HASTINGS
PUBLIC SCHOOLS
Assuring the essential.
Expanding the possible.

Work Session

Thursday, December 9, 2021 @ 6:00 PM Central
Middle School Multi-Purpose Room, 201 North Marian Road, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. Review Board Norms/Goal - Jim Boeve -
5. Communications Report - Jeff Schneider -
6. Audit report - Jeff Schneider -
7. Update on Return to Learn Plan - Jeff Schneider -
8. Foreign Travel Request - Lawrence Tunks & Jeff Schneider -
9. School Improvement Update - Lawrence Tunks -
10. Adoption of Handwriting Curriculum - Lawrence Tunks -
11. Approve Morton change order - Trent Kelly -

12. Building & Sites Update-Senior High Bleachers - Trent Kelly -

13. Approve bid to re-surface High School track - Trent Kelly -

14. Morton Pre-school Furniture Bids - David Essink -

15. 2nd Reading of Policy 408.07 Intent to Resign Early Incentive - David Essink -

16. Substitute Incentive - David Essink -

17. *Consent Agenda - David Essink -

18. Reminders - Jim Boeve -

19. 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.

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

Hastings Public Schools

Board of Education Norms

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

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

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

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

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

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

We will also maintain confidentiality when necessary.

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

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

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

Reviewed by the Board of Education, 2015

Building	30-Aug	31-Aug	9/¡		7-Sep	8-Sep
Alcott					16	19
Hawthorne					23	23
Lincoln					18	15
Longfellow					20	22
Watson					23	20
HMS					59	58
SH	132	133	139		120	112

9-Sep	Sept. 10	12%	13-Sep
14	15	29	9
20	23	41	20
13	14	36	6
27	15	38	15
19	24	42	20
63	58	92	49
102	115	130	needs to change to 125 due to alternative school

Building	9-Sep	Sept. 10	Sept. 13	Sept. 14	Sept. 15	Sept. 16	Sept. 17	Sept. 20	Sept. 21	Sept. 22
Alcott	14	15	9	9	3	6	7	13	12	8
Hawthorne	20	23	20	9	12	14	16	21	17	16
Lincoln	13	14	6	6	8	10	16	8	7	8
Longfellow	27	15	15	11	13	6	8	22	19	17
Watson	19	24	20	15	15	17	17	16	12	12
HMS	63	58	49	48	53	50	49	49	37	29
SH	102	115	82	72	58	58	53	58	61	50

Building	Oct. 7	Oct. 8	Oct. 11	Oct. 12	Oct. 13	Oct. 18	Oct. 19	Oct. 20	Oct. 21	Oct. 22
Alcott	8	10	16	13	13	11	15	12	18	18
Hawthorne	25	27	16	12	14	15	13	8	12	15
Lincoln	11	10	8	7	7	11	10	8	7	7
Longfellow	26	27	15	11	9	8	8	9	9	14
Watson	10	2	5	9	8	26	16	16	13	19
HMS	27	42	34	22	20	59	40	31	39	42
SH	49	45	67	62	47	58	Testing	51	61	59

Building	Nov. 8	Nov. 9	Nov. 10	Nov. 11	Nov. 12	Nov. 15	Nov. 16	Nov. 17	Nov. 18	Nov. 19
Alcott	13	16	18	14	16	19	9	5	5	13
Hawthorne	17	13	12	16	14	10	13	14	13	22
Lincoln	22	15	8	9	17	18	16	18	15	20

Longfellow	19	22	22	18	31	20	21	14	14	19
Watson	22	15	23	22	19	22	16	16	22	20
HMS	44	42	33	41	45	43	44	40	35	52
SH	67	61	50	45	54	69	75	68	51	75

Week	Cases
Aug. 9th	2
Agu. 16	5
Aug. 23	8
Aug. 30	31
Sept. 6	20
Sept. 13	21
Sept. 20	15
Sept. 27	15
Oct. 4	7
Oct. 11	4
Oct. 18	7
Oct. 25	4
Nov. 1	12
Nov. 8	10
Nov. 15	6
Nov. 22	6
Nov. 29	19
Dec. 6th	
Dec. 13th	

Sept. 23	Sept; 27	28-Sep	Sept. 29	Sept. 30	Oct. 1	Oct. 4	Oct. 5	Oct. 6	12%
11	10	15	10	11	11	12	10	9	29
16	21	20	13	17	27	21	24	26	41
7	16	21	10	11	12	7	13	7	36
9	19	25	20	16	11	16	18	19	38
9	10	10	17	16	13	13	13	3	42
38	41	37	43	36	42	40	34	37	92
49	52	48	45	44	44	55	51	38	130

Oct. 25	Oct. 26	Oct. 27	Oct. 28	Oct. 29	Nov. 1	Nov. 2	Nov. 3	Nov. 4	12%
9	18	10	13	16	23	21	16	20	29
17	18	19	13	10	16	7	8	15	41
13	6	6	9	8	22	13	11	13	36
11	17	10	8	12	18	13	10	20	38
15	15	16	8	5	11	15	15	17	42
29	28	28	20	29	62	44	42	40	92
62	64	55	52	59	87	72	61	70	130

Nov. 22	Nov. 23	Nov. 29	Nov. 30	Dec. 1	Dec. 2	Dec. 3	Dec. 6	Dec. 7	12%
15	12	11	12	12	10	5			29
19	20	26	12	11	13	17			41
11	18	10	16	10	13	15			36

10	7	14	17	20	13	11			38
16	18	13	7	9	8	8			42
46	46	46	50	47	43	51			92
61	53	69	72	61	64	73			130

Building		Sept. 20	Sept. 21	Sept. 22	Sept. 23	
Alcott		13	12	8	11	
Hawthorne		21	17	16	16	
Lincoln		8	7	8	7	
Longfellow		22	19	17	9	
Watson		16	12	12	9	
HMS		49	37	29	38	
SH		58	61	50	49	

12%
29
41
36
38
42
92
130

Building	Sept. 20	Sept. 21	Sept. 22	Sept. 23	Sept; 27	28-Sep	Sept. 29	Sept. 30	Oct. 1		12%
Alcott	13	12	8	11	10	15	10	11	11		29
Hawthorne	21	17	16	16	21	20	13	17	27		41
Lincoln	8	7	8	7	16	21	10	11	12		36
Longfellow	22	19	17	9	19	25	20	16	11		38
Watson	16	12	12	9	10	10	17	16	13		42
HMS	49	37	29	38	41	37	43	36	42		92
SH	58	61	50	49	52	48	45	44	44		130

Travel

It shall be the policy of the Hastings Public Schools that the learning program allows for purposeful educational travel appropriate for elementary and secondary students. This travel shall only be used to enrich and extend essential classroom learning by placing students into situations and locations teachers are unable to address, simulate, or replicate appropriately in the classroom. Educational travel shall always be a well-planned learning experience and must always be approved by the building principal or the principal's designee. Such travel shall absolutely not be used to reward or punish students.

