



HASTINGS
PUBLIC SCHOOLS

Assuring the essential.
Expanding the possible.

Work Session

Thursday, April 12, 2018 @ 6:00 PM Central
Conference Room, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. Review Board Norms - Jim Boeve -
5. Review building visits - Jim Boeve -
6. *Approve Board Goal - Craig Kautz -
7. Information on "Spotlight on Learning" - Alcott Elementary & Staff Idea Grant Recipients - Craig Kautz -
8. *Approve second reading of new Policy 504.20 - Pregnant and Parenting Students - Craig Kautz -
9. *Approve 2018-19 Overall Program Plan - Craig Kautz -
10. *Consent Agenda - Craig Kautz -

11. *Approve long-term leave of absence request - Craig Kautz -
12. *Approve first reading of new Policy and Rule 1005.031 - Title I Parent and Family Engagement - Montessa Muñoz -
13. *Approve first reading of revised Policy 503.09 - Homeless Children and Youth - Montessa Muñoz -
14. *Hearing on student fee policies and adopt ticket prices and students fees for 2018-19 - Jeff Schneider -
15. *Approve Watson HVAC System Bid - Trent Kelly/Jeff Schneider -
16. *Approve Watson Roof Bid - Trent Kelly/Jeff Schneider -
17. *Approve Watson ceiling bid - Trent Kelly/Jeff Schneider -
18. *Approve Watson light bid - Trent Kelly/Jeff Schneider -
19. *Approve creation of new Sixpence coordinator position - Donna Moss -
20. *Approve the implementation of the Latin System of recognition - Chad Dumas -
21. *Approve tentative Senior High graduate list - Chad Dumas -
22. School Improvement Quarterly Update - Chad Dumas -
23. Reminders - Jim Boeve -

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

25. Adjournment - Jim Boeve -

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

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

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

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.

Students, staff, families and community will collaborate to maximize student readiness for 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.

GOOD NEWS

1. Congratulations to the following Senior High students who were named honorable mention to the Lincoln Journal Star All State team:

Girls Basketball – Tatiem Bender; Julia Reimer; Emma Mays
Boys Basketball – Connor Creech

2. Congratulations to the following Senior High students on being named NCPA Academic All-State by the NSAA:

Boys Basketball – Blake Aspen and Alex Swoboda
Girls Basketball – Emma Mays and Julia Reimer
Boys Swimming – Alexander Ceperley & Moses Dunbar
Girls Swimming – Ilse Giepmans
Wrestling – Blayne Kile and Conner Laux

3. Congratulations to the Senior High bridge building contestants. The Senior High team finished 2nd in highest combined efficiency. There were 10 schools competing. The students who combined for the 2nd place finish were:

Cassie Perry – 3rd place
Jefferson Main and Ryker Van Brocklin – 6th place
Will Rosno and Eloy Chavez – 12th place

4. Congratulations to the following Senior High students who placed at Central Community College's Actions Day:

Kaila Avent
3rd Geometry
1st American Geography
1st World Geography

Nolan Avent
4th Astronomy

Jefferson Mai
3rd Algebra
2nd General Math
2nd Trigonometry

Chandice Rogers
1st American History

5. Congratulations to the following Senior High students on being named Class B Honorable Mention All-State by the Omaha World Herald:

Boys Basketball – Connor Creech
Girls Basketball – Tatiem Bender, Julia Reimer, and Emma Mays

6. Congratulations to Senior High student, McLean Witte on being elected as the Nebraska DECA President.

7. Nineteen Hastings High School students participated after qualifying for state at Hastings College in regional competition; nine qualified for the national competition at the University of Maryland, College Park this summer.

Senior Group Documentaries

1st Cumann na mBan: The Leader, the Writer, and the Warrior
Lucy Nielsen, Chyna Decker

Senior Individual Group Documentaries

2nd Conflict, Compromise, and the [Christmas](#) Truce of 1914
Hannah Evans

Senior Group Websites

2nd If We Must Die: Afro-America and the Red Summer of 1919
Carter Wenburg, Chase Johnson, Christine Jonglertham
Nebraska State Historical Society special prize (\$100)

Senior Research Paper

1st "The Room Where It Happened": The Compromise of 1790
Chandice Rogers
Nebraska Press Association special prize (\$100)

Senior Group Performances

2nd Will and Ben: A Family Divided
Anderson Rogers and Kobi Ennen

Hastings Public Schools Foundation Staff Idea Grants Awarded

For the 2018-19 School Year

Jimmie Combs – Pedometers – HMS - \$1000

Angela Consbruck – Emergency Response Kits – Longfellow - \$2000

Stephanie Jacobson, Michele Kimle, Jill Hoppe – Coping Corner –HMS - \$800

Rebecca Jensen – Technology for Learning – Longfellow - \$870

Adeline Johnson, Janelle Forsman and Stephanie Hoyt – Sensible Sensory Seating for Students - Longfellow - \$1344

Ronda Loetterle - Chromebooks for EL Classroom – Hawthorne - \$872

Cindy Long, Beckl Kulwicki - Can you Hear Me Now? – Lincoln- \$757.80

Chelsey Mangers - Dream It, Plan It, Make It! - Longfellow - \$600

Rick Matticks - Blues Brothers and Friends Jazz Artist in Residence – All schools - \$1000

Courtney McCarty and Tina Pfeil – National Council of Teacher of Mathematics National Conference – HHS and HMS - \$2000

Tom Michalek - How Sweet the Sound: Applachaian Dulcimers – Watson - \$576

Christine Niemeyer and Joel Jank - Take 6 (same grant to both schools) – Hawthorne and Longfellow - \$2000

Teri Olson, Kayla Frerichs, Christyne Schultz, Jennifer Pughes – Move to succeed: Integrating Sensory Tools to Increase Student Success – Hawthorne - \$950

Brenda Quinones - Making Future Thinkers – Longfellow - \$1000

Michelle Rehbein - Literacy Based math Books For Elementary Students – Watson - \$920.06

Kim Remmers – Clearly Speaking – Hawthorne - \$765.06

Tamisha Rose-Osgood – EZ Scan-Taking Mile Club and Fitness success to the next level – Lincoln - \$149.95

Alex Steele – Alcott Physical Education Gym Projector and Screen – Alcott - \$950

PREGNANT AND PARENTING STUDENTS

The Hastings Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the District will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting-related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the District at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the District deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions that require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such

accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative programs for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The District will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step-three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an Early Head Start Program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to

requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the Building Principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Legal Reference: Neb. Rev. Stat. §§ 79-2149 to 79-2152; 79-2,114 to 79-2,124 (Nebraska Equal Opportunity in Education Act); 20 USC §1681 (Title IX); 34 C.F.R. §106.40 (Title IX)

Cross-Reference: Non-discrimination policies

Approved:

Reviewed:

Revised

HASTINGS PUBLIC SCHOOLS

**Hastings Public Schools
Overall Program Plan 2018**

<u>Tier I</u>	<u>Estimated Cost</u>
Increase 1.0 FTE Watson Elementary 5 th Grade Teacher	\$ 75,000.00
Increase 0.5 FTE Longfellow Elementary Title I Teacher	\$ 37,500.00
Increase 0.5 FTE Longfellow Elementary Instructional Facilitator	\$ 37,500.00
Increase 0.5 FTE Middle School Life Skills Coordinator	\$ 37,500.00
Increase 1.0 FTE Speech Language Pathologist – Life Skills	\$ 75,000.00
Increase 2.0 FTE SPED Paraeducator – Kindergarten Life Skills	\$ 46,000.00
Increase 0.5 FTE Middle School EL	\$ 37,500.00
Increase 0.5 FTE Lincoln Elementary Title I/Intervention Teacher	\$ 37,500.00
Increase 0.5 FTE Pre-School SLP	\$ 37,500.00
Total Increase	\$ 421,000.00
Decrease 0.5 FTE Hawthorne Orthopedic Paraeducator	-\$ 11,500.00
Decrease 0.5 FTE ECSE Language Resource Teacher	-\$ 37,500.00
Decrease 0.5 FTE Watson Elementary EL	-\$ 37,500.00
Decrease 0.5 FTE Longfellow Elementary EL	-\$ 37,500.00
Decrease 10 Days of Extended Contract	-\$ 3,700.00
Total Decrease	-\$ 127,700.00
Total Overall Tier I Increase	\$ 293,300.00
<u>Tier II</u>	
1.0 FTE SH Instructional Facilitator	\$ 75,000.00
1.0 FTE Mental Health Therapist/Coordinator (Mental Health II)	\$ 90,000.00
1.0 FTE Nurse	\$ 36,000.00
1.0 FTE DW HR Administrator	\$ 100,000.00
Total	\$ 301,000.00
<u>Tier III</u>	
Early Childhood Program Expansion (4 Rooms)	\$ 400,000.00
1.0 FTE DW PR Administrator	\$ 100,000.00
Total	\$ 500,000.00
Grand Total Tiers I, II, and III	\$1,094,300.00

(Stipend for National Board Certified Teachers referred to BOE/HEA)

(Not Prioritized: Career Education Coordinator – Late Submittal)

(Eliminated from 2017 OPP: 2.0 FTE Title I Teachers for HA/LO and 2.0 FTE Teacher under Equal Art for All)

PERSONNEL

Administrative Staff Transfers – Lawrence Tunks

The administration recommends acceptance of the following Administrative Transfer(s):

Lawrence Tunks from Alcott Elementary Principal to Director of Learning & Support effective July 1, 2018 to replace Montessa Muñoz who is resigning. Mr. Tunks salary and schedule will be adjusted for the new position.

Certificated Staff Retirements/Resignations – Anne Baptiste, Michael Baptiste, Troy Ehmke, Denise Koch, Christina Pfeil, Jeanie Wood

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

Anne Baptiste resigning from Special Education/BD Teacher position at Middle School effective the end of the 2017-2018 school year.

Michael Baptiste resigning from Social Studies Teacher position at Middle School effective the end of the 2017-2018 school year.

Troy Ehmke resigning from Instrumental Music Teacher position at Middle School/Senior High effective the end of the 2017-2018 school year.

Denise Koch retiring from Grade 2 Teacher position at Lincoln effective the end of the 2017-2018 school year.

Christina Pfeil resigning from Math Teacher position at Middle School effective the end of the 2017-2018 school year.

Jeanie Wood retiring from Instructional Facilitator position at Longfellow effective the end of the 2017-2018 school year.

