional community emphasizing professional development. <ul style="list-style-type: none"> - Occasionally engages in continuous learning and professional growth opportunities. - Efforts to create a collaborative culture encouraging continuous individual growth and/or leadership development are not fully developed. - Attempts to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth but is not fully effective in doing so. - Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective. - Support for the performance evaluation system may not be fully effective, with inconsistent supervision and evaluation or lack of timely feedback and/or targeted support.
<p><u>Unsatisfactory</u> Effective Practice 5, Staff Leadership</p> <p>The administrator fails to effectively recruit, hire, retain, develop, support and lead high quality staff in ways that accord with the school’s vision and core values. The administrator’s personnel practices are ineffective.</p>	<ul style="list-style-type: none"> • Fails to establish clear expectations for all staff members. <ul style="list-style-type: none"> - Does not empower or entrust building administrators, teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. - Does not hold staff accountable based on high expectations and professional standards. • Does not use effective personnel practices aligned with the district's vision and core values to recruit, select, develop, and retain high-quality professional and support staff. <ul style="list-style-type: none"> - Does not effectively manage staff turnover and succession, consistently missing opportunities for effective induction and mentoring of new personnel. • Is ineffective in fostering workplace conditions that promote a professional community emphasizing professional development. <ul style="list-style-type: none"> - Does not engage in continuous learning and professional growth opportunities. - Fails to create a collaborative team culture for professional and support staff members.

Unsatisfactory (Continued)

Effective Practice 5, Staff
Leadership

- Fails to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
- Does not provide effective mentoring opportunities to build staff leadership.
- Support for the performance evaluation system and professional development programs are lacking or ineffective, with inadequate supervision and evaluation of staff members and failure to provide timely feedback and/or support.

EFFECTIVE PRACTICE 6 – Systems Management: The administrator manages the organization, operations, and resources of the district to provide a safe, efficient, and effective learning environment for all students and staff.

Sources of evidence are not limited to these examples.

- Student /staff/parent community perceptions
- Compliance with Nebraska Department of Education Rules
- Communication artifacts

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 6, Systems Management</p> <p>The administrator has a broad and deep understanding of district management functions and systematically undertakes them. The administrator’s highly effective management of the organization, operations, and resources of the district results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the district.</p>	<ul style="list-style-type: none"> • Effectively institutes, manages and monitors operations and administrative systems that promote the vision and core values of the district. • Efficiently and effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. <ul style="list-style-type: none"> - Always acts as a highly responsible, ethical, and accountable steward of the district’s monetary and non-monetary resources. - Engages in efficient and effective budgeting and accounting practices. - Strategically manages staff resources, assigning staff to roles that optimize their professional capacity. - Works with the larger school community to allocate additional resources to enhance the district’s educational program. • Creates effective systems for the ongoing monitoring and improvement of the district’s sites, facilities, services, and equipment. <ul style="list-style-type: none"> - Maintains data in a highly effective manner in order to deliver actionable information. • Collaborates with staff and others to proactively identify and resolve problems and manage conflict. • Develops partnerships with key community individuals and organizations in order to enhance the district. • Develops procedures for the effective use of technology within the district. • Effectively guides and influences policymakers as they develop regulations, policies, and laws that impact the district. • Monitors the impact of school law and regulations on the district. • Ensures compliance with local, state and federal mandates.

Proficient

Effective Practice 6, Systems Management

The administrator ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the district in accordance with the vision and core values of the district.

- Manages and monitors operations and administrative systems that promote the vision and core values of the district.
- Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Consistently acts as a responsible, ethical, and accountable steward of the district’s monetary and non-monetary resources.
 - Engages in effective budgeting and accounting practices.
 - Manages staff resources competently assigning staff to roles that optimize their professional capacity.
- Consistently and effectively monitors the district's sites, facilities, services, and equipment.
 - Maintains a relatively extensive amount of data in order to deliver actionable information.
- Effectively identifies and resolves problems and manages conflicts.
- Communicates at a proficient level with community agencies in order to enhance the district.
- Develops district -wide procedures for the effective use of technology within the district.
- Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the district.
- Ensures compliance with local, state, and federal mandates.
- Monitors at the proficient level the impact of school law and regulations on the district.

Basic

Effective Practice 6, Systems Management

The administrator displays a basic understanding of and willingness to carry out district management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the district in accordance with the district vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.

- Sporadically manages and monitors operations and administrative systems that promote the vision and core values of the district.
- Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. The allocation may be inconsistent or less than fully effective.
 - Generally acts as a responsible, ethical, and accountable steward of the district’s monetary and non-monetary resources.
 - Engages at a basic level in competent budgeting and accounting practices.
 - Attempts to manage staff resources effectively, assigning staff to roles to optimize professional capacity.
- Adequately monitors the district's sites, facilities, services, and equipment.
 - Maintains some basic data in order to deliver actionable information.
- Identifies and resolves problems and manages conflicts as a basic level.
- Has some communication with community agencies in order to enhance the district.
- Develops procedures for the use of technology within the district.
- Communicates on a limited basis with policymakers as they develop regulations, policies, and laws that impact the district.
- Ensures basic compliance with local, state, and federal mandates.
- Monitors the impact of school law and regulations on the district, but may not have a full understanding of these issues.

Unsatisfactory

Effective Practice 6, Systems Management

The administrator's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The administrator ineffectively manages the organization, operations, and resources of the district, resulting in a system that has an unsafe, inefficient, or ineffective learning environment.

- Ineffectively manages and monitors operations and administrative systems that promote the vision and core values of the district.
- Fails to consistently and effectively allocate resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Only sporadically acts as a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources.
 - Budgeting and accounting practices are not effectively managed.
 - Rarely manages staff resources effectively; fails to assign staff to roles that optimize professional capacity.
- Fails to effectively monitor the district's sites, facilities, services, and equipment.
 - Does not maintain basic data designed to deliver actionable information.
- Ignores, or leaves unresolved, problems and areas of conflict among staff.
- Has very limited communication with community agencies in order to enhance the district.
- Fails to develop procedures for the use of technology within the district.
- Communicates on a very limited basis with policymakers as they develop regulations, policies, and laws that impact the district.

EFFECTIVE PRACTICE 7 – Culture for Learning: The administrator creates a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

Sources of evidence are not limited to these examples.