Purposeful, meaningful, and well-planned education travel, involving trips into the community and immediate region, are encouraged at all levels if linked to essential classroom learning. Such travel generally is classified as a field trip.

Educational travel outside the State of Nebraska, whether domestic or foreign, shall be restricted to students in grades seven through twelve. Travel requiring elementary students to stay overnight must be approved by the building principal and the Superintendent.

Whether a short field trip within Hastings or travel to another country, travel is discouraged whenever the time and expense to travel exceed the time available for students to engage in the learning directly or when the quality of the learning is not sufficient to justify the time and expense.

All travel shall be properly supervised by a school employee or employees. Parents and/or other adults, however, may be permitted to help in such supervision under the direction of a school employee.

Legal Reference:	R.R.S. 79-611 Pupils; transportation; driver; liability policy; conditions	
Cross Reference:	504.03	Student Conduct
	506.01	Student Activity Eligibility
	604	Instructional Curriculum
	801	Transportation

Approved __02-16-04__ Reviewed _____ Revised _____

HASTINGS PUBLIC SCHOOLS

Instruction

Travel

Regulations for Field Trips

1. All field trips, and the arrangements for them, must have the approval of the building principal or the principal's designee in a manner specified by the building principal. Learning activities requiring students from multiple elementary buildings to travel shall be approved and coordinated with the Director of Curriculum or the Director's designee. Trips requiring overnight arrangements shall be limited to students in grades seven through twelve unless approved by the Superintendent.

2. The purpose of the field trip must be clearly defined, related to an essential classroom learning, meaningful and appropriate for students, and of high quality. Field trips shall not be used to punish students but may be used as an incentive to improve student performance as long as the criteria for participation is applied and communicated to all eligible students in a timely fashion prior to the time of the trip. The itinerary for the trip is to match the purpose of the trip. In addition, the total time necessary for travel must not exceed the time available for students to directly engage in learning.

3. The cost of a field trip shall be determined in advance, and each building principal has the responsibility to see that the cost associated with the trip is reasonable and appropriate.

4. School employees shall appropriately supervise each field trip so that good student discipline is maintained both while traveling and while students are engaged in learning. As determined by the teacher and the Building Principal, a parent or an appropriate adult may help with field trip supervision under the direction of the teacher. Unless otherwise determined by the Building Principal, the additional non-school supervisor to student ratio shall be approximately one per class section. Prior to the field trip, the criminal background of the parent or adult selected to serve as an additional supervisor must be checked and acceptable to the District.

5. Each child who goes on a field trip must have written parental consent, and parents must be notified in advance of the field trip about the arrangements for the field trip. Such parental notification, however, shall not be initiated before obtaining appropriate administrative approval for the trip.

6. Arrangements for school bus transportation will be made well in advance, as directed, and without disrupting regular school bus schedules. The school bus safety code will govern the behavior of students while on the bus. Trip sponsors are responsible for the conduct of students while on the bus and while students are engaged in the learning activity.

7. Alcohol use, drug use, or other activities that place the student, other students, supervisors/sponsors, the public, or property at risk are strictly prohibited. Students who use alcohol, drugs, and/or act in a way that places the student, other students, supervisors/sponsors, the public, or property at risk shall receive a long-term suspension and/or expulsion from school upon their return from the trip. Each incident will be evaluated by the building principal to determine the appropriate consequences for the student or students involved in such misconduct.

8. Students, teachers, and the building principal will evaluate each field trip. A brief, written, evaluative summary of each trip is to be provided by the teacher to the building principal in a fashion specified by the principal.

Regulations for Domestic and Foreign Travel

1. All domestic and foreign travel shall have the recommendation of the building principal and the Superintendent before such travel will be considered by the Board of Education. Domestic and foreign travel shall not be used to punish students, but may be used as an incentive to improve student performance as long as the criteria for participation is applied and communicated to all eligible students in a timely fashion prior to the time of the trip. Approval for domestic or foreign travel shall be by an affirmative vote of the Board of Education at a regular or special meeting of the Board.

2. Domestic travel, travel involving an overnight stay, will be restricted to students in grades seven through twelve. Foreign travel will be restricted to students in grades nine through twelve unless otherwise approved by the Superintendent.

3. The purpose for such travel must be clearly defined, related to an essential classroom learning, meaningful and appropriate for students, and of high quality. The following must be submitted, in writing, to the building principal to begin the process of consideration:

-the purpose and rationale for travel;
-a complete travel itinerary;
-an explanation of the involvement of commercial agents (their obligations and any agreements to be entered into);
-arrangements for food and lodging;
-transportation arrangements;

-a plan of supervision, including the number of supervisors;
-all direct costs and an estimate of associated costs; and
-the method of evaluation.

4. Every effort should be made to provide all willing and qualified students with an opportunity to participate in such travel by eliminating, or substantially reducing, any financial cost to the student. If cost cannot be eliminated, sufficient time prior to the time of travel shall be provided to allow students a realistic opportunity to raise the money necessary to cover costs.

5. Supervision of traveling students shall be provided by a school employee. Parents and other adults may assist in such supervision as sponsors. Prior to the trip, the criminal background of the parent or adult selected to serve as an additional supervisor must be checked and acceptable to the District. For these types of trips, the following supervisor-to-student ratios will be used: A group of 15 students must have a minimum of 2 adult supervisors, a group of 16-24 students must have a minimum of 3 adult supervisors, and a group of 25-36 students must have a minimum of 4 adult supervisors. For larger groups on foreign travel, the maximum supervisor-to-student ratio must be 12 students to each adult plus one extra adult supervisor. Members of the school employee's family shall not be allowed to travel with the group unless qualified for such travel as a student of the Hastings Public Schools or unless as an adult sponsor. Travel supervisors and sponsors are responsible for student conduct at all times during the trip. Throughout the trip, supervisors/sponsors will have daily contact with each student and, when applicable, the adult host of the student to evaluate his or her situation and to monitor his or her experience. In addition to daily contact, the supervisors/sponsors will implement a logistically possible plan to contact a limited number of students in person. How students are selected for direct contact will be at the discretion of the supervisor/sponsor.