Certificated Staff Appointments – Matthew Geiger, Peggy Johnson, Jenna Jorgensen, Hope McMurtry, Zachary Runcie

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

Matthew Geiger to Science Teacher at Senior High to replace Yvette Hart who is retiring at the end of the 2017-2018 school year. Mr. Geiger will be placed at BA-1 according to the 2018-2019 certificated salary schedule. Information about Mr. Geiger is attached.

Peggy Johnson to Special Education/BD Teacher at Middle School to replace Anne Baptiste who is resigning at the end of the 2017-2018 school year. Ms. Johnson will be placed at MA45-14 according to the 2018-2019 certificated salary schedule. Information about Ms. Johnson is attached.

Jenna Jorgensen to Special Education/Resource Skills Teacher at Middle School to replace Pamela Moritz who is resigning at the end of the 2017-2018 school year. Ms. Jorgensen will be placed at BA36-4 according to the 2018-2019 certificated salary schedule. Information about Ms. Jorgensen is attached.

Hope McMurtry to Special Education/Life Skills Teacher at Senior High to replace Kathryn Adelson who is retiring at the end of the 2017-2018 school year. Ms. McMurtry will be placed at MA18-11 according to the 2018-2019 certificated salary schedule. Information about Ms. McMurtry is attached.

Zachary Runcie to Math Teacher at Middle School to replace Christina Pfeil who is resigning at the end of the 2017-2018 school year. Mr. Runcie will be placed at MA18-11 according to the 2018-2019 certificated salary schedule. Information about Mr. Runcie is attached. Mr. Runcie's appointment is pending release from Grand Island Public Schools.

Certificated Staff Transfers – Wendy Keele*

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

Wendy Keele from Sixpence Teen Parent Home Visitor/Specialist position (classified salary) to Sixpence Child Care Partnership Coordinator (certificated position) effective April 2018. Ms. Keele will be placed a MA18-6 according to the 2017-2018 Certificated Salary schedule and will have an additional 20-day extended contract.

Extra Standard Resignations/Releases – Michael Baptiste, Troy Ehmke, Michelle Haase, Jan Herbek, Todd Kiplinger, Adam Schwinn

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

Michael Baptiste resigning from Learning Team Liaison (Social Studies), Senior High Assistant Cross Country, and Middle School Assistant Track effective at the end of the 2017-2018 school year.

Troy Ehmke resigning from Middle School Director of Bands effective at the end of the 2017-2018 school year.

Michelle Haase resigning from Hawthorne Student Council sponsor effective the end of the 2017-2018 school year.

Jan Herbek resigning from ½ split Future Problem Solving coach at Watson effective the end of the 2017-2018 school year.

Todd Kiplinger released from Senior High Assistant Football effective the end of the 2017-2018 school year.

Adam Schwinn resigning from Middle School Student Council sponsor effective the end of the 2017-2018 school year.

Extra Standard Staff Transfers – Stephanie Strong

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

Stephanie Strong from ½ split Future Problem Solving Coach to full Future Problem Solving Coach position at Watson. Ms. Strong's stipend will be adjusted for the position according to the 2018-2109 extra standard salary schedule.

Extra Standard Appointment – Michaela Goracke, Ronda Loetterle

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

Michaela Goracke to Middle School Student Council sponsor to replace Adam Schwinn who is resigning at the end of the 2017-2018 school year. Ms. Goracke will be paid the Middle School Student Council stipend of \$1,707.50 at Category I, Level 1 according to the 2018-2019 extra standard salary schedule.

Ronda Loetterle to Hawthorne Student Council sponsor to replace Michelle Haase who is resigning at the end of the 2017-2018 school year. Ms. Loetterle will be paid the Elementary Student Council stipend of \$1,024.50 at Category A, Level 1 according to the 2018-2019 extra standard salary schedule.

Classified Staff Transfer(s) – Wendy Keele*, Amanda Kusek

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

Wendy Keele from Sixpence Teen Parent Home Visitor/Specialist position (classified salary) to Sixpence Child Care Partnership Coordinator (certificated position) effective April 10, 2018. Ms. Keele will be placed a MA18-6 according to the 2017-2018 Certificated Salary schedule and will have an additional 20-day extended contract.

Amanda Kusek from 1.0 Special Education Paraeducator position to 0.50 FTE Special Education Paraeducator position at Hawthorne.

Classified Staff Releases/Resignations/Retirements – Tania Brenneman, Aimee Chipps, Donna Horton, Kelsey Norden, Jane Sayer

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

Tania Brenneman resigning from ELL Paraeducator position at Senior High effective at the end of the 2017-2018 school year.

Aimee Chipps resigning from 0.50 Special Education Paraeducator position at Hawthorne effective May 4, 2018.

Donna Horton retiring from Library Paraeducator position at Alcott effective at the end of the 2017-2018 school year.

Kelsey Norden resigning from evening Custodian position at Middle School effective April 6, 2018.

Jane Sayer resigning from Special Education Paraeducator position at Hawthorne effective April 13, 2018.

Classified Staff Appointments – Jessica Voorhees

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

Jessica Voorhees to Evening Custodian at Middle School/Watson to replace Christopher Guidel who transferred to another position. Ms. Voorhees will be paid the starting wage for night Custodian according to the 2017-2018 classified salary schedule. Information about Ms. Voorhees is attached.

Dear Mr. Kautz:

I am writing to request a leave of absence for the 2018-2019 school year.

My husband and I have a home in Arizona and would like to spend January and February there next year. My plan is to become a substitute teacher for HPS when I am in Hastings and substitute in Arizona when I am there. This has been a very difficult decision for me because I love my Watson family but I feel it is the best decision for me at this time.

Sincerely,

Jolene Hinrichs

CERTIFICATED EMPLOYEE LONG-TERM LEAVE OF ABSENCE

It shall be the policy of the Hastings Public Schools that long-term leaves of absence will be granted upon recommendation of the Superintendent of Schools and at the discretion of the Board of Education.

Approved 11-18-02 Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOL

1. No more than one (1) teacher per building per day may be granted such leave. The Superintendent of Schools or designee may, at his/her discretion, make exceptions to this rule.
 2. A substitute teacher, acceptable to the principal of the school, must be available for the classroom.
- c. Unpaid Leave: When an employee has exhausted the personal leave days provided in Section 9.5 (a) of this Agreement, he/she may be granted additional days of personal leave at full loss of pay, provided that the proceedings and conditions set forth above are followed. Additional days of personal leave for family travel, winter vacations, or other trips for personal pleasure shall not be granted. The Superintendent of Schools, however, shall have the authority to grant additional days of unpaid personal leave for truly exceptional opportunities or circumstances.

Section 9.6 - Jury Duty: Employees covered by this Agreement who are required to serve on a jury shall suffer no loss of pay, provided that all jury fees, except reimbursement for expenses, received by any such employee shall be turned over to the School District.

Section 9.7 - Military Leave: Military leave shall be granted in accordance with applicable law.

Section 9.8 - Long-Term Leave of Absence: Employees covered by this Agreement will be granted a long-term leave of absence upon recommendation of the Superintendent of Schools and at the discretion of the Board of Education. Such leaves will be granted only under the following conditions:

- a. Unless expressly provided to the contrary, such leaves shall be without pay.
- b. Application for such leave must ordinarily be filed with the Superintendent of Schools at least one month prior to the date that the leave is to take effect. If, however, a long-term leave of absence is anticipated for the ensuing school year, applications for the leave must be filed no later than May 31 of the preceding school year.
- c. An employee requesting a long-term leave of absence has been employed by the District for at least five (5) years.
- d. An employee who is granted a long-term leave of absence will be reinstated only if there is a vacant position for which he/she is qualified.

The duration of a long-term leave of absence will not exceed one calendar year; i.e., twelve (12) months. An employee who is granted a long-term leave of absence may continue to participate in the District's group insurance plans, provided that he or she pays the monthly cost of the premiums.

Section 9.9 - Professional Leave: Employees covered by this Agreement may be granted leave days to attend workshops, seminars, conferences, etc., provided that approval is

TITLE I PARENT AND FAMILY ENGAGEMENT

The Hastings Public Schools will follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law.

Legal Reference: Section 1116 (a-f) ESSA, 2015

Cross Reference: 1005.03 Parental Involvement in the Schools

Approved

Reviewed

Revised

HASTINGS PUBLIC SCHOOLS

TITLE I PARENT AND FAMILY ENGAGEMENT

The District Parent and Family Engagement Policy will be developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy will help to assure:

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education, including parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports, and other activities will be sent to parents of participating children in a format, to the extent practicable, in a language the parents can understand.
- Parents are to be involved in the planning, review, evaluation and improvement of the Title I Program, the Parent and Family Engagement Policy, and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This also includes the planning and implementation of effective parent and family involvement activities.
- An annual evaluation, with meaningful and family involvement, of the content and effectiveness of the Parent and Family Engagement Policy. The findings of the evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children.
- The school provides other reasonable support for parental involvement activities.
- Parents of participating children are provided with timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- The District will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and to the extent practicable, in a language the parents and family members can understand.

- Teachers, specialized instructional support personnel, principals, and other school leaders are educated in the value and utility of parental contribution and how to reach out to, communicate with, and work with parents as equal partners.
- Parent involvement programs and activities are coordinated with other federal, state and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Approved

Reviewed

Revised

HASTINGS PUBLIC SCHOOLS

HOMELESS CHILDREN AND YOUTH

The Hastings Public Schools shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

I. Definitions:

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances as described above.

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

II. School Stability:

School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including; the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.

Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

III. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

- Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
- Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
- In a manner consistent with the Federal Education Rights and Privacy Act.

IV. Services:

Local Education Agency Liaison: The District shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending the Hastings Public Schools. The LEL responsibilities shall include, but are not limited to:

- Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison; and community and school personnel responsible for education and related services to homeless children and youths;

- Receive appropriate time and training in order to carry out the duties required by law and this policy;
- Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
- Ensure that homeless children and youths:
 - A. Are enrolled in school which includes attending classes and participating fully in school activities;
 - B. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
 - 1. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
 - 2. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- Ensure that public notice of the educational rights, and available transportation services, of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
- Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

V. Dispute Resolution:

The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.

In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute

resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.

Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Approved 9/15/03

Reviewed 8/17/15

Revised

HASTINGS PUBLIC SCHOOLS

STUDENT FEES

The Board of Education of the School District of Hastings Public Schools authorizes the charging of fees to students, as provided by the Public Elementary and Secondary Fee Authorization Act. A public hearing on student fees will be held on or before August 1 each year. Following the hearing, the Board will take final action on the proposed fees and other items required to be furnished by students. The adopted fee policy shall be published in the student handbook.