- Written goals
- SIP and PD data
- Student achievement data
- Report/graphs
- Climate surveys
- Teacher retention rates
- Teacher/staff perception
- Evidence of outreach
- Administrator evidence of impact of Professional Learning Communities
- Climate Survey Action plans

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 7, Culture for Learning</p> <p>The administrator collaborates effectively with staff to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>	<ul style="list-style-type: none"> • Supports building administrators’ efforts to enhance the academic, physical, social and emotional growth of each student by developing a shared culture of high expectations for student success. <ul style="list-style-type: none"> - Supports building administrators to work effectively with staff and the larger school community to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. - Works effectively with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them. - Recognizes and respects diversity and promotes students' and the community's culture a vital asset for teaching and learning. • Supports building administrators’ efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Supports building administrators’ efforts to foster an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior and consistently addresses student conduct in a positive, fair, and unbiased manner. • Recognizes and celebrates the accomplishments of students and staff.

<p><u>Exemplary (Continued)</u> Effective Practice 7, Culture for Learning</p>	<ul style="list-style-type: none"> • Maintains a high level of visibility and demonstrates exceptional leadership in the district and community. • Purposefully engages in an ongoing and collaborative assessment of the district climate and culture to ensure the needs of all students are being met. • Supports efforts to build the capacity for staff to promote full and equitable access to curricular and extracurricular programs that address the needs, interests, and abilities of all students. <ul style="list-style-type: none"> - Supports building administrators' efforts to build the capacity for staff to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. - Supports building administrators' efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.
<p><u>Proficient</u> Effective Practice 7, Culture for Learning</p> <p>The administrator collaborates with staff to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>	<ul style="list-style-type: none"> • Supports building administrators' efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success. <ul style="list-style-type: none"> - Supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. - Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them. - Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning. • Supports building administrators' efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Supports building administrators' efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner. • Recognizes the accomplishments of students and staff. • Maintains a high level of visibility in the district and community. • Engages in ongoing assessment of the district climate and culture. • Supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. <ul style="list-style-type: none"> - Supports building administrators' efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student. - Supports building administrators' efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.

Basic

Effective Practice 7, Culture for Learning

The administrator collaborates with staff in an attempt to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness.

- Sporadically supports building administrators’ efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
 - Sporadically supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
 - May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them.
 - Is not consistent in recognizing and respecting diversity; attempts to see students' and the community's culture as an asset for teaching and learning.
- Sporadically supports building administrators’ efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Sporadically supports building administrators’ efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
- Recognition of student and staff achievement is infrequent.
- Maintains only a moderate level of visibility in the district and community.
- Assessment of district climate and culture is not ongoing and few changes are made.
- Sporadically supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
 - Sporadically supports building administrators’ efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
 - Sporadically supports building administrators’ efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.

Unsatisfactory

Effective Practice 7, Culture for Learning

The administrator fails to provide the leadership to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

- Ineffectively supports building administrators’ efforts to enhance the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
 - Ineffectively supports building administrators to work with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
 - Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers.
 - Does not demonstrate a recognition of and respect for diversity. Students' and the community's culture is not seen as an asset for teaching and learning.
- Ineffectively supports building administrators’ efforts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Ineffectively supports building administrators’ efforts to foster an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
- Recognition of student and staff achievement is rare.
- Is rarely visible in the district and community.
- Makes little effort to assess and modify the district climate and culture.
- Ineffectively supports efforts to provide full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
 - Ineffectively supports building administrators’ efforts to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
 - Ineffectively supports building administrators’ efforts to provide an effective system of academic and social supports and accommodations to meet student learning needs.

EFFECTIVE PRACTICE 8 – Professional Ethics and Advocacy: The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the district.

Sources of evidence are not limited to these examples.

- Perception Surveys
- Observations
- Survey results
- Communication
- District culture surveys
- Climate surveys

Performance Level Performance Description	Example Behaviors - The administrator typically displays these or similar behaviors.
<p><u>Exemplary</u> Effective Practice 8, Professional Ethics and Advocacy</p> <p>The administrator models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the administrator is a strong advocate for policies of equity and excellence in support of the vision and core values of the district.</p>	<ul style="list-style-type: none"> • Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors. <ul style="list-style-type: none"> - Consistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - Consistently acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Models and holds others in the district accountable for adhering to high standards of integrity and ethical behavior. • Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise. • Protects and advocates for the established rights and confidentiality of students and staff. • Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable. • Positively influences the political, social, economic, legal, and cultural environment in which the district exists. <ul style="list-style-type: none"> - Advocates strongly for public policies that ensure access to appropriate and equitable resources for the education system and that support the vision and core values of the district.

<p><u>Proficient</u> Effective Practice 8, Professional Ethics and Advocacy</p> <p>The administrator consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the district.</p>	<ul style="list-style-type: none"> • Models reflective practice, transparency, and ethical behavior. <ul style="list-style-type: none"> - Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Holds others in the district accountable for adhering to established standards of integrity and ethical behavior. • Treats others with dignity and respect. • Protects the established rights, access to equitable resources, and confidentiality of students and staff. • Strives to make decisions that are just, fair, and equitable. • Responds professionally to the political, social, economic, legal, and cultural environment in which the district exists. <ul style="list-style-type: none"> - Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.
<p><u>Basic</u> Effective Practice 8, Professional Ethics and Advocacy</p> <p>The administrator usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.</p>	<ul style="list-style-type: none"> • Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent. <ul style="list-style-type: none"> - Generally acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. - Generally acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. • Does not always hold others in the district accountable for demonstrating integrity and ethical behavior. • Generally treats others with dignity and respect, but may demonstrate some inconsistency. • May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources. • May not always take into account others' perspectives of what is just, fair, and equitable in decision-making. • May recognize the political, social, economic, legal, and cultural environment in which the district exists, but may not respond effectively to it. <ul style="list-style-type: none"> - Is not a fully effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.

Unsatisfactory

Effective Practice 8,
Professional Ethics and
Advocacy

The administrator does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.

- Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards.
 - May not always act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
 - May not always act according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
- Fails to effectively hold others in the district accountable for adhering to established standards of integrity and ethical behavior.
- Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable.
- Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff.
- Fails to take into account others' perspectives of what is just, fair, and equitable in decision-making.
- Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the district exists.
 - Is not an effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the district.

SNAP Changes: Impact on School Meal Eligibility & Funding

Overview: Changes to SNAP eligibility under the One Big Beautiful Bill will reduce the number of families qualifying for direct certification, affecting both free/reduced meal eligibility and poverty-based funding for schools. However, federal carry-over protections will delay the immediate impact on current students.

Primary School Concerns

- **Reduced meal eligibility:** Fewer families may qualify for free/reduced meals, though alternative application processes remain available
- **Funding impacts:** Lower poverty counts could reduce critical TEEOSA formula funding and ESSA (Title) fund allocations for schools serving low-income populations

Implementation Timeline

- SNAP changes (expanded work requirements, tightened exemptions) phase in during Federal Fiscal Year 2026 (October 1, 2025 – September 30, 2026)
- Federal carry-over rule protects currently certified families from immediate loss of meal eligibility

Carry-Over Rule Protection

- Once directly certified through SNAP, children remain eligible for free/reduced meals through the remainder of the current school year **plus** the first 30 operating days of the following school year
- Families losing SNAP benefits retain FRL eligibility through 2025-26 school year and first 30 days of 2026-27
- Districts can continue serving these students without interruption during this period

Immigrant Family Impact

- Lawfully present immigrants with fewer than 5 years of U.S. residency will lose SNAP access
- Carry-over rule still applies—children continue receiving meals through current year plus 30 days
- These families may still qualify for FRL by submitting household income applications (eligibility based on income/household size, not immigration status)

Alternative Application Process

- Parents can still complete free/reduced meal applications separately from SNAP
- Income and family size guidelines have **not changed**
- Districts should actively encourage affected families to submit paper or online income applications to ensure continued access and accurate poverty counts

Funding Calculation Timeline

- **TEEOSA:** October 1, 2026 free-lunch count will be used to calculate 2027-28 state aid (Nebraska statute requires poverty allowance designation by October 15 of preceding fiscal year)
- **ESSA Title I:** Within-district allocations typically use October free/reduced-lunch counts; October 2026 counts will reflect first SNAP-related impacts
- **Key takeaway:** Districts should anticipate a one-year lag between SNAP eligibility loss and resulting reduction in poverty-based funding

Recommended Actions

- Monitor families losing SNAP eligibility and proactively distribute income application forms
- Educate staff and families about carry-over protections and alternative qualification pathways
- Prepare for potential funding reductions beginning in FY 2027-28

Hastings Public Schools School Board Policies Table of Contents

Policy #	Policy Description	Adopted/ Revised/ Reviewed
	1000 Series: Policy Overview & Mission Statement	
1000	Series Index	11/17/25
1001	General Policy Statement	11/17/25
1002	Creation, Amendment, and Distribution of Policies	11/17/25
1003	Mission Statement	11/17/25
	2000 Series: The Board: Organization, Development, & Procedures	
2000	Series Index	11/17/25
2001	Role of the Board of Education	11/17/25
2002	Organization of Board	11/17/25
2003	Development and Education of Board Members	11/17/25
2004	Oath of Office	11/17/25
2005	Conflict of Interest	11/17/25
2006	Complaint Procedure	11/17/25
2007	Reimbursement and Miscellaneous Expenditures	11/17/25
2008	Meetings	11/17/25
2009	Public Participation at Board Meetings	11/17/25
2010	Preparation for Regularly Scheduled Board Meetings	11/17/25
2011	Membership in Organizations	11/17/25
2012	Board Code of Ethics	11/17/25
2013	Violation of Board Ethics	11/17/25
2014	Relationship with School Attorney	11/17/25
2015	Student Member of School Board	11/17/25
2016	Participation in Insurance Program by Board Member	11/17/25
2017	Indemnification and Liability Insurance	11/17/25
	3000 Series: Daily Operations	
3000	Series Index	12/15/25
3001	Budget and Property Tax Request	12/15/25
3002	Deposits	12/15/25
3003	Bidding for Construction, Remodeling, Repair or Site Improvements	12/15/25
3003.1	Bidding for Public Improvements Financed with Federal Funds	12/15/25
3004	General Purchasing and Procurement	12/15/25
3004.1	Fiscal Management for Purchasing and Procurement Using Federal Funds	12/15/25
3005	School Activities Fund	12/15/25

3006	[Intentionally Left Blank]	
3007	Review of Bills	12/15/25
3008	Gifts, Grants and Bequests	12/15/25
3009	Audit	12/15/25
3010	Insurance	12/15/25
3011	[Intentionally Left Blank]	
3012	School Meal Program	12/15/25
3013	Emergency Closings	12/15/25
3014	Use of School Property	12/15/25
3015	Time Away from School Activities	12/15/25
3016	Smoking	12/15/25
3017	Official Communication with the Public	12/15/25
3018	Denial of Access to School Premises	12/15/25
3019	Sale or Disposal of School Property	12/15/25
3020	Copyright Compliance	12/15/25
3021	Operation of School Business Office	12/15/25
3022	Volunteers	12/15/25
3023	Record Management and Retention	12/15/25
3024	Booster Clubs and PTO Policy	12/15/25
3025	Returned Checks	12/15/25
3026	Handbooks	12/15/25
3027	Resolution of Conflicts Between Parent of School Issues	12/15/25
3028	Sex Offenders	12/15/25
3029	Distribution of Flyers Advertising Non-school Organizations	12/15/25
3030	Automatic External Defibrillator Program	12/15/25
3031	Students Electing to Attend School in Adjoining State	12/15/25
3032	Fees for School District Records	12/15/25
3033	[Intentionally Left Blank]	
3034	[Intentionally Left Blank]	
3035	Chain of Command	12/15/25
3036	Purchasing (Credit) Card Program	12/15/25
3037	Petty Cash Policy	12/15/25
3038	Possession of Firearms by District Patrons	12/15/25
3039	Threat Assessment and Response	12/15/25
3040	School Safety and Security	12/15/25
3041	Crisis Team Duties	12/15/25
3042	Construction Management at Risk Contracts	12/15/25
3043	Design-Build Contracts	12/15/25
3044	Incidental or De Minimis Use of Public Resources	12/15/25
3045	Use of Sniffer Dogs	12/15/25
3046	Animals at School	12/15/25
3047	Data Breach Response	12/15/25
3048	Communicable Disease	12/15/25
3049	Drones and Unmanned Aircraft	12/15/25
3050	Technology in the Classroom	12/15/25