6. Unless specifically a requirement of a class, students shall voluntarily participate in such travel without receiving educational credit from the Hastings Public Schools for their participation.

7. Unless specifically a requirement of a class, class time shall not be used for planning or organizing such activities. This does not, however, prohibit brief initial announcements, interest assessment, or providing printed information about the travel opportunity through bulletins or postings approved by the building principal.

8. Each student who travels must have written parental consent, and parents must be notified well in advance about travel arrangements prior to the trip. Such parental notification, however, shall not be initiated before obtaining Board of Education approval. In addition, unless specified otherwise by the Superintendent upon the

recommendation of the lead sponsor and the building principal, only students in good standing academically ("on track" to be promoted or to graduate on time and a grade point average of C or higher in the class associated with the trip) and in good standing behaviorally (no prior school incidents involving alcohol use, drug use, or incidents involving long-term suspension and/or expulsion) shall be eligible for domestic or foreign travel.

9. Alcohol use, drug use, or other activities that place the student, other students, supervisors/sponsors, the public, or property at risk are strictly prohibited. Students who use alcohol, drugs, and/or act in a way that places the student, other students, supervisors/sponsors, the public, or property at risk shall receive a long-term suspension and/or expulsion from school upon their return from the trip. Each incident will be evaluated by the building principal to determine the appropriate consequences for the student or students involved in such misconduct.

10. Students, teachers, and the building principal will evaluate each field trip. A brief, written evaluative summary of each trip is to be provided by the teacher to the building principal in a fashion specified by the building principal.

Approved 12-21-98 Reviewed 12-20-10, 1-17-11 Revised 1-17-11, 2-15-16

HASTINGS PUBLIC SCHOOLS

Travel Safety

Language & Friendship is committed to providing a safe, educational experience for each participant. Extensive preparation materials are provided to help ensure safety, inspire self-confidence, and facilitate communication.

What safety precautions does L&F have in place?

- L&F provides teacher/leaders extensive materials to prepare students to be wise, observant travelers. This includes planning and practicing routines *(How do we move as a group?),* discussing What-If situations *(What if I get separated from the group?),* and learning how to ask for assistance in the target language.
- L&F's Program Expectations focus on the safety of all participants.
- L&F groups use consistent bus drivers, hotels, and guides from group to group, which means there is a network of support throughout the program.
- L&F family-stay coordinators abroad know the community and the families who host. They are long-time professional colleagues and friends of L&F.
- Leaders are given emergency numbers and checklists/procedures to follow for emergency situations.
- L&F staff coordinators are on call 24/7 while groups are traveling abroad.
- L&F enrolls all teacher/leaders and students in the Smart Traveler Enrollment Program (STEP) through the U.S. Department of State. Teacher/leaders will receive notifications of any safety and security information.
- The Core™ Travel Medical Insurance provided for all L&F participants includes *Zurich Travel Assist*, a 24/7 emergency service for Medical and Security Assistance.

Sharing the belief that it is essential to proceed thoughtfully as we organize our programs, we regularly monitor the website of the U.S. Department of State, which issues information regarding travel abroad, as well as the websites of the Centers for Disease Control and the World Health Organization. We are in frequent communication with our extensive network of teachers and other contacts overseas who inform us of each region's political and general climate firsthand.

U.S. Travel Advisory System

Following are the types of notices issued by the U.S. Department of State:

- Level 1 – Exercise Normal Precautions: This is the lowest advisory level for safety and security risk. There is some risk in any international travel.
- Level 2 – Exercise Increased Caution: Be aware of heightened risks to safety and security.
- Level 3 – Reconsider Travel: Avoid travel due to serious risks to safety and security. Levels of advisory may vary for specific locations or areas within a country.
- Level 4 – Do Not Travel: This is the highest advisory level due to greater likelihood of life-threatening risks. During an emergency, the U.S. government may have very limited ability to provide assistance. The Department of State advises that U.S. citizens not travel to the country or to leave as soon as it is safe to do so.

Additional information can be found online: https://travel.state.gov

Limited Travel Advisory Protection

Language & Friendship provides the following limited protection for all L&F travelers:

If an official U.S. Department of State Travel Advisory Level 3 for a specific location or area within the destination country is issued or in effect within 90 days of departure, L&F will work with local teachers and partners abroad to determine the potential effects on the group. If conditions are deemed unsafe for student travel, L&F reserves the right to cancel any affected programs. If L&F cancels a program due to a Level 3 Advisory, refunds will be processed as indicated for Level 4 below; otherwise, our regular cancellation policy will apply.

If an official U.S. Department of State Travel Advisory Level 4 for the specific destination country is issued or in effect within 90 days of departure, L&F will need to cancel programs for that destination. Refunds to travelers will be determined by amounts refunded to L&F by airlines, hotels, and other suppliers, less administrative costs. While it is not possible to predetermine an exact refund amount, L&F pledges to make every reasonable effort to maximize the refund to pass along to participants.