All money collected from students for participation in extracurricular activities, postsecondary education costs, and summer school or night school shall be deposited in the Student Fee Fund. Money will be expended from the Student Fee Fund for the purposes for which it was collected from students.

A waiver form will be available in the Superintendent's Office that will be required to be filled out by parents (guardians) when a student who qualifies for free or reduced-price lunches requests to have fees, supplies, or equipment costs waived. All students who qualify for free or reduced-price lunches under the United States Department of Agriculture Child Nutrition Program and request waiving the fees may be approved after verification of their free and reduced-price lunch application. However, participation in the free or reduced-price lunch program is not required to qualify for the fee, supplies, and equipment waiver.

Specific information about fees and other required materials and equipment may be delineated in the student handbook or the equivalent (for example, publication may be made in a supplement or addendum to the handbook).

Legal Reference: Neb. Constitution, Art VII, Sect. 1
 Neb. Statute 79-215 (tuition)
 79-241 (option student busing)
 79-605 (nonresident busing)
 79-611 (transportation fees)
 79-734 (books, equipment and supplies)
 79-2,104 (student files)
 79-2,125 to 2,134 (student fees law)
 79-1104 (before-and-after-school services)
 79-1106 to 1108 (learners with high ability)

Cross Reference:	505.05	Fines for Lost or Damaged Items
	506	Student Activities
	507.01	Student Records Access
	801	Transportation
	802.05	Free or Reduced Cost Meals Eligibility
	1005.01	Public Complaints

Approved 9-15-03 Reviewed 7-19-04, 7-18-05, 7-17-06, 7-16-07, 7-21-08,
7-19-10, 7-14-11, 7-12-12, 4-15-2013 Revised 07-19-04

Recommendation for HPS Fees/prices for 18-19

1. Student Activity Tickets remain at \$35 (Adult Passes remain at \$70)
2. Computer Home Usage would remain at \$35.
3. Admission to High School contests remain \$6 for adults/\$4 for students
***HPS students in grades **K-8** will be admitted to all Hastings High Activities for free if they are accompanied by a paid adult and the event is taking place on the Hastings High School Campus **or Hastings Middle School Campus**.
4. Admission to HMS activities remain \$4 for adults and \$3 for students.
5. HMS classroom fees:
 - Home Economics: \$5 - \$20 depending on the project selected
 - Home Economics: \$10 lab fee
 - Technology: \$15
 - Woods Class: \$20
 - Manufacturing: \$35
6. HHS classroom fees:
 - Consumer Science: \$10
 - Art: \$10
 - Welding: \$15 for a semester/\$25 for the year
 - Woods: Based on project selection (**generally \$65 or less**)
 - Advanced Furniture: based on project selection (\$50-\$500)

Hastings Public Schools Office Of The Director Of Finance

MEMO

To: Craig Kautz, Superintendent

From: Jeff Schneider, Director of Finance



Re: Watson HVAC Bid

Date: April 10th, 2018

I recommend that we accept the following bid from Rutt's Heating & Air (Hastings, NE) in the amount of \$415,770 for the Watson HVAC Bid. The money to pay for this purchase will come from the Depreciation Fund.

Bids:

Rutts: \$415,770

Conditioned Air: \$422,575

Hastings Public Schools Office Of The Director Of Finance

MEMO

To: Craig Kautz, Superintendent

From: Jeff Schneider, Director of Finance



Re: Watson Ceiling Bid

Date: April 10th, 2018

I recommend that we accept the following bid from Amax (Kearney, NE) in the amount of \$27,995 for the Watson Ceiling Bid. The money to pay for this purchase will come from the Depreciation Fund.

Bids:

Amax: \$27,995

TC Ceilings: \$38,000

Hastings Public Schools Office Of The Director Of Finance

MEMO

To: Craig Kautz, Superintendent

From: Jeff Schneider, Director of Finance



Re: Watson Light Bid

Date: April 10th, 2018

I recommend that we accept the following bid from Echo Electric Supply (Hastings, NE) in the amount of \$28,562.30 for the Watson Light Bid. The money to pay for this purchase will come from the Depreciation Fund.

Bids:

Echo: \$28,562.30

Dutton Lainson: \$31,131

Class Rank and Valedictorian

Why Examine?

Within the past several years, changes related to class rank practices have surfaced nationwide, as well as within the District.

IDENTIFIED CONCERNS

- Learning vs competition
- Transfer students
- Valedictorian

HIGHLIGHTS FROM RESEARCH ARTICLES

- *“Research suggests that of all factors used in college admission decisions, grade point average and high school grades are the best predictors of college success.”* - Hanover Research, November 2014
- *“The practice of using class rank as a metric in admissions decisions has declined over the past two decades.”* – Hanover Research, November 2014
- *“Only 19% of colleges and universities give class rank “considerable importance” in the application process. Among the traditional measures of student quality, class rank is widely described by admissions officers as the fuzziest.”* – Eric Hoover, *Chronicle of Higher Education*, December 2012
- *“Grades in college preparatory courses and strength of curriculum were considered by colleges to be the top factors in the admission decision, followed closely by admission test scores and grades in all courses.”* – Clinedinst & Hawkins, *State of College Admissions*, 2012

PRACTICAL FINDINGS

Admissions

Colleges and universities range in use of class rank

- Some not at all (UNL, Wayne, Doane, Wesleyan)
- Others using it as one of two to three performance criteria (UNO, UNK)
- Others who create own calculations (Creighton, NWMissouri)
- Yale, Harvard, Stanford – Holistic evaluation of applicant

Scholarships

- UNO: Use a combination of ACT and either Class Rank or Cumulative Grade Point Average
- UNL: Review overall academic profile, including Grade Point Average, ACT/SAT scores Class Rank (if provided) and rigor of coursework
- Yale, Harvard, Stanford – Holistic criteria, special interest funded

Practices of other districts

Schools that do NOT rank students: Grand Island, McCook, Seward, York, Millard, Papillion LaVista, Papillion LaVista South, Creighton Prep, Omaha Brownell Talbot, Omaha Marion

Schools that are considering NOT ranking students: Shelton, Brady, Boyd, Clarkson, Kearney, Kearney Catholic

BENEFITS OF CRITERION-BASED SYSTEM: LATIN HONORS RECOGNITION

- Measures performance based on the individual student and not against the performance of other students.
- Recognizes all students who perform at multiple levels.
- Utilizes a system familiar to and applied by most colleges and universities.
- Enables students to focus on challenging themselves academically, focusing on areas of personal interest, and lessening anxiety if feeling pressured academically, as well as participate in a wide variety of activities without a sole focus on mathematical advantages derived from class rank.

What to Change?

Class Rank and Valedictorian

PROPOSED CHANGE

Recognize student honors using the Latin System (criterion-based):

- Summa Cum Laude 4.0 and above (With the Highest Distinction)
- Magna Cum Laude 3.75-3.99 (With Great Distinction)
- Cum Laude 3.50-3.74 (With Distinction)

POTENTIAL HANDBOOK LANGUAGE

The Hastings Public Schools Grading policy shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable. Weighted grade points shall be given to those grades received in Honors classes.

Class Rank

Class rank shall be calculated and provided for the Classes of 2018 - 2021.

Effective with the high school class of 2022 and thereafter, Class Rank will no longer be calculated. Beginning with the class of 2019, the class standing system used will be as follows:

- Summa Cum Laude 4.0 and above (With the Highest Distinction)
- Magna Cum Laude 3.75-3.99 (With Great Distinction)
- Cum Laude 3.50-3.74 (With Distinction)

If we were to use the 2017 graduating class and apply that to the proposed Latin System, the breakdown is assigned below:

- Summa Cum Laude 4.0 and above = 28 students
- Magna Cum Laude 3.75-3.99 = 22 students
- Cum Laude 3.50-3.74 = 18 students

To recognize achievement, honor cords are awarded to seniors based on cumulative GPA--excluding the 2nd semester of the graduating year.

- Orange and black honor cords are awarded to seniors with a 4.0 or above GPA
- Orange and white honor cords are awarded to seniors with a 3.75-3.99 GPA
- Black and white honor cords are awarded to seniors with a 3.50-3.74 GPA

Academic Letter

Academic letters are awarded every year to those students who receive a GPA of 3.50 or above 1st and 2nd semester of the same school year. Students will be recognized in the fall for the prior year's recipients for grades 9-11. Seniors will be honored in the spring of their senior year at Honor's Night.

Valedictorian

Beginning with the Class of 2022, because class rank will no longer be calculated, students will no longer be identified for valedictorian status. Until that time, full time students who take 75% of the available honors courses offered at HHS and have the highest rank may be considered as valedictorian of their graduating class. Students must carry the equivalent of at least 25 credits per semester to qualify.

Grade Point Average

A student's GPA shall be calculated by dividing the total grade points achieved (standard and weighted) by the total course credits earned. Weighted grade points will apply to Honors courses.

Sahely Acosta Varela
Emma F. Albers
Alexander Aldrich
Eduardo Alvarez Gonzalez
Jaci Jean Anderson
Kai Matthias Anderson
Blaine Michael Araujo
Blake Stewart Aspen
Kaila M. Avent
Grayson Baker
Mainor Banegas
Jeromy Jay Barber
Yacqub Barre
Emily H. Beave
Lisbel Bejerano
Tatiem Reece Bender
Jeramia Dean Bennett
Jake Matthew Blazer
Cooper Jon Blunck
Jennifer L. Boeve
Tyson J. Bonham
Josephine M. Bosilevac
Melody Boyles
Cameron Brakenhoff
Joshua Aaron Brooks
Brianna M. Brown
Connor James Burch
Isaac Bustillos
Omar Callejas
Elizabeth L. Campbell
Lauren A. Canady
Christopher Michael Carey
Kayla L. Carlsson
Jalen Rose Carnahan
Magdalena M. Castro
Alexander Morris Ceperley
Luke James Chamberlain
Hannah Jo Chaon
Alyssa J. Chitty
Joshua S. Coe
Cambria Lee Collins
Jenna R. Cox