3051	Opioid Overdoes Prevention and Response	12/15/25
3052	Leasing Personal Property	12/15/25
3053	Nondiscrimination	12/15/25
3054	[Intentionally Left Blank]	
3055	School Resource Officer	12/15/25
3056	Guest Speakers	12/15/25
3057	Title IX	12/15/25
3058	Naming School Facilities and Property	12/15/25
3059	Audio and Video Recording	12/15/25
3060	Firearms and Weapons for Non-Students	12/15/25
	4000 Series: Staff	
4000	Series Index	1/19/26
4001	[Intentionally Left Blank]	
4002	Drug Free Workplace	1/19/26
4003	Drug Testing of Drivers	1/19/26
4004	Employment of Relatives	1/19/26
4005	Communication between Board and District Employees	1/19/26
4006	Insurance	1/19/26
4007	Personnel Records	1/19/26
4008	Outside Employment	1/19/26
4009	Restrictions on Employees Receiving Gratuities	1/19/26
4010	Inclement Weather	1/19/26
4011	Employee Leave Under the Family and Medical Leave Act (FMLA)	1/19/26
4011.1	Nebraska Family Military Leave Act	1/19/26
4012	Staff Internet Use	1/19/26
4013	Grievance Policy	1/19/26
4014	[Intentionally Left Blank]	
4015	Employment of Board Members	1/19/26
4016	Jury Duty and Witness in Court	1/19/26
4017	Relations with Collective Bargaining Associations	1/19/26
4018	Corporal Punishment	1/19/26
4019	Workplace Injury Prevention and Safety Committee	1/19/26
4020	Ownership of Copyrighted Words	1/19/26
4021	[Intentionally Left Blank]	
4022	Certification	1/19/26
4023	Professional Ethics	1/19/26
4024	Teachers' Rights, Responsibilities & Duties.	1/19/26
4025	Superintendent	1/19/26
4026	[Intentionally Left Blank]	
4027	Part-Time Certificated Employees	1/19/26
4028	Substitute Teachers	1/19/26
4029	Salary Schedule for Certificated Employees	1/19/26
4030	Evaluation of Certificated Employees	2/16/26
4031	Evaluation of Probationary Certificated Employees	2/16/26

4032	Professional Growth	2/16/26
4033	[Intentionally Left Blank]	
4034	Teacher Handbook	2/16/26
4035	[Intentionally Left Blank]	
4036	[Intentionally Left Blank]	
4037	Reduction in Force	2/16/26
4038	Classified Staff Defined	2/16/26
4039	Employment of Classified Staff	2/16/26
4040	Employment Terms for Classified Staff	2/16/26
4041	Staff Dress and Appearance	2/16/26
4042	Employee Social Security Numbers	2/16/26
4043	Professional Boundaries Between Employees and Students	2/16/26
4044	Staff Election Conduct	2/16/26
4045	Milk Expression	2/16/26
4046	Internet Searches Regarding Potential Employees	2/16/26
4047	[Intentionally Left Blank]	
4048	Assessment Security	2/16/26
4049	[Intentionally Left Blank]	
4050	Overtime and Compensatory Time	2/16/26
4051	Staff and District Social Media Use	2/16/26
4052	Job References to Prospective Employers	2/16/26
4053	Conflict of Interest	2/16/26
4054	Reporting Child Abuse or Neglect	2/16/26
4055	[Intentionally Left Blank]	
4056	Resignation of Certificated Staff	2/16/26
4057	Superintendent Evaluation	2/16/26
4058	Confidentiality in Counseling and Guidance	2/16/26
4059	Behavioral and Mental Health Training	2/16/26
4060	[Intentionally Left Blank]	
4061	Workplace or Non-Workplace Injuries or Illness and Return to Work	2/16/26
4062	Locker Room Supervision	2/16/26
4063	Extra Duty and Extended Contract Assignments for Certificated Staff	2/16/26
4064	Transporting Students in Employee Vehicles	2/16/26
	5000 Series: Students	
5000	Series Index	3/16/26
5001	Compulsory Attendance and Excessive Absenteeism	3/16/26
5002	Admission of Students	3/16/26
5002.1	Admission of Students Who Reside Outside the State of Nebraska	3/16/26
5002.2	[Intentionally Left Blank]	
5003	Admission of Part-Time Students	3/16/26
5004	Option Enrollment	3/16/26
5005	Transportation	3/16/26
5006	Foreign Exchange Students	3/16/26
5007	Enrollment of Expelled Students	3/16/26

5008	Pregnant or Parenting Students	3/16/26
5009	Adult Education	3/16/26
5010	Immunizations	3/16/26
5011	Physical and Visual Examination of Students	3/16/26
5012	Testing and Assessment Program	3/16/26
5013	[Intentionally Left Blank]	
5014	Homeless Students	3/16/26
5015	Protection of Pupil Rights	3/16/26
5016	Student Records	3/16/26
5017	Routine Directory Information	3/16/26
5018	Parent Involvement in Education Practices	3/16/26
5019	Communicating with Parents	3/16/26
5020	Rights of Custodial and Non-Custodial Parents	3/16/26
5021	[Intentionally Left Blank]	
5022	Investigations, Arrests and Other Student Contact by Law Enforcement and Health and Human Services	3/16/26
5023	Student Illness	3/16/26
5024	Medication of Students	3/16/26
5025	Student Insurance	3/16/26
5026	Acquisition and Administration of Nasal Glucagon	3/16/26
5027	[Intentionally Left Blank]	
5028	Initiations and Hazing	3/16/26
5029	[Intentionally Left Blank]	
5030	Dating Violence	4/20/26
5031	Student Appearance	4/20/26
5032	Closed Campus	4/20/26
5033	Student Driving and Parking	4/20/26
5034	[Intentionally Left Blank]	
5035	Student Discipline	4/20/26
5036	Lockers	4/20/26
5037	Student Internet and Computer Access	4/20/26
5038	[Intentionally Left Blank]	
5039	Fundraising Activities	4/20/26
5040	Work Permits	4/20/26
5041	Student Government	4/20/26
5042	Bulletin Boards	4/20/26
5043	School-Sponsored Publications	4/20/26
5044	Safe Pupil Transportation Plan	4/20/26
5045	Student Fees	4/20/26
5046	Secret Organizations	4/20/26
5047	[Intentionally Left Blank]	
5048	Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)	4/20/26
5049	[Intentionally Left Blank]	
5050	Reporting Related to Exempt (Home) Schools	4/20/26