Language & Friendship

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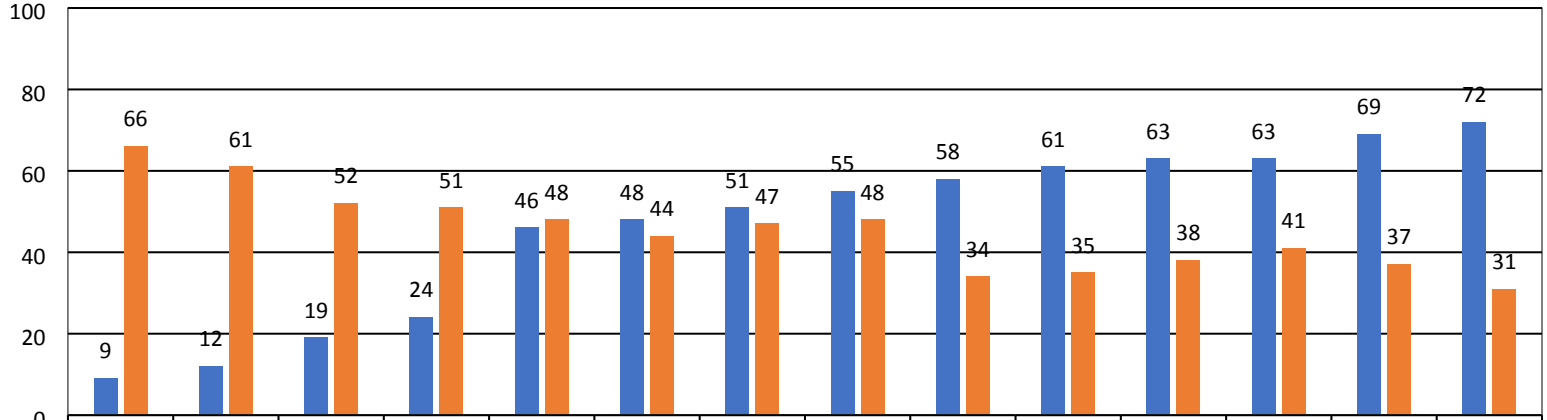
2020-2021 NSCAS ELA

Peer Comparison based on F/R

Includes NSCAS Summative, Alternate, & ACT

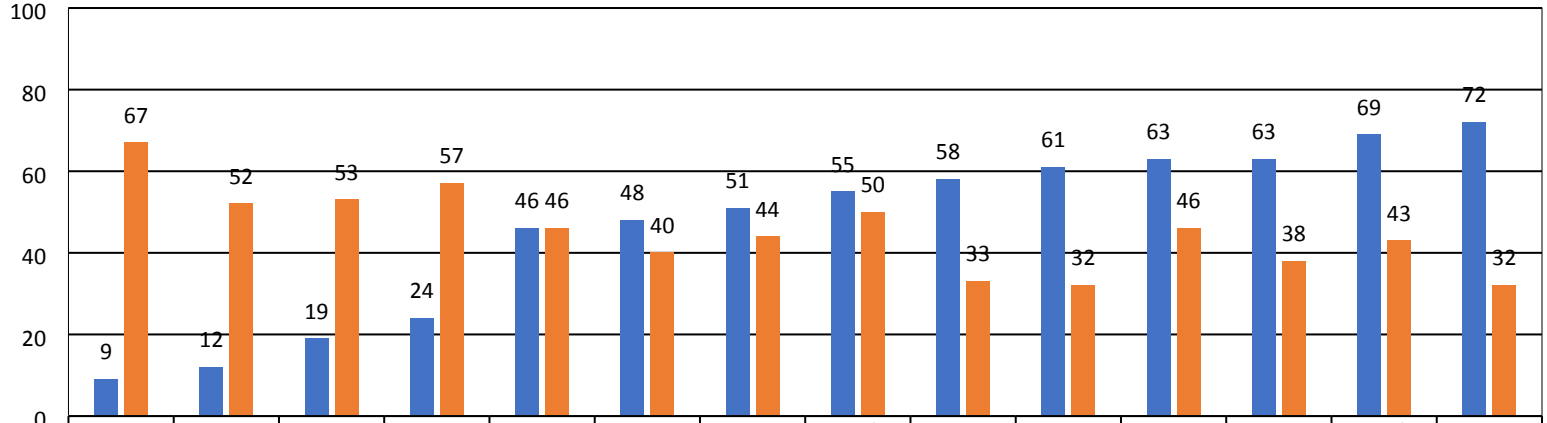


	Bennington	Norris	Waverly	Blair	Nebraska	Columbus	Norfolk	North Platte	Fremont	Ralston	Scottsbluff	Hastings	South Sioux City	Lexington
2020-21 FR %	9	12	19	24	46	48	51	55	58	61	63	63	69	72
2020-21 ELA	66	61	52	51	48	44	47	48	34	35	38	41	37	31

2020-2021 NSCAS MTH

Peer Comparison based on F/R

Includes NSCAS Summative, Alternate, & ACT



	Bennington	Norris	Waverly	Blair	Nebraska	Columbus	Norfolk	North Platte	Fremont	Ralston	Scottsbluff	Hastings	South Sioux City	Lexington
2020-21 FR %	9	12	19	24	46	48	51	55	58	61	63	63	69	72
2020-21 MTH	67	52	53	57	46	40	44	50	33	32	46	38	43	32