Madison M. Crawford
Christian LaBrie Creech
Abigail Jaqueline Cully
Gabrielle Dianne Elizabeth Dart
Ricardo Jordan Diaz
Summer Mackenzie Doremus
Forest Drummond
Brianna Lee Dulitz
Lisa Marie Duncan
Cameron Taylor Edwards
Shelly A. Eiseman
Jeffery Dale Ellis
Eric R. Fielder
Brenda Figueroa
Luke Travis Fincher
Michael Fontana V
Jeffrey Richard Fontana
Collin Matthew Dale Fowler
Mara Christina Franssen
Maira F. Gallegos
Ruben Ernesto Gama
Jaden D. Gamber
Erica Garcia
Jaeda Gasu
Tyson Jay Gatto
Dylan R. Glaser
Jaime Y. Gomez
Israel Gonzalez Magallanes
Raul Gonzalez Molina
Tanner N. Griffith
Miguel A. Guillén
Tre M. Hanson
Brenden Harris
Kara Lynn Hartman-Summers
Kailea Nicole Hauner
Ashley Nicole Hawes
Ashley M. Hein
Alexis J. Henry
Samantha R. Hernandez
Nicholas Adam Herringer
Justin Dean Hester
Darren W. Hillis

Jayden Thomas Hillis
Michael Timothy Hobbs
Jaqi Anne Hoffman
Grant C. Hohlfeld
Brendan David Hoselton
Adrianna Lin Hoskins
Benjamin Michael Howie
Moises A. Huevo Gonzalez
Lindsey Kay Hughes
Eloy Jimenez Hernandez
Anna Rachelle Johnson
Dakotah R. Johnson
Samuel Edward Johnson
Ambrosia C. Jones
Brady Alan Jones
Evan Matthew Joshua Jones
Garrett F. Jones
Kaitlin E. Kamper
Naomi Kee
Joseph F. Keele
Hannah Lynn Kelly
Patricia A. Kemmish
Tyler Edward Allen Kennedy
Thomas William Kerr
Blayne G. Kile
Britney Lynn Krueger
Jaiden Sarah Kully
Coley D. Lacy
Aaron J. Latta
Connor William Laux
Richard Thomas LeBeau III
Collin S. Lewis
Nicholas Dean Lewis
Anthony Leyva
Lance Jacob Lindstrom
Kolby Jordan-Lynn Lintz
Dylan Robert Lockling
Morgan E. Long
Joanna Cecilia Lopez-Hernandez
Isaiah Eric Lopez
Taylor W. Lukas
Briana Lundquist

Christopher T. Mai
Phoebe Leigh Manandik
Hope M. Marino
Guadalupe Martinez Torres
Jozie R. Mattison
Emma Suzann Mays
Haley M. Mazour
Lindsay C. McBride
Tara McBride
Jeremy M. McChesney-Paulson
Kennedy E. McCoy
Jennifer Mendoza
Briana Marie Lynn Meyer
Peyton P. Middleton
Ashlynd K. Miller
Daisy Tuialu'ulu'u Mohler
Zachary Bartley Mollohan
Elizabeth Marina Molnar
Ellie Marie Moncrief
Courtney Renae Murray
Hallie Kay Murray
Danyel R. Naslund
Riley Brent Nelson
Isabella Nicolette Annastacia Nicolarsen
Margaret E. Nielsen
Miranda Lynn Niemeyer
Haylee Reagan O'Connell
Maddison O'Neill
Ashton Paul
Amber D. Pavelka
Julie Marie Nakashima-Pedroza
Teyler Phelps
Ngoc Minh Phuong
Dagny Nicole Pinkus
David Pinzon
Jonathan Pinzon
Dustin A. Pokorney
Amber Ann Price
Justise Elvira Propp
Berenice Ramos
Joshua J. Regalado
Julia DiMauro Reimer

Carlie J. Remmenga
Breanna Rickert
Julia A. Rivera
Jonathan G. Roberts
Alex A. Robles
Chandice Lily Rogers
Tessa Taylor Rothfuss
Emily Kay Samuelson
Alexander A. Sanderson
Alexander Steven Schrock
Braxton Ray Schumm
Caitlyn Ray Schumm
Zachary Robert Seamann
Dakota T. Sell
Alan Serrano
Michael Shaw
Lukaas Dean Simonson
Seth Adam Simonson
Patrick R. Sinclair
Lanita Renée Sledge
Brenden Dean Smith
Joel Austin Smith
Leah R. Smith
Aaren Marie Smolla
Jan Carlo Solis Concepcion
Manuel Soto-Samaniego
Tavia Elize Steenson
Camryn JoHannah Steffen
Amanda Mae Stramel
Shaylee Nicole Stroyek
Rachel Nicole Svoboda
Tommy Lee Swartz
Duang Tang
Preston Jay Taylor
Spencer E. Tessman
James Thai
Anastasia Sophia Theoharis
Larsen M. Tibke
Burke E.S. Todd
Nathan M. Trindle
Ashante Andrew Turner
Joseph Turvey

Riley Utter
Jorge D. Valle
Adam C. Vander Veer
Hannah Marie Veik
Deoniso Ventura
Ilse A. Vitela
Logan Mitchell Warner
Miranda Nicole Warner
Bryant Joseph Warrick
Adrian I. Washington
Carson B. Wathen
Jordan Matthew Waugh
Ian M. Werschke
Gavynn M. West
Luke A. Wilkie
Nicholas Valton Matthew Wilson
Natasha Ann Winder
Rachel Noel Witt
Damon Woehr
Rachael Noel Wolfe
Denise Wright Fonseca
Triston M. Wright
Payton C. Wynn
Jake J. Yohn

Samantha Berck
Ian Bernhart
Conner J. Brown
Vincent M. Cushing
Antonio Giovanni DeGeorge
Olivia Kathryn Douglas
Tanner D. Farris
Maira Gallegos
Brenden S. Keever
Jordana Mackenzie Kelley-Nelson
Zack Khamouna
Jentri Shea Lara
Dionna Latigue
Destiny M. Marcotte
Araceli H. Martinez
Megan Elizabeth Pohlmeier
Katlynn Potter
Matthew Servantez

External Review Follow-up

From February 2016

Identify, formalize in policy, and evaluate all priority system and school improvement processes to ensure sustainability of the culture of continuous improvement.

March 2016: Met with Administrative Learning Team to discuss how to proceed. Identified some priority systems (**Materials selection processes—core, supplemental and intervention, Instructional Framework, PLC processes, Learning Cycle, New Teacher Induction (criteria for mentors, Master Teachers by Design Questions/Elements)**), RtI, Intervention and Enrichment processes, New student arrival, Professional Development/Learning, Continuous Improvement), and solicited representatives to form a task force to begin the work. Two elementary principals and two secondary principals, together with the CIA Director, will lead this work. We also decided that this work would either be stand-alone guides and/or be combined with other handbooks currently used in HPS, depending on the priority system.

April/May 2016: Initiated task force; *Summer 2016:* Task force drafted written guides for priority systems

2016 – 17 School Year: Task force took draft guides to building principals for feedback at each month's Management Meeting. Because of the number of guides, this has taken all year to gather quality feedback on all priority systems. Feedback will be obtained from other key leaders in the District in the future.

Summer 2017: Task force considered feedback and revised guides for priority systems

Fall/Winter 2017: Task force shared guides with specific staff and external professionals (higher ed, ESUs, NDE, other districts) for feedback and implementation in 2018 – 19 and received feedback.

Spring 2018: Task force reviewed feedback and made appropriate revisions. Director of Learning shared guides with Superintendent for next steps, including informing the Board and taking to staff for 2018 – 19.

Complete the system plan to align curriculum, instruction, and assessment in all content areas and grade levels.

Spring 2016: The CIA Director met with Learning Team liaisons and trained them in how to create units in eDoctrina. As part of the training, liaisons saw a sample of the reports available through the process, as well as identified powerful reasons for why we should engage in this work. Additionally, questions were raised that will become clarified as we engage in the process. Liaisons then met with their colleagues in District-level learning teams to share the reasons and process for curriculum mapping. Much of this work will be accomplished as part of summer work.

External Review Follow-up

From February 2016

Summer 2016: As part of Summer Work, teachers in Language Arts (6 – 12), Science and Social Studies created unit plans in eDoctrina for the creation and use of Standards Usage Reports, Curriculum Maps, and Scope and Sequence documents.

2016 – 17 School Year: All other content areas (excluding K – 5 Reading and K – 12 Math) created unit plans in eDoctrina for 2 – 3 courses for the creation and use of Standards Usage Reports, Curriculum Maps, and Scope and Sequence documents. Almost 600 Units were completed for 2016 – 17.

eDoctrina Usage

	2013 – 14	2014 – 15	2015 – 16	2016 – 17	2017 – 18
Number of assessments:				(as of 4/21/17)	(as of 4/5/18)
	971	1,668	1,836	1,865	2,095
Number of Logins:					
Staff	3,999	8,698	9,374	10,397	11,328
Students	9,304	18,125	33,648		
Number of Paper/Pencil Assessments Scanned in:					
		30,944	58,825	50,968	58,030
Number of Online Assessments				47,183	65,240
Number of webscanned assessments				4,380	6,125

Summer 2017: All remaining content areas created unit plans in eDoctrina for the creation and use of Standards Usage Reports, Curriculum Maps, and Scope and Sequence documents.

Fall 2017: All staff revised unit plans and use Standards Usage Reports, Curriculum Maps, and Scope and Sequence documents.

Spring 2018: Staff who have not completed their Units met with the Director of Learning to do this as part of a professional development day.

Develop and implement system-wide common grading and reporting practices based upon the attainment of knowledge and skills.

2016 – 17 School Year: Building Principals studied Grading Best Practices (resources include ASCD courses, books, and journal articles) as part of Monthly Learning Meetings. Approximately 90 minutes were devoted to this learning each month. This also included planning for sharing this learning with staff. In the Spring, a 5-year plan was developed to build capacity of staff to understand sound assessment and grading practices and implement identified changes.

Summer 2017 and 2017 – 18 school year: Building Principals and designated staff from each building engaged in the Executive Leadership Program (ELP) from Learning Forward Nebraska as they study change theories and processes and the Standards of Professional Learning, as well as apply this learning to their own settings regarding Grading Best Practices.

External Review Follow-up

From February 2016

2018 – 19 School Year: Initiate District-wide study of Gradeing Best Practices in all buildings, led by participants from 2017 – 18 ELP.

Investigate, develop, utilize, and evaluate additional modes of two-way communication with parents, students, and community to encourage increased feedback and ownership by all stakeholders.

Spring 2016: Met with SI Leadership to identify potential communication venues (as part of Key Action 17 in Breakthrough)

Summer 2016: All building school improvement teams identified one communication channel they would pursue during the school year.

Fall 2016: Initiated one or more two-way communication channels at each building, and reflected on this at a Learning Meeting for future refinement.

Spring 2017: Evaluated the impact of the two-way communication channels initiated in 2016 – 17 and planned for next steps in 2017 – 18.