5051	[Intentionally Left Blank]	
5052	School Wellness	4/20/26
5053	Self-Management of Diabetes or Asthma/Anaphylaxis	4/20/26
5054	Student Bullying	4/20/26
5055	Enrollment in Kindergarten	4/20/26
5056	Free Expression by Students	4/20/26
5057	District Title I Parent and Family Engagement Policy	4/20/26
5058	[Intentionally Left Blank]	
5059	Emergency Medical Treatment	4/20/26
5060	[Intentionally Left Blank]	
5061	[Intentionally Left Blank]	
5062	Lice and Nits	4/20/26
5063	[Intentionally Left Blank]	
5064	Supplement, Not Supplant	4/20/26
5065	Bed Bugs	4/20/26
5066	Early Graduation	4/20/26
5067	Student Assistance Team Process	4/20/26
	6000 Series: Curriculum & Academic Matters	
6000	Series Index	5/18/26
6001	School Organization	5/18/26
6002	School Calendar	5/18/26
6003	Instructional Program	5/18/26
6004	Curriculum Development	5/18/26
6005	Academic Credits and Graduation	5/18/26
6006	Commencement Ceremony	5/18/26
6007	Senior Recognition	5/18/26
6008	Class Rank	5/18/26
6009	Grade Placement and Academic Credits of Transfer Students	5/18/26
6010	Special Education	5/18/26
6011	Fire Instruction and Prevention	5/18/26
6012	Flag Display and Patriotic Observances	5/18/26
6013	Teaching Controversial Issues	5/18/26
6014	School Attendance on Days of Scheduled Activities	5/18/26
6015	Summer School	5/18/26
6016	Homebound and Off-Campus Instruction	5/18/26
6017	Homework	5/18/26
6018	Grades	5/18/26
6019	[Intentionally Left Blank]	
6020	Multicultural Education	5/18/26
6021	District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations	5/18/26
6022	[Intentionally Left Blank]	
6023	[Intentionally Left Blank]	

6024	[Intentionally Left Blank]	
6025	Student Cell Phone and Other Electronic Devices	6/15/26
6026	Emergency Dismissal	6/15/26
6027	Field Trips	6/15/26
6028	The Extracurricular Activities Program	6/15/26
6029	Activity Trips	6/15/26
6030	Public Appearances of School Groups	6/15/26
6031	Emergency Exclusion	6/15/26
6032	Constitution Day Education	6/15/26
6033	Seclusion and Restraint of Students	6/15/26
6034	Concussion Awareness	6/15/26
6035	Athletic Contest Participation by Sixth Graders	6/15/26
6036	Reading Instruction and Intervention Services	6/15/26
6037	Selection and Review of Library Materials	6/15/26
6038	Artificial Intelligence	6/15/26
6039	Repeat of Grade at Parent-Guardian Request	6/15/26
6040	Prekindergarten (Preschool or Early Childhood) Program	6/15/26
6041	Malcolm X Day Education	6/15/26
6042	Projections Maps	6/15/26
6043	Sharing Mapping Data	6/15/26
6044	Participation and Assignment of Athletic Teams	6/15/26
6045	Behavioral Intervention	6/15/26

KSB SCHOOL LAW

1000 Series I N D E X

- | | |
|------|--|
| 1001 | General Policy Statement |
| 1002 | Creation, Amendment and Distribution of Policies |
| 1003 | Mission Statement |

1001 General Policy Statement

The organization, management, and control of this school district is vested in its board of education ("board"). To guide the board and school district operations, and to assist it and its designees in carrying out duties, the board will establish, maintain, and amend a set of policies.

Written board policies serve the following purposes:

1. Formally articulating the board's goals and long-term objectives.
2. Providing district administrators and staff with guidance in making decisions that affect students, employees and patrons of the district.
3. Informing the public of the manner that the board and district will conduct its business and its relationships with staff, pupils, parents and patrons.

To avoid unnecessary rigidity, these policies are stated in general terms. With the exception of statutory requirements or instances when the specific application of a policy is essential to the long-term welfare of the district, these policies are intended to provide administrators with the flexibility to apply them to a wide range of situations.

The policies are not the only guidelines for district operations. Specific regulations, procedures, and practices also help guide and govern actions and decisions. They must be consistent with policies, but serve a different purpose.

Exceptional Circumstances

The board cannot foresee every situation that may arise, and circumstances will occur when these policies provide inadequate guidance. In such circumstances, the superintendent should use his or her best judgment, and communicate with the board about the situation as soon as is convenient.

Validity of Policies

Each policy and its provision should be interpreted so that it is valid under applicable law. If a court determines that a provision of a policy is invalid, such invalidity shall not affect the remaining provisions of that policy.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

1002
Creation, Amendment and Distribution of Policies

Each of these policies shall become the official policy of the school district when the board has approved it by majority vote of the members present at any lawfully convened meeting of the board.

It shall generally be the practice of the board to adopt or amend any policy after a single reading at any regular or special board meeting. However, the board may, in its discretion, review policies at multiple meetings prior to taking action.

The superintendent shall maintain an official copy of the board's policies, which may be in paper copy in the central office or on the district's website or electronic board meeting site. For any policies with specific review, hearing, or posting requirements, the superintendent will ensure those obligations are completed. The superintendent will also ensure all board members have access to a copy of the district's policies.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

1003 Mission Statement

Mission:

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

Vision:

As the cornerstone of educational excellence in our community, we will continuously and passionately strive to be high performing. Our Learning Community will effectively meet the unique learning needs of each and every student.

Motto:

Assuring the **essential**.
Expanding the **possible**.