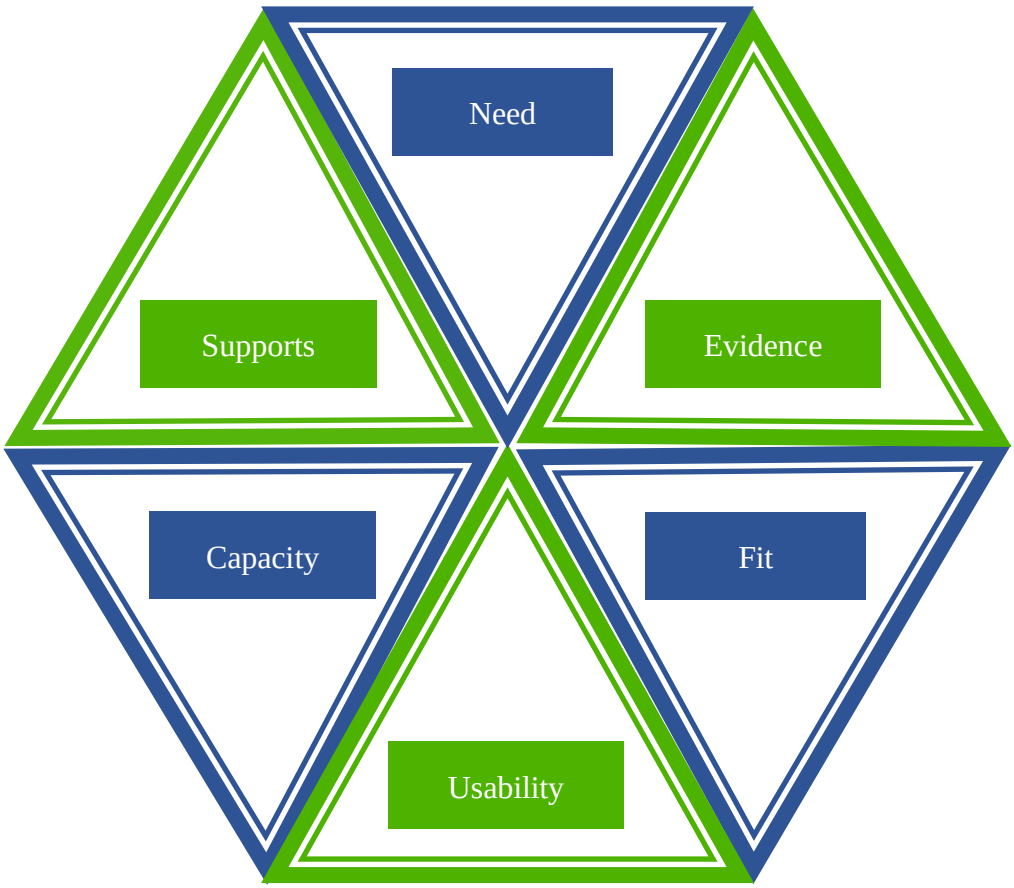
Fit and Feasibility Assessment Tool

The Fit and Feasibility Assessment Tool is adapted from the Hexagon Tool from NIRN (Metz & Louison, 2018). Teams assess on six indicators: Evidence, Need, Usability, Fit, Supports, and Capacity. The green indicators (Evidence, Usability, Supports) are related to the program or practice and the blue indicators (Need, Fit, Capacity) are related to the district-school site context.

Directions: As a team, discuss each indicator on the tool. For every indicator, review the relevant information from the ***Data Gathering Tool*** and the sample program materials. After discussing each indicator, use the rubric to take a vote on the rating for the indicator and record the rating on the ***Program-Practice Selection Decision Recording Form***

Though ratings should be considered in the decision making, a higher total score does not necessarily mean that program should be selected. For example, if one program has a higher rating than another, but the higher rated program has a low rating for capacity to implement, it may not be feasible for the district to implement.

Needed Materials		
Sample teacher program materials	Sample student materials	Scope & sequence of the program
Fidelity check for the program	Program assessments	*Data Gathering Tool* information completed by team members



Adapted from the Hexagon Tool from NIRN (Metz & Louison, 2018)

Evidence

- Are there research data available that demonstrate effectiveness of the program or practice?
- What is the strength of the evidence?
- Is the program based on evidence – includes evidence-based practices?

5	The program or practice has documented evidence of effectiveness based on at least two rigorous, external research studies, and has demonstrated sustained effects at least one-year post treatment
4	The program or practice has demonstrated effectiveness with one rigorous research study
3	The program or practice shows some evidence of effectiveness through less rigorous research studies or evaluations
2	The program or practice has not demonstrated effectiveness through a research study, but has a well-developed logic model or basis in research
1	The program or practice does not have a well-developed logic model or basis in research and has not demonstrated effectiveness through a research study

Need

- Does the program or practice meet the need and address the root causes of the need?
- Does the program have a high likelihood of working for your students?

5	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population and the same outcomes of interest for the implementing site
4	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population on outcomes related to those of interest for implementing site
3	Program or practice has demonstrated meeting need for identified population through less rigorous research design (e.g., quasi-experimental, pre-post) with similar population on outcomes related to those of interest for the implementing site
2	Program or practice has demonstrated meeting need for identified population through research or practice experience with a similar population or on outcomes related to those of interest for the implementing site
1	The program or practice has not demonstrated meeting need for a similar population or on outcomes related to those of interest for the implementing site

Adapted from the Hexagon Tool from NIRN (Metz & Louison, 2018)

Usability

- How well defined are the program components (implementers know is needed to do and say for the program to be effective)?
- Is there a fidelity assessment for the program?
- Is there guidance on how to modify or adapt the program?

5	The program or practice has clearly identified and operationalized core components that are measurable and observable; has a fidelity assessment; modifiable components are identified to support contextualization for new settings or population
4	The program or practice has clearly identified and operationalized core components that are measurable and observable; modifiable components are identified to support contextualization for new settings or population; but does not have fidelity assessment
3	The program or practice has clearly identified and operationalized core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified
2	The program or practice has identified core components; however, core components are not clearly defined in measurable or observable terms; modifiable components are not identified
1	The program or practice does not identify core components

Fit

- Does the program or practice have the necessary research-based components for the content area?
  (Conduct a scope & sequence review and a skills trace)
- Does the program or practice fit with district priorities?
- Fit with the values and priorities of the community, potential implementers, & intended recipients?

5	Program or practice fits with the priorities of the implementing ; has all necessary research-based components for the content a; fits with community values, including those of culturally and guistically specific populations; and fits with existing initiatives applicable)
4	Program or practice fits with the priorities of the implementing ; has most of the necessary research-based components for the tent area; fits with community values, including those of turally and linguistically specific populations; and fits with sting initiatives (if applicable)
3	Program or practice fits with the priorities of the implementing ; has most of the necessary research-based components for the tent area; but it is unclear whether it aligns with community ues and existing initiatives (if applicable)
2	Program or practice fits with some of the priorities of the lementing site; and has some of the necessary research-based nponents for the content area; but it is unclear whether it aligns h community values and existing initiatives (if applicable)
1	Program or practice does not fit with the priorities of the lementing site or community values; or does not have the essary research-based components for the content area

Adapted from the Hexagon Tool from NIRN (Metz & Louison, 2018)

Supports

- Does the program or practice have the necessary training and coaching available to cultivate the confidence and competence of implementers?
- Does the program or practice have supports to build local capacity to train and coach the program or practice to facilitate sustainability?
- Does the program or practice have the necessary administrative and data supports needed for effective implementation?

5	Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity); and organizational practice (data system and use support, policy and procedure development/adaptation; and stakeholder engagement.); and building local capacity to train and coach
4	Comprehensive resources are available to support implementation, such as resources to support staff competency and organizational practice, but no systematic plan to build local capacity to train and coach
3	Some resources are available to support competency of staff and or organizational practice
2	Limited resources are available such as video demonstrations, practice guides
1	Few to no supports available to assist with implementation

Capacity

- Does the district have the resources (e.g., person, financial, time) to support implementation of the program?
- Does the district have the technology and data system needed to support implementation?
- Does the district has or can it build internal capacity to support competency and confidence of staff?