Fall 2017: Initiate one or more two-way communication channels

Budgeting

A district budget is required by law. It is a plan of expenditures that allows us to identify our fixed costs as well as estimate the remainder of our expenses. Within the budget, Hastings Public Schools allocates resources to different programs in the district such as operations, technology, curriculum, building budgets, etc.

The budget process begins with identifying receipts. The receipt portion of budget development gives the district an estimated amount of funding from which to build the budget. Expenses are established and a proposed budget is developed. The Director of Finance seeks the approval Superintendent for the proposed budget, discusses the budget with the Board of Education, and publishes a summary of the proposed budget in the official paper of the district. Every September the Board of Education acts on a budget, after which it is submitted to the Nebraska Department of Education.

To determine whether the budget is adequate, we begin by analyzing data from the previous year to assess whether we remained within the allotted budget. The budget is determined to be appropriate if the Hastings Public Schools continued to have resources and has not borrowed money for daily operations. Although the success of a budget is subjective, given potential reserves, another indicator of a successful budget is when evidence determines that district resources are being spent on district priorities.

Departments and buildings are provided a budget amount each year. The specific dollar amount is provided by the Director of Finance, in consultation with affected parties, and is largely based on the previous year budget amounts (plus or minus funding differences based on revenue).

Board Policy:

FISCAL MANAGEMENT GOALS AND OBJECTIVES

The School Board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board intends:

1. To encourage advance planning through the best possible budget procedures.
2. To explore all practical and legal sources of financial income.
3. To guide the expenditure of funds so as to achieve the greatest educational returns.
4. To require maximum efficiency in accounting and reporting procedures.
5. To maintain a level of per-pupil expenditure needed to provide high quality education.

As trustee of community, state, and federal funds allocated for use in local education, the School Board has the responsibility to protect the funds and use them wisely.

BUDGET PLANNING, PREPARATION, AND SCHEDULES

Prior to certification of the budget, the Board will review the projected revenues and expenditures for the School District and make adjustments where necessary to carry out the education program within the revenues projected.

A budget for the School District shall be prepared annually for the Board's review. The budget shall include the following:

- the amount of revenues from sources other than taxation;
- the amount of revenues to be raised by taxation;
- an itemization of the amount to be spent on each fund; and,
- a comparison of the amount spent and revenue received in each fund for like purposes in the immediately preceding fiscal year.

It shall be the responsibility of the Superintendent to prepare the budget for review by the Board and place it on file with the District prior to publication of the budget hearing notice.

The Board shall adopt and certify a budget for the operation of the School District to the County Clerk by state required dates. It shall be the responsibility of the Board Secretary to file the adopted and certified budget with the County Clerk and other proper authorities.

The Board may amend the budget for the fiscal year in the event of unforeseen circumstances or to correct a clerical, mathematical, or accounting error. The Board shall follow the procedures for public review and adoption of an amended or corrected budget as outlined by statute.

The Board will review the financial condition of the District monthly and shall require the Superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts, and remaining balances in each fund. This statement will be used as a guide for projected purchasing and as a guide for budget transfers.

Legal Reference: Neb. Statute 13-501 et seq.
79-1083 et seq.

Cross Reference: 204.03 Public Hearings
704 Accounting System
705 Revenue
706 Expenditures

Approved: 4-19-04 Reviewed: 12-17-12 Revised: 12-17-12
HASTINGS PUBLIC SCHOOLS

Hastings Public Schools Hiring Processes for Certificated and Classified Employees

Why do we do it?

The administrative, certificated and classified staff of the Hastings Public Schools continually work towards effectively serving the learning needs of students through a hiring process that selects and employs the best possible candidate from a pool of qualified candidates.

What is the hiring process?

The hiring process begins when a vacancy occurs. Vacancies are created when a staff member resigns, retires, transfers, or is terminated from an existing position and the administration determines a replacement is required or when a new position is approved by the Board of Education. Available certificated positions are advertised within the district, the Omaha World Herald, the Nebraska Schools Employment Network, Teach in Nebraska, and, depending on the position, through other appropriate outlets. Available classified positions are advertised within the district, in the Hastings Tribune and, depending on the position, through other available outlets.

Supervisors follow a process that includes reviewing applications (including Teacher Insight scores for teaching positions) and references, selecting finalists, determining whether group interviews will occur, conducting interviews, gathering feedback, and making a decision and recommendation to the Superintendent for approval and for Board of Education approval.

How do we do it?

Board policy outlines the specifics of hiring practices

(<http://www.nasbonline.org/OnlinePolicyManuals/Policy/Index/5273>, policy 406.02, 406.06 412.02, and 412.05 and Rule 406.06R and 412.05R). Depending on the position and time of year, building principals decide upon the use or non-use of a committee, and their level of input into the hiring decision for recommendation to the Superintendent and approval of the Board of Education.

HASTINGS PUBLIC SCHOOLS HIRING SEQUENCE

A staff member resigns, retires, or has his/her employment terminated or a new position is created with Board of Education approval.

1) **Determine the hiring need.** Does the vacant position need to be filled or can the responsibilities be eliminated or assumed by other positions. In the case of a new position, such analysis should take place before the position is created.

2) **Initiate filling the vacancy.** Contact HR to begin the hiring process (Contact Jeff for classified vacancies and copy Denise. Contact Craig for certificated vacancies and copy Denise.)

- a) If the position is approved to fill by HR (Jeff or Craig), determine with HR whether the vacancy should be filled by an internal transfer from within the building or department.
- b) If a building or department transfer would fill the vacancy, return to step one above and work the initial steps until a vacancy exists that cannot be filled with someone from within the building or department.

3) **Review the job description or create a job description.** Also determine days of work, hours, compensation, and benefits.

4) **Create a hiring plan** that includes: a vacancy advertisement; advertisement outlet where posting will occur; length of time or number of advertisements per outlet; a determination of hiring process leadership; a determination of any recruitment efforts; criteria for initial screening; a determination on the use of a selection committee, selection committee membership and membership responsibility; standard interview questions; the interview protocol (who asks questions/are follow-up questions allowed/etc.); and the selection process timeline.

5) **Post and promote the job opening.**

6) **Initial applicant screening.** A review of applications, interest letters, resumes, and written references. Be sure teacher applicants complete Teacher Insight. The District may also include electronic reference checks and/or phone reference checks to determine finalists.

7) **Conduct interviews with finalists.**

8) **Make additional reference checks.** These should be person-to-person over the telephone. A minimum of three should be completed, one from outside the references provided by the finalist.

9) **Check with District HR to discuss recommendation and to make an appropriate job offer** (Jeff or Craig for approval, copy Denise).

10) **Make job offer** pending the outcome of background check and, as applicable, the physical capacity assessment required for the filling of certain positions.

11) **Seek Board approval.**

12) **Post-hiring phase.** Once the candidate accepts the job offer, he or she is hired. This kicks off a phase of filling out and filing paperwork related to employment including eligibility to work forms, tax withholding forms, and company specific forms.

How do we know it's working?

- District Dashboard of student performance
- District benchmark student performance data by grade-level, building, and class
- iObservation Observations and Evaluations Reports
- Teacher Insight Scores

New Teacher Induction

Why do we have New Teacher Induction?

To ensure that each Hastings Public Schools student receives the best instruction possible, a new teacher induction and support process is in place to provide the necessary support for newly hired teachers.

What is the New Teacher Induction and Support Process?

During their first year in Hastings Public Schools, all teachers are supported with a designated guide, induction trainings, and PLC support.

Criteria for teacher guides:

When administrators select a guide, it is important for the teacher to have at least 5 years of teaching experience and to be considered a highly effective educator. The teacher guide should possess:

- Integrity
- Positive attitude
- Interpersonal skills
- Outstanding collaboration skills
- Excellent communication skills

While assigning a guide, teachers of the same grade level/or same content area will first be considered. If there are no suitable candidates, the search will move to one grade higher or to an area that is similar. A teacher guide will have only one new teacher.

Highly Effective Teacher by Design Questions/Elements:

A highly effective teacher is one who produces substantial gains in student learning (*R. Marzano, 2009*). Some of the characteristics for performance are the following:

- Value-added achievement scores between 85th and 97th percentile on district norms
- Scores of Innovating (4) on selected elements on Domain 1 that represent the teacher's personal formula for effective teaching and minimum scores of 3 on all other elements
- Minimum scores of 2 in Domains 2, 3, and 4 and a majority of scores of 3 or above (*R. Marzano, 2009*)

Induction Trainings

All certificated staff new to Hastings Public Schools will participate in induction trainings. The purpose is to provide new teachers with some specific content in areas that they need. All sessions are after school once per month from September through December.

Topics include:

- Essentials/Curriculum Maps
- PLC Foundational Principles
- Assessment Literacy
- Instructional Framework

- Data Usage and Analysis
- Balanced Literacy
- District and School Improvement

Teacher Observation/Evaluation – Process One – New Teachers

The following represents exceptional practice for improving performance. Employment decisions will only require practices prescribed (see bold items).

When?	Who?	What?	How?
*During the week of new teacher orientation or as soon as possible	*New Teacher (NT) *Guide *Principal and/or designee	*Principal and/or Guide will make initial contact	*The week of the New Teacher Orientation Meeting or as soon as possible
*New Teacher Orientation	*NT *Principal and/or designee *District Administration	Attend and participate in New Teacher Orientation or, as appropriate, other new teacher meetings scheduled during the year	*Meeting for all new teachers with District Administration on Orientation or other Development Days: -District Mission and Vision -Other *Meeting with Principal and Guide (if available) to: -Discuss Teacher Evaluation and Observation -Discuss School Improvement Goals -Work in building
*By third full week with students	*NT *Principal and/or designee	Two walk-through observations with written feedback to NT followed by a short conference (How are things going?)	*Principal spends 3 - 10 minutes in classroom while students are present two times within the first three weeks of school starting *Principal provides feedback with written notes
*September	*NT *PLC Liaison or building designee	*Meeting	*Answer questions/concerns, provide additional information about curriculum and/or programs, provide resources, and discuss instruction, etc. specific to the NT's assignment
*September- October 15	*NT *Supervising Administrator (SA)	*Walk-through, informal, or formal observations as determined by SA (normally – one walk through per month after September)	*SA provides feedback based on written notes
*September 14 - October	*NT *SA	*NT joins SA in a series of walk-through observations selected by the SA	*Throughout the observations, the SA and NT engage in a conversation about instructional strategies, classroom management, etc. (“As we walk into this classroom you’ll notice this teacher doing” or “What did you notice the teacher doing in this classroom?”)