To Attain Our Mission We Must Have:

- A shared focus on student learning;
- An articulated curriculum that provides all students, at a minimum, with essential knowledge, skills, and dispositions;
- A balanced assessment system that meets the needs of students, teachers, parents, and policymakers;
- A system of intervention and enrichment based on formative assessments;
- Adults working together interdependently to improve student learning, instruction, and practices;
- A safe, supportive, and healthy learning and teaching environment that celebrates individuals' differences, diversity, growth, and achievement;
- Appropriate and high expectations for each student and teacher that are based on the premise that ALL students can and will learn at high levels, and that will facilitate students and staff having high expectations of themselves to meet their own potential;
- An environment where adult learning and growth is continuous and job-embedded in order to provide high-quality instruction for every student;
- Leadership at every level that is committed to the full implementation of the culture of a professional learning community; and
- A strong commitment to learning from stakeholder groups (students, staff, parents, and community leaders).

STAFF COMMITMENTS:

We will:

- Have high academic and behavioral expectations for our students;
- Have high professional expectations of ourselves and others;
- Analyze data to guide instruction, to intervene, to enrich, to adjust programming and practices, to engage stakeholders, and celebrate success;
- Collaborate within the culture of a professional learning community in order to create equity and achieve student success;
- Build positive relationships with stakeholders to ensure a safe and orderly environment; and
- Push beyond student academic excellence toward excellence in all aspects of life.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2000 Series I N D E X

2001	Role of the Board of Education
2002	Organization of the Board, Board Officers, Check Signing and Committees
2003	Development and Education of Board Members
2004	Oath of Office
2005	Conflict of Interest
2006	Complaint Procedure
2007	Reimbursement and Miscellaneous Expenditures
2008	Meetings
2009	Public Participation at Board Meetings
2010	Preparation for Board Meetings
2011	Membership in Organizations
2012	Board Code of Ethics
2013	Violation of Board Ethics
2014	Relationship with District Legal Counsel
2015	Student Member of School Board
2016	Participation in Insurance Program by Board Member
2017	Indemnification and Liability Insurance

2001 Role of the Board of Education

The board of education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

1. Establishment of Mission, Goals and Policies

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

2. Establishment and Maintenance of School Facilities and Other Resources

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

3. Selection of the Superintendent of Schools

The board will employ a superintendent of schools as the chief executive to whom it will delegate the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

4. Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

5. Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2002
Organization of the Board, Board Officers, Check Signing and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. **[Option 1]**: If the board is split between two members, they will each serve as the officer for six months of the year. The initial six-month term will be determined by coin flip.
[Option 2]: If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.
 - ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
 - iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;

- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a

project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2003
Development and Education of Board Members

1. New Board Member Orientation

- a. All new board members are strongly encouraged to attend new board member training and workshops.
- b. Sitting board members and the superintendent will assist each new member-elect to understand the board's functions, policies, and procedures before he or she takes office.

2. Ongoing Development and Education

- a. Board members provide the most effective service to the district when they are continuously updated on educational and legal issues. Attendance at meetings directly or indirectly related to education or school matters is encouraged for the value they have to the school system and the professional growth of board members.
- b. Board members are encouraged to engage in continuing education such as:
 - i. Participation in local, regional and state conferences and workshops such as meetings of the Nebraska Association of School Boards, the Nebraska Rural Community Schools Association, and the Nebraska Council of School Administrators.
 - ii. Participation in legislative sessions and related activities.
 - iii. Participation in national conventions such as the National School Boards Association and/or the American Association of School Administrators on a rotating basis among the members.
 - iv. Examination of other school facilities and their programs.

3. The superintendent shall notify board members of all relevant conferences and workshops, other local and regional meetings, and/or in-service activities.

Board members should refer to Policy 2007 for information on reimbursement for attendance at continuing education and training.

Adopted on: 11-17-2025

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Reviewed on: _____

**2004
Oath of Office**

No board member is required to take an oath of office pursuant to Nebraska law. However, new board members may voluntarily take the following oath before entering into their official duties:

I,, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of member of the board of education, according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Board members may affirm the oath orally or in writing. Copies of written oaths will be retained as official records of the school district in the main administrative office and such other places as may be required by law. Board members who give the oath orally will be noted in the minutes.

Adopted on: 11-17-2025

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Reviewed on: _____

2005 Conflict of Interest

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:
 - a. Business with which a board member is associated shall include the following:
 - i. A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.
 - ii. A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the board member or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.
 - b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.
 - c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.
2. Contracts with the School District.
 - a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is

awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into employment contracts with the school district must also comply with the board's policy on the employment of board members.

- b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her parent, spouse, or child has a business association with the business involved in the contract or will receive a payment, fee, or commission as a result of the contract.
- d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:
 - i. Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
 - ii. Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
 - iii. Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

3. Contracts with Board Member's Immediate Family.

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:

- i. All district employees.
- ii. All employees within a specific classification but which does not single out the member of his or her immediate family.

4. Employing Members of the Immediate Family.

a. A board member may recommend for employment or supervise the employment of an immediate family member if:

- i. The board member does not abuse his or her position.

Abuse of official position shall include, but not be limited to, employing an immediate family member:

- 1. who is not qualified for and able to perform the duties of the position;
 - 2. for any unreasonably high salary;
 - 3. who is not required to perform the duties of the position.
- ii. The board makes a reasonable solicitation and consideration of applications for employment.
 - iii. The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.
 - iv. The board approves the employment or supervisory position.
 - v. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or

promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

- i. a public official, public employee, or candidate.
 - ii. a member of the immediate family of an individual listed in Subparagraph "a" above.
 - iii. a business with which an individual listed in Subparagraph (i) or (ii) above is associated.
- b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.
 - c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.
 - d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

6. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.

- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
 - i. The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
 - ii. Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:
 - i. Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
 - ii. Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and
 - iii. Abstain from participating or voting on the matter in which he or she has a conflict of interest.

- b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

8. Recordkeeping

- a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:

- i. The names of the contracting parties.
- ii. The nature of the interest of the board member in question.
- iii. The date that the contract was approved.
- iv. The amount of the contract.
- v. The basic terms of the contract.