5	Implementing site has a qualified workforce and all the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
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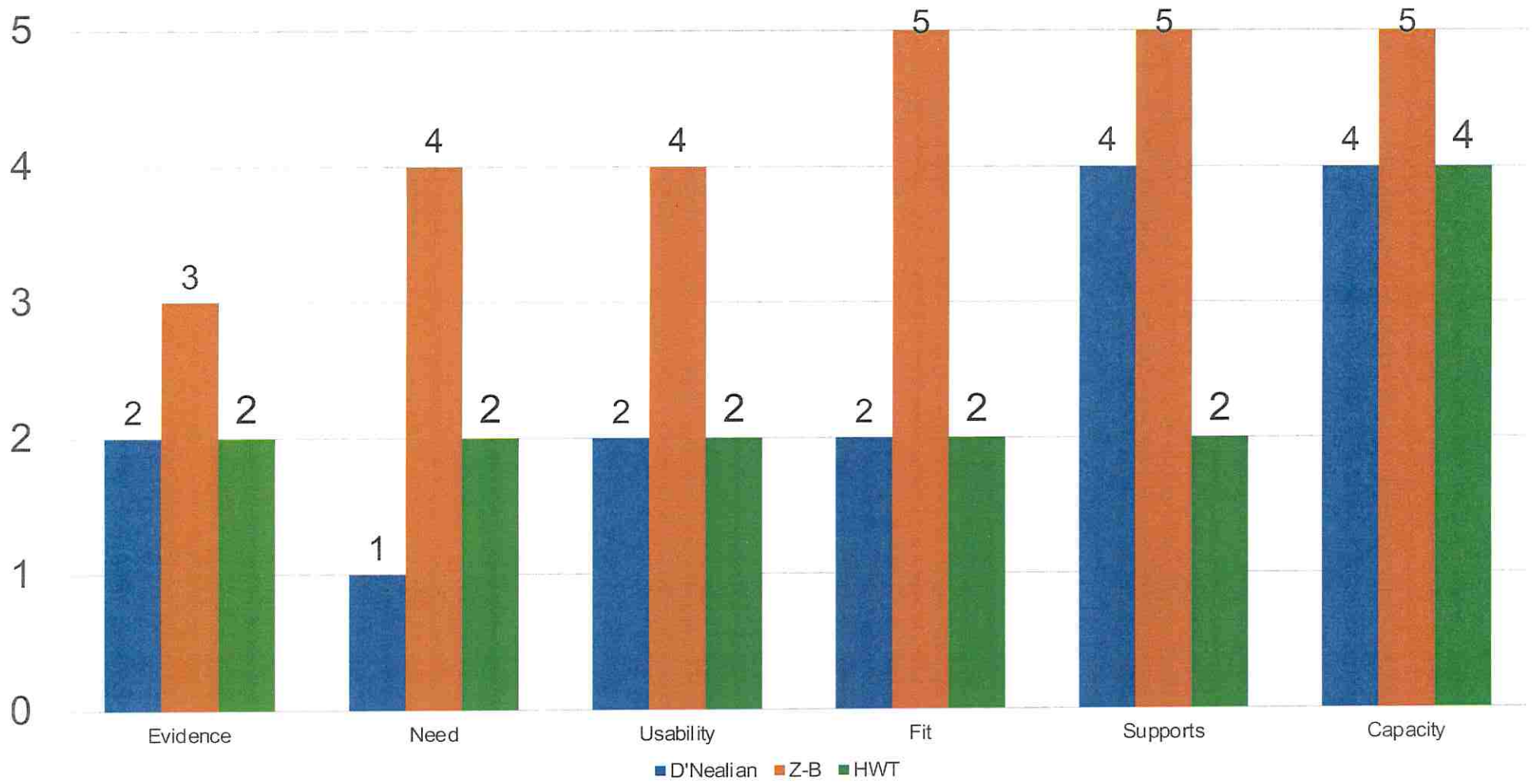
Adapted from the Hexagon Tool from NIRN (Metz & Louison, 2018)



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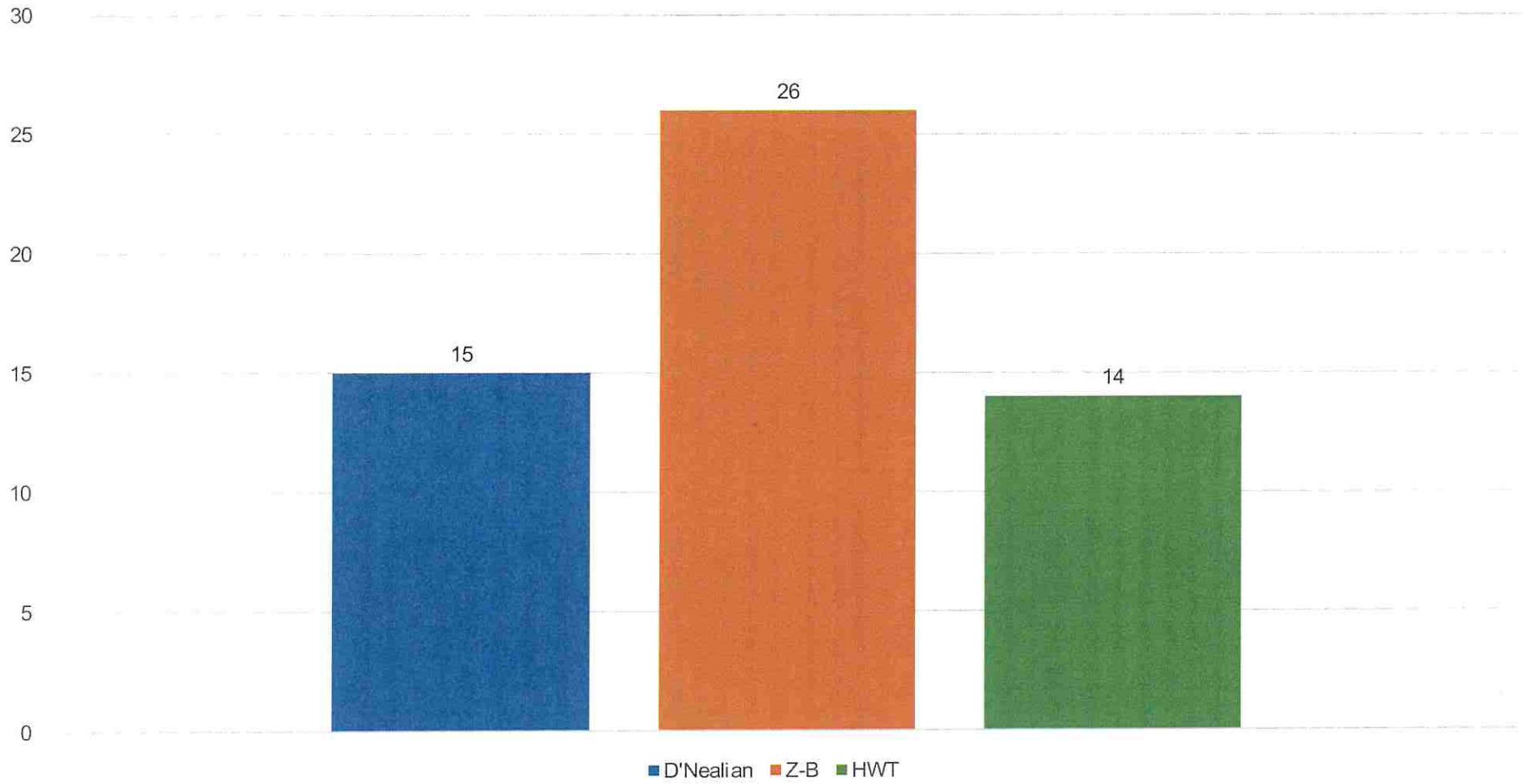