*October	*NT *Guide	*First Partner Half-Day: Guide observes NT and provides NT with verbal feedback (This observation can be a video observation) *NT and Guide discuss the Growth Plan	*SA arranges for a .5 sub to cover time needed NT will complete self-assessment component of the Growth Plan
*October	*NT *SA	Informal observation (minimum 20 minutes) Meeting to discuss informal observation	*NT completes Steps 2, 3, and 4 of Growth Plan and submits Growth Plan to SA by November 1.
*November	*NT *Guide *Building designee if appropriate	*Guide reviews RTI, district support services/resources	*Guide will ask, "Do you have students with needs that you do not know how to meet?" and direct teacher toward support services (Examples of support services: Home School Liaison, Counseling, Kids Closet, Social Services, School Nurse, ELL, etc.)
*By December 18	*NT *SA	Required First Semester Formal Observation (Domains 1, 2, 3, and 4) based on classroom visit (no less than 45 min.) Meeting to discuss Required First Semester Observation	
*January -February	*NT *SA	*Walk Through, Informal, and Formal Observations as needed	*SA provides feedback based on written notes
*February	*NT *Guide	*Second Partner Half-Day *.5 day for NT to observe Guide's classroom and to discuss observation with the Guide * Guide observes NT and provides NT with verbal feedback (This observation can be a video observation)	*Hire a .5 day sub to carry out this process *Review due dates for upcoming position specific responsibilities (assessments, IEP issues, conferences, etc.)
*August - May	*NT *Guide	* Meet as appropriate	*Discuss needs, issues, accomplishments as appropriate
*First week of March	*NT *SA	Required Second Semester Formal Observation (Domains 1, 2, 3, and 4) based on classroom visit (no less than 45 min.) Meeting to discuss Required Second Semester Observation	*Review Growth Plan
* April	*NT *SA	Review Growth Plan	*Celebrate any success
*May	*NT *SA	SA completes evaluation and conducts a conference with the NT	*Teacher reflects on practice in order to develop a new Growth Plan as determined

How do we know that the New Teacher Induction Program is working?

- Turnover rates of teachers in first three years of teaching
- Exit survey of teachers in first three years of teaching who are leaving

Materials Selection

Why do we have a Core Materials Selection Process?

- To facilitate alignment between what is expected (standards), what is assessed, what is taught, and the resources used in classrooms
- To ensure equitable access to and support of core curriculum materials
- To ensure up-to-date resources in classrooms

What do we do?

Hastings Public Schools using a seven-year cycle for the allocation of funds for new core materials.

Planned K – 12 Curriculum Resources Allocation Cycle

Hastings Public Schools

Rev. Nov 2015

	2010 – 11/2011 – 12		2012 – 13	2013 – 14	2014 – 15	2015 – 16
Study & Purchase	Music K – 5 Math 6 – 12	K – 12 Writing Art	World Language Science	Social Studies FCS	Reading	Guidance PE/Health STS
Implement		Music K – 5 Math 6 – 12	Writing Art	World Language Science	Social Studies FCS	Reading

	2016 – 17	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22
Study & Purchase	Music Math	Business Media	Science Art	World Language Writing	Social Studies FCS	Reading
Implement	Guidance PE/Health STS	Music Math	Business Media	Science Art	World Language Writing	Social Studies FCS

	2022 – 23	2023 – 24	2024 – 25	2025 – 26
Study & Purchase	Guidance PE/Health STS	Music Math	Business Media	Science Art
Implement	Reading	Guidance PE/Health STS	Music Math	Business Media

Materials Selection

Study & Purchase = In-depth examination of Curriculum Essentials and possible blind pilot of selected resources, as well as purchase of materials from that school year budget (if possible)
 Implement = Full-scale implementation of new materials during the school year

The following are part of the Curriculum Materials Review process for all content areas:

- Identify committee members (number and level is dependent on the content area)
- Edit/Draft philosophy and Program Goals
- Align Essentials and Key Concepts to state or national standards, 21st Century Learning, and Rigor/Relevance
- Articulate Essentials and Key Concepts K – 12
- Determine how the decision for the selection of materials will be made
- Develop Materials Review Rating Form
- Create list of materials for review
- Conduct preliminary review of materials
- Pilot possible materials (optional)
- Gather input from staff
- Make final materials selection
- Make materials available for public comment
- Present materials to Board for approval
- Make professional development/implementation plans
- Order materials
- Distribute materials
- Plan for implementation monitoring
- Create Curriculum Maps (identify gaps/overlaps)
- Implement materials
- Monitor implementation and create plan for addressing gaps and overlaps

How do we do it?

HPS Curriculum Resources Review Timeline		
Timeline	Activity	Persons Responsible
Summer	<ul style="list-style-type: none"> ● Solicit Committee membership through procurement of names of staff from building principals ● Create membership of Committee with representation from every grade-level and building 	CIA
Fall	<ul style="list-style-type: none"> ● Invite members to Committee ● Edit/draft Philosophy/Goal Statements 	CIA/ Committee

Materials Selection

	<ul style="list-style-type: none"> ● Revise/clarify Essentials and Key Concepts to ensure alignment, articulation, and actual practice ● Gather feedback from staff on revised Philosophy, Goals, Essentials and Key Concepts ● Create list of materials for renewal/review ● Develop Materials Review Rating Forms ● Decide on how the decision on materials will be made 	
Winter	<ul style="list-style-type: none"> ● Review research from vendors ● Conduct preliminary review of materials and narrow materials selections to no more than 2 companies for each level/course ● Organize for vendor presentations if needed ● Possibly pilot materials options ● Further revise Philosophy, Goals, Essentials and Key Concepts 	Committee
Spring	<ul style="list-style-type: none"> ● Finalize Philosophy, Goals, Essentials and Key Concepts ● Gather input from full staff and make final materials selection (with full committee approval) ● Negotiate price quotes ● Make materials available for public comment ● Present curriculum documents and proposal to Board ● Order materials and plan for check in ● Make preliminary plans for professional development/implementation plan 	Committee
Summer	<ul style="list-style-type: none"> ● Review/update Curriculum Maps ● Distribute materials ● Conduct initial professional development ● Plan for implementation monitoring 	Committee
School Year of Implementation	<ul style="list-style-type: none"> ● Continue planning and delivery of professional development and implementation monitoring ● Add resources to Essentials template ● Review any requests for changes to Curriculum Map ● Check for alignment of Curriculum Maps and Common Assessments 	Committee

Why do we do have a **Supplemental Materials Selection Process?**

Materials Selection

While Hastings Public Schools works to ensure fidelity of core materials to the greatest extent possible, no core resource is perfect. As such, there will be gaps in content and skills needed by students that will be unmet by simply using core materials, by themselves.

What do we do?

Process for Initial start of Supplemental Resources

Each step of the process involves consultation and discussion with CIA

- Examine Data**
- Define and study the problem(s)**
- Research possible solution(s)**
- Prepare pilot plan**
- Implement pilot**
- Monitor pilot**
- Examine data from pilot**
- Depending on results, prepare for implementation or re-start process**

How do we do it?

Any certificated staff member can raise the question of a need for supplemental resources by contacting their building principal. The process outlined above is then initiated.

Why do we do an **Intervention Materials** Selection Process?

- To provide direct, systematic, and explicit instruction in skill areas that student(s) has/have not mastered whilst continuing to receive whole group instruction
- To provide instruction intensive enough to close gaps betwixt student performance and established benchmarks
- To provide panoptic intervention programs/practices that are evidence-based and proven to be effective

Tools:

- National Center on Intensive Intervention
- Institute of Educational Sciences
- Florida Center for Reading Research
- Consumer's Guide to Evaluating a Supplemental and Intervention Reading Programs Grades K-3
- Intensive Interventions for Students Struggling in Reading and Mathematics
- Extensive Reading Interventions in Grades K-3

What do we do?

TBD as part of MTSS Process

How do we do it?

TBD as part of MTSS Process

Materials Selection

How do we know our Materials Selection processes are working?

- District Dashboard of student performance
- District benchmark student performance data by grade-level, building, and class
- Formal and Informal staff feedback on implementation
 - Teachers
 - Instructional Facilitators
 - Liaisons
 - Building principals

Professional Learning Community Processes

Professional Learning Communities

What is it?

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

(<http://www.allthingsplc.info/about>)

There are three “[Big Ideas](#)” of a Professional Learning Community

#1 Ensure that Students Learn (Focus on Learning, not Teaching)

#2 Culture of Collaboration (Work Collaboratively)

#3 Focus on Results (not intentions)

Team definition: A team is a group of people working interdependently to achieve a common goal for which they hold each other mutually accountable. *(DuFour, DuFour, Eaker, & Many, 2006. Learning By Doing: A Handbook for Professional Learning Communities at Work.)*

Why do we do it?

The reason for Professional Learning Communities is to improve student learning through effective instruction, and to empower educators to improve our practice. We believe that education is a powerful means for breaking the cycles of poverty, racism, abuse, etc, and for unlocking the potential of every child. Through high quality learning, students gain hope for their future.

Successful schools literature confirms that collaboration is an effective strategy for improving student learning *(Darling-Hammond & McLaughlin, 1995; Little, 1990; Lortie, 1975; McLaughlin & Talbert, 2006; Newmann & Wehlage, 1995; Slater, 2008).*

Collaboration among teachers, when used effectively, is one strategy that has proven itself as a useful practice to improve instruction and student achievement. From instructional climate to instructional results, from staff engagement to staff improvement, the powerful effects of collaboration on creating successful schools is well-documented *(Darling-Hammond & McLaughlin, 1995; Little, 1990; Lortie, 1975; McLaughlin & Talbert, 2006; Newmann, King & Youngs, 2000; Newmann & Wehlage, 1995; Slater, 2008).*

Coupled with this hard evidence is the widespread recognition and almost unparalleled consensus among education experts that creating a collaborative workplace environment for teachers is the primary means for improving student learning *(DuFour et al., 2005; McLaughlin & Talbert, 2006).*

What do we do?

The District sets up parameters for engaging in professional learning communities. Tight parameters are non-negotiable, whereas loose parameters provide flexibility for putting the District vision into effect.

Professional Learning Community Processes

Learning Team Loose/Tight Configurations

Tight

- The Vision
- Membership on a Learning Team - All staff must serve on a Learning Team. Working with others, collaboratively and interdependently, is not an option.
- Each Learning Team will have “norms” that lead to effectiveness.
- 8 – 10 Essentials per content/grade level that are reflective of state, regional, national, and/or “expert association” standards/recommendations.
- Common formative and summative assessment(s) to monitor and improve student performance in a timely fashion.
- A systematic response to student learning deficits that ensures learning for each and every student.
- Being results-oriented (SMART Goals).
- Documenting the Learning Cycle by completing the Learning Team Products at least four times per year.
- Implementing the High Impact Elements from Domain 1 of Marzano’s Instructional Framework.