- b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

- 9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

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2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

Under this policy, factual conclusions will be based on a preponderance of the evidence.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

- b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may be submitted to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the respondent.
 - 1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:
 - 1) All relevant details of the complaint;

- 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.
4. If either the complainant or the respondent is not satisfied with the decision, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal.
 - a) The appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.
5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that

may involve oversight or discipline of students, staff, or others, unless those involve allegations against the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:

- a) When the complaint is about a board policy, not implementation of the policy;
- b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
- c) When the board is required by law, policy, or contract to hear a complaint or appeal.

If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

- d) This appeal must be in writing.
- e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated the decision to the complainant.
- f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint or appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
- g) The board president will notify the complainant and any other person legally required to receive the decision in writing of the decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.
- h) There is no appeal from any decision of the board unless authorized by law.

6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
 - a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.
 - b) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
 - d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

- e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of

command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent or board president without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

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Revised on: _____

Reviewed on: _____

2007
Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.

2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging as permitted by law.
 - a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate and as permitted by law.

 - b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.

 - c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or

immediately following their participation in any activity approved by the board.

- d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than **\$100.00.**

- e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed \$50.00.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2008 Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public.

Publication Procedure if the Newspaper Will Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) published in a newspaper of general circulation within the district that is finalized for printing prior to the time and date of the meeting, (2) posting on the newspaper's website, if available, and (3) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers.

Publication Procedure if the Newspaper Will Not Be Finalized for Printing Prior to the Time and Date of the Meeting. Notice of regular and special meetings shall be (1) posting on the newspaper's website, if available, and (2) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the school district's jurisdiction is to be finalized for printing prior to the time and date of the meeting.

Newspapers of general circulation in the district include the **Hastings Tribune**. Such notice shall contain a statement that the agenda shall be readily available

for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the school district will (1) post the notice on its website, if available, (2) request the newspaper submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post the notice in a conspicuous public place in the school district's jurisdiction. The school district will keep a written record of the posting and the written request to the newspaper.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session,

and the record shall state how each member voted, or if the member was absent or not voting.

- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

Adopted on: 11-17-2025
Revised on: _____
Reviewed on: _____

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2010
Preparation for Board Meetings

The superintendent will create the agenda and board packet in consultation with the board president. The materials will be sent or delivered to each board member in advance of the meeting. Members of the public have no entitlement to place an item on the board's agenda, but may address the board during the next meeting at which the board receives public comment. The agenda shall be placed on the district's website at least 24 hours before the school board meeting and shall remain available on the website for at least six months.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2011
Membership in Organizations

The board may hold membership in organizations approved by the board.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2012 Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;

10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2013
Violation of Board Ethics

The board of education is responsible for enforcing the code of ethics of its members. If any member of the board commits a serious or repeated violation of the code, the board may take any of the following steps:

1. The board president may confer with the board member who has violated the code of ethics in order to:
 - a. Identify the provision of the code that the member has violated;
 - b. Propose how the member can remedy the violation;
 - c. If the board member who violated the code is the board president, the vice president is empowered to confer with the president about the violation.
2. The board may discuss the violation as an agenda item at a meeting to confront the offending board member. However, the board will not enter closed session to hold the discussion of the ethics violation unless the Open Meetings Act authorizes a closed session.
3. The board may vote to publicly censure any board member who commits a serious or repeated violation of the code. The board will pass a censure motion to inform the community that an individual member of the board is not fulfilling the responsibilities for which he or she was elected.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2014
Relationship with District Legal Counsel

The board will engage legal counsel to assist it and the administration in dealing with legal issues. When the district faces circumstances in which legal counsel may be needed between board meetings, the board president or superintendent may engage legal counsel on the board's behalf.

The superintendent and the board president shall have the authority to contact the school's legal counsel on behalf of the district. The superintendent may give other members of the administration permission to contact the district's legal counsel on an as-needed basis. Individual board members other than the president may not contact the district's legal counsel on behalf of the board without the approval of the board president or a majority of the board.

Any board member who contacts the district's legal counsel without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the district's legal counsel is involved.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2015
Student Member of School Board

The school board does not authorize student members of the school board.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2016
Participation in Insurance Program by Board Members

Members of board of education may participate in the school district's health and life insurance plans which are provided to school district employees. A board member electing to participate in the insurance program of the school district shall pay both the employee and the employer portions of the premiums to the district in advance of any payments being due from the district to the insurance carrier.

Every three months, the board will place on its agenda a report identifying the board members who have elected to purchase insurance coverage through the district. This report will shall be made available in the school district office for review by the public upon request.

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2017
Indemnification and Liability Insurance

In addition to circumstances where it is obligated to provide indemnity or procure insurance, the school board has broad authority to purchase insurance or otherwise indemnify school board members, officers, employees, or agents of the school district. The school board will purchase liability insurance and provide indemnification at its discretion and review its current coverages and indemnification obligations when it deems appropriate.

In the event the school district's current insurance, indemnification agreements, contract obligations, or other promises to indemnify do not cover a situation which the school board can agree to cover, the school board may authorize indemnification. The school board may elect to indemnify any board member, officer, agent, or employee if he or she is a party or is threatened to be made a party in any pending or completed suit, proceeding, or any other action, whether criminal, civil, administrative, or investigative, if the individual is involved because of current or past service on the board, employment, or agency relationship with the school district. However, the indemnification and defense will only be considered if such person acted in good faith and in a manner he or she reasonably believed to be in the best interests or not opposed to the best interests of the school district, including in a criminal proceeding if he or she had no reasonable cause to believe the conduct was unlawful.

In circumstances involving employees, the board delegates to the Superintendent the authority to provide the indemnification to the extent the Superintendent is authorized to procure legal services, as long as the indemnification is otherwise consistent with the authority granted under the law.

Adopted on: 11-17-2025

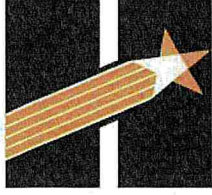
Revised on: _____

Reviewed on: _____

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name and address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be extended by the board president.
- **Personnel or Student Topic:** If you are planning to speak about personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.



**HASTINGS
PUBLIC SCHOOLS**

Assuring the essential. Expanding the possible.