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Fit & Feasibility Assessments

- ✓ D’Nealian
- ✓ Handwriting without Tears
- ✓ Zaner-Bloser

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D’Nealian Handwriting Program

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D’Nealian Handwriting Program (claims from publisher website)

- Support early literacy and fine motor skills development through a continuous stroke, with a focus on proper letter slant, size, and spacing
- Ease the transition from manuscript to cursive since most lowercase letters are the same in cursive

Overview Video

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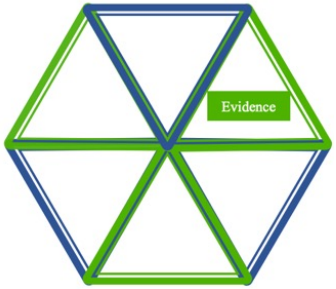
Research on D'Nealian handwriting program



Study 1: D'Nealian vs Zaner-Bloser

- 112 1st graders received D'Nealian and 134 received Zaner-Bloser
- Examined students first attempts at cursive writing correct strokes:
  - Zaner-Bloser: Average 73.49% correct strokes (female) and 72.86% correct strokes (male)
  - D'Neanial: Average 72.81% correct strokes (male) and 72.4% correct strokes (female)

Limitations: don't know fidelity, D'Nealian suggests students pick up cursive faster with cursive instruction and no cursive instruction was provided in this study

(Trap-Porter, Cooper, Hill, Swisher, LaNunziata, 2001)

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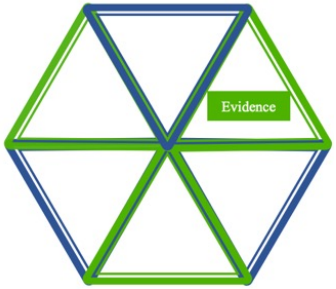
Research on D'Nealian handwriting program



Study 2: D'Nealian vs Sunform

Purpose: To evaluate effect of handwriting program on kindergartners' letter formation

- 41 received D'Nealian and 133 received Sunform
- Pre- & post-tests asked students to write the alphabet from memory
- Letter formation scored on 4-point scale of directionality and integration

Results:

- "Sunform group had significantly higher scores on all but three letters of the alphabet. The groups were not different from each other for the letters v, p, s."
- "D'Nealian students had considerably lower scores on missing or extra strokes, distortions and open letters."

Limitations:

- No information was provided on the fidelity to use of the programs

(Shaw, 2011)

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Evidence

- Are there research data available that demonstrate effectiveness of the program or practice?
- What is the strength of the evidence?
- Is the program based on evidence – includes evidence-based practices?

5	The program or practice has documented evidence of effectiveness based on at least two rigorous, external research studies, and has demonstrated sustained effects at least one-year post treatment
4	The program or practice has demonstrated effectiveness with one rigorous research study
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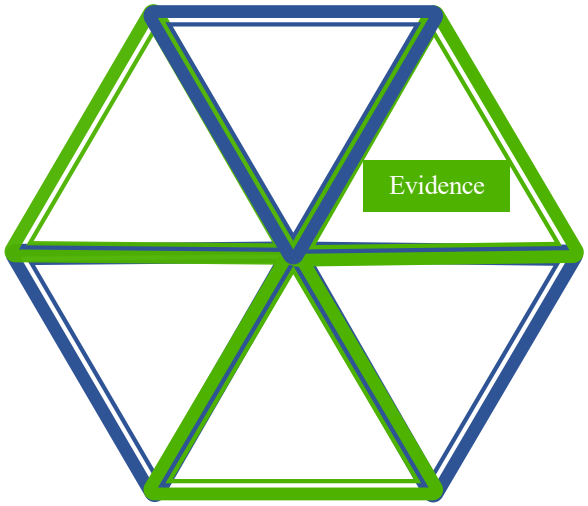
1	The program or practice does not have a well-developed logic model or basis in research and has not demonstrated effectiveness through a research study



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District needs: _____

From the studies:

- No disaggregated data beyond male/female
- Outcomes of focus
  - Study 1: First graders first attempt at writing cursive (scored lower than comparison program (Zaner-Bloser))
  - Study 2: Kindergarten letter formation (scored lower than comparison program (Sunform))