Loose

- How the Vision is specifically articulated and communicated to stakeholders.
- Staff members may, in consultation with their building principal and colleagues, serve on more than one Learning Team.
- The specific norms (as long as the norms make the Team effective).
- Within the common resources and materials of the District, the specific lesson plans each teacher develops to address the Essentials.
- On-going, day-to-day assessment that may be used in a particular classroom.
- Specific interventions or differentiation as long as it is a part of a system that improves the ability of each and every student to learn.
- The method of instruction used unless that method is shown to be ineffective in delivering improved results.
- The specific evidence provided on required documentation.
- The specific evidence to document implementation of the High Impact Elements.

How do we do it?

In order to facilitate the creation of a Professional Learning Community culture, the Hastings Public Schools Board of Education releases students one hour early from school every Wednesday afternoon. Teachers are then placed on both a Grade/Content/Department Team and a Similar Responsibility Team to meet on each Wednesday.

The purpose of these meetings is to address the four Critical Questions of PLCs:

Four Critical Questions of PLCs:

1. What do we want students to know and be able to do?
2. How will we know when students know/can do it?
3. What will we do when students *don't* know it?
4. What will we do when students *already* know it?

The first Wednesday of each month is designated as a Grade/Content/Department (otherwise known as “District” in some areas), twice (or more) per month is for Similar Responsibility Teams (generally the 2nd, 4th, and 5th Wednesday), and once per month (the third Wednesday) is for building-level Staff Development focused on PLC Questions 3 and 4.

Professional Learning Community Processes

There are certain tasks that do not meet the criteria of being part of an *ongoing process involving recurring cycles of collective inquiry and action research for better results for students*. The following actions, while a necessary part of schooling, likely do not meet the intent of what the designated Wednesday PLC time should be used for:

- Organizing an office
- Discussing student adversity without solutions
- Field Trip or other Special Event organization
- Calendar development
- Staffing
- Updating grades
- Creating bulletin/newsletter article
- Meeting with a vendor
- Work on budget
- Discussion of minutes from administrative meeting
- Generating reasons for keeping a program as it is
- Generating a list of why additional personnel should be hired
- Nominations for special award ceremonies, including student of the week
- Fundraising coordination
- Discussion of class sizes and projected enrollments
- Discussion and/or revision of surveys of parents
- Coordinating logistics of meetings
- Coordinating schedules
- Discussing equipment purchases
- Ordering supplies
- Completing paperwork unrelated to the Four Critical PLC Questions

Grade/Content/Department (District):

First Wednesday of each month

Elementary: Grade-level or Student-services

Secondary: Content-area or Department by building or Student-services Teams

Similar Responsibility Team:

The people on these teams are determined by the building principal, in consultation with affected teachers.

In general meet twice per month--2nd, 4th and 5th Wednesdays of each month

At the building-level.

Examples of Similar Responsibility Teams:

Elementary	Middle School	High School
3 rd grade teacher	7 th grade Math teacher	English 11 teacher
3 rd grade teacher	7 th grade Math teacher	English 11 teacher
3 rd – 5 th Special Ed teacher	7 th grade Special Ed teacher	English 11 Special Ed teacher
Media Specialist	Guidance counselor	ELL teacher

In general, each teacher is on a Similar Responsibility Team to focus upon the four critical questions of PLCs. Based on data, a principal may flex these teams.

Professional Learning Cycle

Why Are Products Needed?

"We do not learn from experience. We learn from reflecting on experience" - John Dewey

Professional Learning Community Processes

“Low-levels of implementation of the PLC process do not have a positive impact on student achievement” (Reeves, 2010).

“Without discrete team work-products produced through the joint, real contributions of team members, the potential of teams to dramatically improve performance goes untapped.” (Katzenbach & Smith, 1993, p. 90)

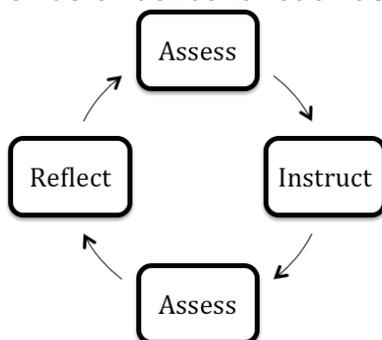
“In a PLC. . .people work together to focus on those questions that have the greatest impact on student learning: [The Four Questions].

“If people do not have a common goal, if they do not work interdependently, if they are not mutually accountable, they are not a collaborative team. If they do not focus on the issues presented above, they are not “co-laboring” in the right areas. Getting together to discuss student behavior or creating book clubs to discuss common reading is not creating a collaborative team” (DuFour, posted Aug 15, 2007 on allthingsplc.info).

What do we do?

The Professional Learning Cycle

The Professional Learning Cycle is continuous and part of the everyday work of every teacher. Similar Responsibility Teams **document their Learning Cycle at least four times per year.** In other words, teachers provide evidence for each aspect of the Learning Cycle.



Learning Team Evidence

Norms

Feedback for Each Learning Team Meeting

Learning Cycle Products (4 per year)

- Common Formative (Pre- or Dipstick) Assessments/Timeline
 - Data
 - Analysis of Data (Data Analysis Protocol Form)
- Common Summative (Post-) Assessment/Timeline
 - Data
 - Reflection on Data (Data Analysis Protocol Form)
- SMART Goal or Goals at the Similar Responsibility Team Level

How do we do it?

Sample Timeline:

Similar Responsibility Teams can develop their own timeline, with their principal’s assent, that best meets their needs

Due Date (to Principal)	Product	Explanation
Quarter 1		

Professional Learning Community Processes

Early September	Team Norms	Individually identify "pet peeves" Phrase into Norms
Early September	Data Analysis Protocol (Pre)	Administer the Similar Responsibility Team's common assessment; analyze using the Data Analysis Protocol Form
Early September	Common SMART Goal	For your Similar Responsibility Team, identify a Goal that is Specific, Measurable, Achievable, Results-based, and Time-bound
Mid October	Data Analysis Protocol (Post)	Using the Data Analysis Protocol Form, conduct an analysis of student performance
Quarter 2		
November 1	Growth Plan	Complete Growth Plan to identify areas of individual professional growth within the Instructional Framework
Early November	Data Analysis Protocol (Pre)	Administer the Similar Responsibility Team's common assessment; analyze using the Data Analysis Protocol Form
Mid December	Data Analysis Protocol (Post)	Using the Data Analysis Protocol Form, conduct an analysis of student performance
Quarter 3		
Mid January	Survey on Team Norms	Complete individually Discuss as a Similar Responsibility Team
Mid January	Data Analysis Protocol (Pre)	Administer the Similar Responsibility Team's common assessment; analyze using the Data Analysis Protocol Form
End of February	Data Analysis Protocol (Post)	Using the Data Analysis Protocol Form, conduct an analysis of student performance
Quarter 4		
End of March	Data Analysis Protocol (Pre)	Administer the Similar Responsibility Team's common assessment; analyze using the Data Analysis Protocol Form
End of April	Complete Growth Plan	Review Growth Plan based on actions and results in preparation for next year.
Early May	Data Analysis Protocol (Post)	Using the Data Analysis Protocol Form, conduct an analysis of student performance
Early May	SMART Goal Analysis	Obtain data and analyze success of meeting the SMART goal
Mid May	Reflection on Year, including Critical Issues	Individually complete Critical Issues based on your Similar Responsibility Team's work

Professional Learning Community Processes

Timeline Template:

Similar Responsibility Teams can use this template based on what best meets their needs

Due Date	Product
Quarter 1	
	Team Norms
	Data Analysis Protocol (Pre)
	Common SMART Goal
	Data Analysis Protocol (Post)
Quarter 2	
	Growth Plan
	Data Analysis Protocol (Pre)
	Data Analysis Protocol (Post)
Quarter 3	
	Survey on Team Norms
	Data Analysis Protocol (Pre)
	Data Analysis Protocol (Post)
Quarter 4	
	Data Analysis Protocol (Pre)
	Complete Growth Plan
	Data Analysis Protocol (Post)
	SMART Goal Analysis
	Reflection on Year, including Critical Issues

How do we know our Professional Learning Community process is working?

At the District-level:

- District Dashboard of student performance
- District benchmark student performance data by grade-level, building, and class
- Learning Cycle Evidence examined by building Principals at Administrative Learning Meetings 3 - 4 times per year
- Critical Issues Survey completed by all staff each Spring

At the Building-, SRT-, and Classroom-level:

- Formative assessment data for individual, class, and grade-level data
- Learning Cycle Evidence
- Critical Issues Survey completed by all staff each Spring

Instructional Framework

Why do we use an Instructional Framework?

The Hastings Public Schools Board of Education adopted the instructional framework developed by noted researcher and author Robert J. Marzano. This framework is well documented in Marzano's [The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction](#) (ASCD, 2007). Our Instructional Framework supports the attainment of the District's Mission and Vision.

The highest goal for using the Instructional Framework is increased student learning through the on-going and continuous development of instructional expertise. It provides a common language of instruction, clear criteria for successful practice, and strategies for high quality instructional practice from which improvements can be made.

Our Instructional Framework is driven by ten "[Design Questions](#)":

1. What will I do to establish and communicate learning goals, track student progress and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?

Nine of the ten design questions guide Domain 1. Domain 1 frames "Classroom Strategies and Behaviors" and is divided into three categories. The categories are:

- Lesson Segment Involving Routine Events
- Lesson Segment Addressing Content
- Lesson Segment Enacted on the Spot

In addition to Domain 1, the framework includes:

- Domain 2 - Planning and Preparing
- Domain 3 - Reflecting on Teaching
- Domain 4 - Collegiality

Each Domain is further broken down into "elements." Domain 1 has 41 elements; Domain 2 has eight elements; Domain 3 has five elements; and Domain 4 has six elements.

Instructional Framework

Each element has suggested evidence and a specific scale unique to that element. A generic version of the scale that is used would include the following:

Innovating	Adapts and creates new strategies for unique student needs and situation.
Applying	Engages students in the strategy and monitors the extent to which it produces the desired outcomes.
Developing	Engages students in the strategy with no significant errors or omissions.
Beginning	Uses strategy incorrectly or with parts missing.
Not Using	Strategy was called for but not exhibited.

What do we do and how do we utilize the Instructional Framework?