HUMAN RESOURCES OFFICE

Memo

TO: Non-Administrative Certified Staff
FROM: Thomas Szlanda,  Director of Human Resources & Operations
DATE: 11-13-2025
SUBJECT: INCENTIVE FOR EARLY NOTIFICATION OF INTENT TO RESIGN/RETIRE

This policy is to provide a \$500 stipend to non-administrative certified staff who turn in their resignation/retirement letter before the 3rd Friday in December (December 19, 2025, of this year). There are some stipulations to qualify for this stipend including being at least a .5 FTE employee and finishing out the entire school year. The payment will be made after the school year is completed.

The purpose of the policy is to allow the hiring process to start sooner and allow HPS to interview the best possible candidates at an earlier date.

If you are going to resign/retire and receive the \$500 stipend, a letter of resignation/retirement must be received in the Human Resources Office on or before Friday, December 19, 2025. If you have any questions about this policy, please contact the Human Resources Department.

Attachment:

Policy 408.07

INCENTIVE FOR EARLY NOTIFICATION OF INTENT TO RESIGN/RETIRE

Non-administrative certified employees who submit a letter of intent to resign or retire at the end of the school year, by the third Friday in December, will receive a \$500 stipend to be paid on or before the employee's final payroll. The purpose of this incentive is two-fold. First, to offer a financial incentive to staff members who are planning to resign or retire; and Second, to allow the District an opportunity to begin the hiring process earlier to find the best candidates.

The following conditions must be met to qualify:

1. Currently at least a .50 FTE employee
2. Complete the entire school year before leaving the District.

An employee is NOT eligible if:

1. Currently receiving long-term disability benefits.
2. On administrative leave.
3. Employment is terminated by the District.

In order to qualify, a non-administrative certified staff member must submit a letter of resignation/retirement to HR by the 3rd Friday in December. The resignation/retirement must also be accepted and approved by the Board of Education to qualify for the incentive.

Approved 12-13-2021

HASTINGS PUBLIC SCHOOLS

Administrative Resignation/Release/Retire(s)					
Name	Assignment/Building		FTE	Effective	Replaces/Reason
No Resignation/Release/Retire(s)					
Administrative Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building		Effective	Replaces/Reason
No Transfer(s)					
Administrative New Hire(s)					
Name	Assignment/FTE/Building	Effective	Degree/Level	College/University	Replaces/Reason
No New Hire(s)					
Certificated Resignation/Release(s)					
Name	Assignment/Building		FTE	Effective	Replaces/Reason
Gina Andersen	Alcott Elementary		1	12-7-2025	Resignation
Certificated Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building		Effective	Replaces/Reason
No Transfer(s)					
Certificated New Hire(s)					
Name	Assignment/FTE/Building	Effective	Degree/Level	College/University	Replaces/Reason
Taylor Holdsworth	Special Education-Skills 3/Senior High	8/6/2026	BA-1	Hastings College	Amanda Collins/Transfer
Ellen Stark	Grade 2 - Lincoln Elementary	1-5-2026	MA-9	University of Northern Colorado	Kaci Vorderstrasse
Extra Standard Resignation/Release(s)					
Name	Assignment/Building			Effective	Replaces/Reason
No Resignation/Release/Retire(s)					
Extra Standard Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building		Effective	Replaces/Reason
No Transfer(s)					
Extra Standard New Hire(s)					
Name	Assignment/Building	Level		Effective	Replaces/Reason
No New Hire(s)					
Classified Resignation/Release(s)					
Name	Assignment/Building		FTE	Effective	Replaces/Reason
Michelle Morales-Garcia	Skills 2 Paraeducator/Watson		1.0	10/22/25	Resign
Elizabeth Rascon	EL Paraeducator/Middle School		1.0	10/24/25	Resign
Classified Transfer(s)					
Name	Former Assignment/Building	New Assignment/Building	FTE	Effective	Replaces/Reason
No Transfer(s)					
Classified New Hire(s)					
Name	Assignment/Building		FTE	Effective	Replaces/Reason
Yvonne Brown	Skills 3 Paraeducator/Longfellow		1.0	TBD	New Position
Kelsie Jensen	Skills 2 Paraeducator/Watson		1.0	TBD	Michelle Morales-Garcia
Dorie Paulk	SPED Paraeducator/Morton		1.0	10/8/25	Transfer from Associated Staffing to HPS employee
CERTIFICATED OPEN POSITIONS					
NAME	POSITION	RESIGNATION/TERM DATE			
HOPE MCMURTRY	HHS - SPED Resource	05-22-2026			
BECKI KULWICKI	Lincoln - Instructional Facilitator	05-22-2025			
HALLIE RENNER	Longfellow - Grade 2	05-22-2025			
PAM TILLMAN	School Psychologist	05-22-2025			
0.5 FTE RHONDA MCBRIDE	School Psychologist	05-22-2025			
EMILY HASS	Speech Language Pathologist	05-19-2023			
JAMIE LEPANT	Speech Language Pathologist	05-19-2023			

KELSEY STOKELY	Speech Language Pathologist	05-19-2023		
GINA ANDERSEN	Alcott - Grade 2	12-7-2025		
CLASSIFIED OPEN POSITIONS				
NAME	POSITION	RESIGNATION/TERM DATE		
ELIZABETH RASCON	HMS - EL Paraeducator	10-24-2025		
ALYSSA TIMMERMAN	AL - School Nurse	5-22-2025		
JULIE DIDIER	LI - School Nurse	9-8-2025		
NADIA TRAUSCH	LI - Title Paraeducator	9-26-2025		
	DIST - PART TIME BUS DRIVER (NEW)			
LORI HARTWIG	DIST - 9 Month Bus Driver	10-6-2025		
CHANCE KRATZER	District Bus Monitor	5-22-2025		
NICK COUSENS	SH - Night Custodian	9-23-2025		
BARRON PEARSON	SH - Night Custodian	10-9-2025		
EXTRA-STANDARD OPEN POSITIONS				
NAME	POSITION	RESIGNATION/TERM DATE		
MEAGAN BLODGET	HHS - Assistant Swimming & Diving	09-29-2022		
AARON OSWALD	HMS - Assistant Track	05-22-2025		
	HMS - Assistant Girls Wrestling			
ANTHONY FAGIOLO	Vocal Music Learning Team Liaison	05-22-2025		
HPS HAS 70 ACTIVE SUBSTITUTES AS OF 11/07/25				