Staff engage in dialogue with each other on instructional practices in PLCs, instructional rounds, and walkthroughs. Professional Learning focuses on the acquisition and use of strategies based on specified elements in each building. Building principals and instructional facilitators support staff in their growth and the achievement of their plan goals through the use of the Instructional Framework.

Throughout the year, each teacher identifies one or more goals for improvement, based on the Instructional Framework. They create action plans which might include attending workshops, visiting colleagues, reading journal articles and books, etc. Staff reflect on their goals throughout the course of the year on the status of implementing their new learning around the Instructional Framework.

How do we know it is working?

- District Dashboard of student performance
- District benchmark student performance data by grade-level, building, and class
- iObservation Observations and Evaluations Reports

Continuous Improvement Processes

Why Continuous Improvement?

We believe:

- Student learning and growth are correlated with professional learning and growth
- All educators have a professional (moral?) obligation to improve their practice
- The most important factor influencing student achievement is the quality of the teacher in the classroom
- More students achieve when educators assume collective responsibility for student learning
- Successful leaders create and sustain a culture of learning
- Improving student learning and professional practice requires ongoing systemic and organizational change

Schools, by their very nature, are learning organizations. As such, improvement is not something that starts and stops. Improvement is something that requires commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

Improving the effectiveness of schools and teaching is not only highly complex, it has unforeseen challenges, complications, and reversals, as well as steep or prolonged learning curves. Increasing effectiveness requires a focused, collaborative, data-informed, and sustained commitment to continuous growth and ongoing improvement, rather than the implementation of the latest fad.

Continuous improvement also requires schools and staff to have the knowledge, skills, and expertise to improve educational results and sustain improvement over time.

What do we do and how do we do it?

Hastings Public Schools is Systems Accredited by [AdvancEd](#), the largest accrediting organization in the world. This requires HPS to:

- 1) Meet or exceed AdvancEd high quality standards
- 2) Conduct periodic, formative self-assessment
- 3) Engage in continuous improvement

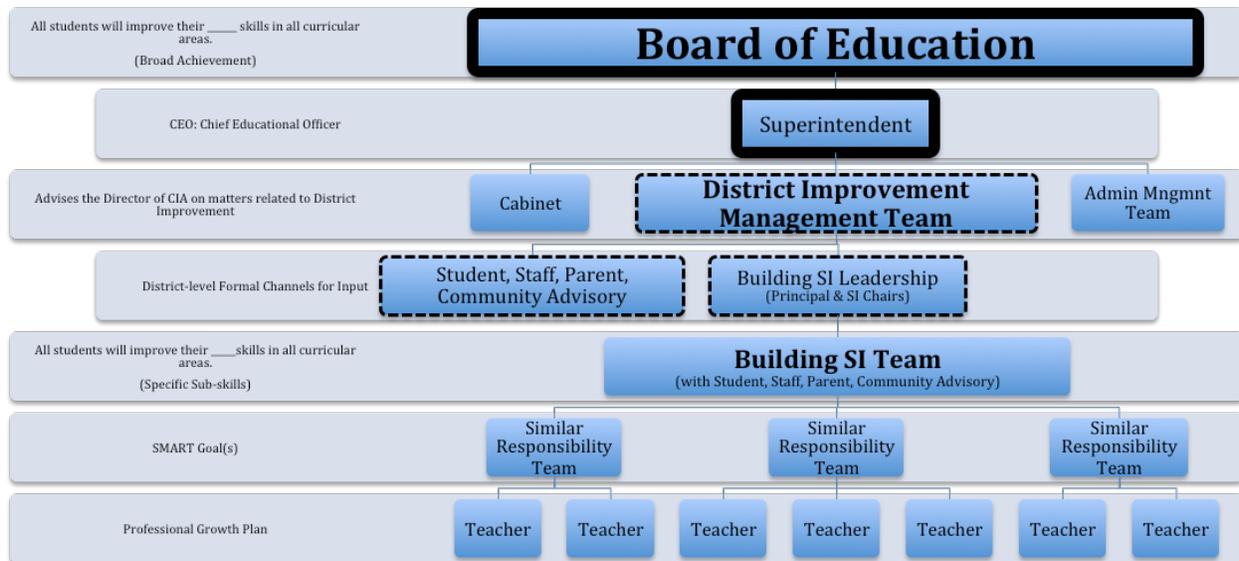
Our continuous improvement model is the Breakthrough Model that consists of Vision, Profile, Plan and Results. It is an intensive, systematic process with tools and resources to engage in high quality improvement processes designed to achieve greater and faster results.

Hastings Public Schools has created a flowchart to assist with the improvement processes of the District.

Continuous Improvement Processes

District Improvement Flowchart

(revised 1/16)



The Hastings Public Schools **Board of Education** sets the strategic direction for the District. They engage in a retreat every five years to set a new goal based on data from multiple sources, as guided by the Breakthrough Model. The following levels of individuals and groups align their work to ensure maximum efficiency and effectiveness of improvement efforts.

The **Superintendent**, through the **Cabinet** (Central Office Administrators), **District Improvement Management Team**, and **Administrative Management Team**, oversee the implementation of District Improvement processes.

- Cabinet: Advises the Superintendent as needed
- District Improvement Management Team
 - Consists of two building principals (elementary and secondary), two teachers (elementary and secondary), and the Directors from CIA
 - Advises the Director of Learning on matters related to District Improvement. This includes, but is not limited to,
 - Compiling and, at minimum, annually updating the district profile
 - Analyzing district-wide student achievement data
 - Recommending improvement goal(s) based on data analysis
 - Drafting and approving action plans for implementation of improvement goal(s)
 - Overseeing and revising, as necessary, the implementation of action plans
 - Completing required paperwork to maintain District Accreditation

Continuous Improvement Processes

- Managing the faithful implementation of the adopted improvement process
- Planning for the effective education and training of building improvement teams
- Ensuring consistency of PLC and professional learning activities
- Engaging multiple stakeholders within and outside of HPS
 - District-wide Student, Teacher, Parent and Community Member Advisory Council
- Recommending, as needed, other actions or items for Director of Learning or other approval
 - Meets four to six times per year
- Administrative Management Team: Consists of all building and central office administrators and advises the Superintendent as needed

The District ***Student, Staff, Parent, and Community Advisory*** meets at least once per year to provide feedback on plans and results. Each building also has an advisory that meets at least once per year to provide feedback on plans and results.

Building School Improvement (SI) Leadership is comprised of building principals and their School Improvement Chair(s). Building SI Leadership meet at least three days per year, with half of the day facilitated by the Director of Learning and the other half day used for planning and implementation. Building SI Leadership also meets as needed throughout the year to monitor implementation of SI Action Plans and engage staff in meaningful improvements.

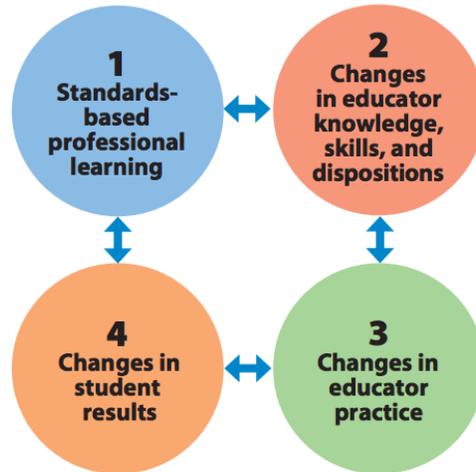
Building School Improvement (SI) Teams are larger stakeholder groups in each building that serve as a guiding coalition for improvement efforts. They plan and implement the specifics of each Action Plan.

Similar Responsibility Teams (SRTs) consist of staff in a given building who have a **shared responsibility for responding to the four critical questions** in ways that enhance the learning of the students. Each SRT will set at least one SMART Goal that is aligned to the Building SI Goal during the course of each year to guide and focus their improvement efforts.

Individual ***Teachers*** set professional goals to improve their practice. These goals are aligned to SMART Goals.

Continuous Improvement Processes

How does Professional Learning occur within the context of Continuous Improvement?



1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

The Seven Standards for Professional Learning

- 1) **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- 2) **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- 3) **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- 4) **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Continuous Improvement Processes

- 5) **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- 6) **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- 7) **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Hastings Public Schools uses the DuFour Model of Professional Learning Communities. The Board of Education releases students one hour early each Wednesday to provide time during the school day for collaborative inquiry into best practices and to increase educator effectiveness. Additionally, building principals work to provide time during the school day for staff to engage in professional learning with colleagues during plan times. Finally, Wednesday early release time is structured to facilitate the use of time--including SRTs, Grade/Content/Department level meetings, and building-level trainings.

How do we know that our Continuous Improvement Processes are working?

- District Profile
- District Dashboard of student performance
- District benchmark student performance data by grade-level, building, and class
- District and Building Action Plans

Metric Brainstorm

College/Career Ready

- NSCAS and ACT Scores
- 4- and 6-year graduation rates
- DIBELS
- Number of AP students/scores at certain levels
- Number of dual credit students/grades

Rigor/Relevance

- Number of STEM Lessons
- Number of students creating products in classes (Documentaries, Videos, Science Experiments, Stories of 5+pages, Poetry, Novels, Paintings, Drawings, etc)--1:1 High School Student Survey captures SOME of this
- Number of capstone projects (<https://learningpolicyinstitute.org/product/power-performance-assessments-video>)
- Number of students serving in community

Student Wellbeing

- Gallup Student Poll
- Number of students in extra-curricular activities
- SEL Skills (<http://measuringSEL.casel.org/design-challenge>)
- SEL Screener Data
- eleot (classroom walkthrough observational) Data

Expand PLC with Stakeholders

- Number of parents at P-T Conferences
- Track Presentations with Emphasis on PLC
- Number of PLC Schools
- Number of participants at PLC Institutes

From Ravitch (A New Paradigm for Accountability: The Joy of Learning, June 2015)

- How many children had the opportunity to learn to play a musical instrument?
- How many children had the chance to play in the school band or orchestra?
- How many children participated in singing, either individually or in the chorus or a glee club or other group?
- How many public performances did the school offer?
- How many children participated in dramatics?
- How many children produced documentaries or videos?
- How many children engaged in science experiments? How many started a project in science and completed it?
- How many children learned robotics?
- How many children wrote stories of more than five pages, whether fiction or nonfiction?
- How often did children have the chance to draw, paint, make videos, or sculpt?
- How many children wrote poetry? Short stories? Novels? History research papers?
- How many children performed service in their community to help others?
- How many children were encouraged to design an invention or to redesign a common item?
- How many students wrote research papers on historical topics?