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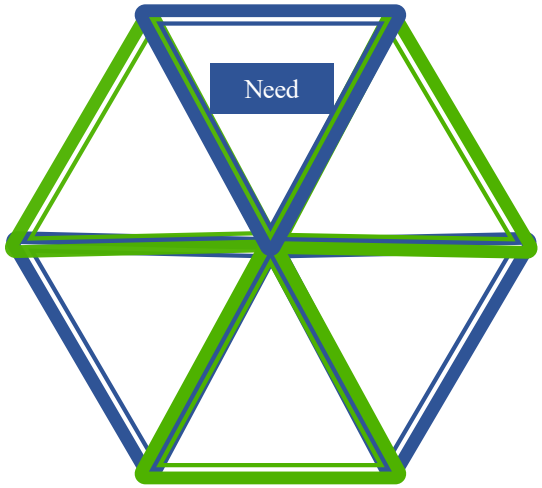
Need	
▪ Does the program or practice meet the need and address the root causes of the need? ▪ Does the program have a high likelihood of working for your students?	
5	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population and the same outcomes of interest for the implementing site
4	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population on outcomes related to those of interest for implementing site
3	Program or practice has demonstrated meeting need for identified population through less rigorous research design (e.g., quasi-experimental, pre-post) with similar population on outcomes related to those of interest for the implementing site
2	Program or practice has demonstrated meeting need for identified population through research or practice experience with a similar population or on outcomes related to those of interest for the implementing site
1	The program or practice has not demonstrated meeting need for a similar population or on outcomes related to those of interest for the implementing site



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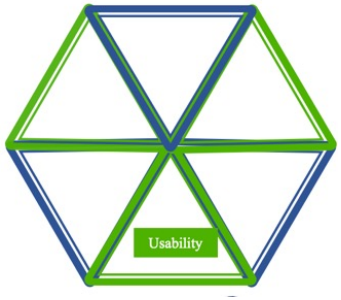
Core components:

- Teaches use of a continuous stroke, with a focus on proper letter slant, size, and spacing



Materials (outlined over the next 2 slides)

Fidelity Assessment

- No mention of a fidelity assessment on the website

Adaptable or modifiable components

- No mention of adaptable or modifiable components on the website

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D’Nealian Handwriting Program (claims from publisher website)

Provides practice options for every student, including:

- Additional printable Student Practice pages
- Kinesthetic and tactile learning in Grades K-2 with Alpha Touch Letters, Tracing Letter and Number Cards, and a classroom set of Wipe-On/Off Rewrite Cards
- Audio-visual modeling of proper handwriting strokes through Stroke Modeling Animations

Continuous stroke method supports students with unique learning needs such as dyslexia, dysgraphia, or fine motor delays.

- Better learn and retain common spelling patterns
- Easier to refine and correct writing
- Makes manuscript and cursive easier to learn

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Newly included in the 2022 edition (claims from publisher website)

- Digital experience on Savvas Realize"', including:
  - Interactive Teacher's Edition
  - Print-on-Demand Student Practice Pages
  - Printable Student Edition PDF
  - Stroke Modeling Animations
  - Interactive Student Practice
- Grades K-2 Handwriting Kit
  - Alpha Touch Letters
  - Tracing Letter and Number Cards
  - Set of 25 Wipe-On/Off Rewrite Cards

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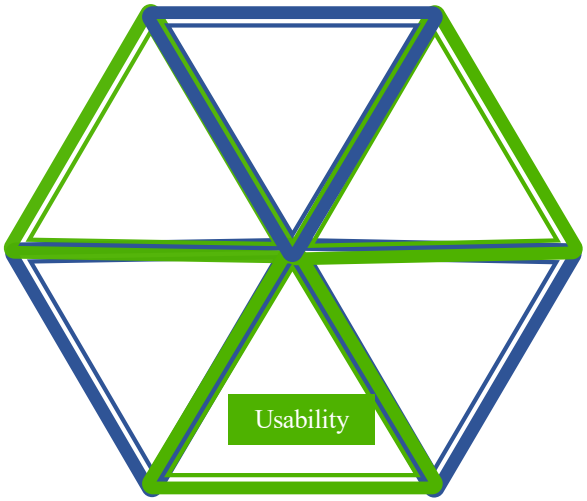
Usability

- How well defined are the program components?
- Is there a fidelity assessment for the program?
- Is there guidance on how to modify or adapt the program?

5	The program or practice has operationalized principles and values, core components that are measurable and observable, and a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or population
4	The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are identified to support contextualization for new settings or populations
3	The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified
2	The program or practice has identified principles and values and core components; however, the principles and core components are not defined in measurable or observable terms; modifiable components are not identified
1	The program or practice does not identify principles and values or core components



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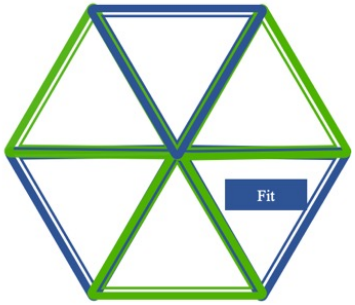

How does this program fit with:

- ***Handwriting Research***: Utilize the "*Evaluating Handwriting Materials*" tool

- ***Existing Initiatives***: How does this align with handwriting in Journeys; letter or letter/sound introduction in Journeys? Compare scope & sequence and language of instruction

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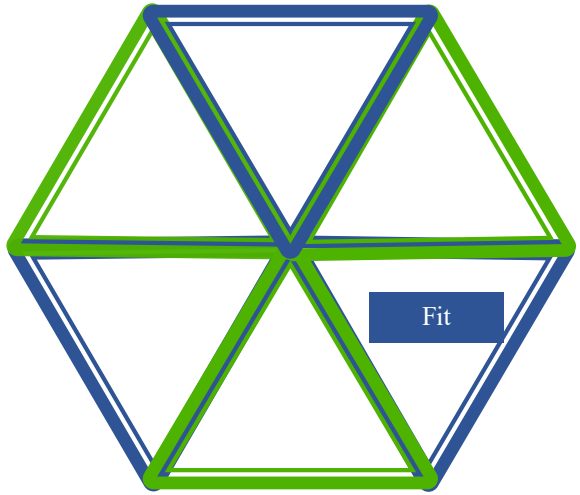
Fit

- Does the program or practice have the key components needed for the content area?
  (Conduct a scope & sequence review and a skills trace)
- Does the program or practice fit with district priorities?
- Fit with the values and priorities of the community?

5	The program or practice fits with the priorities of the implementing site; community values, including the values of culturally and linguistically specific populations; other existing initiatives
4	The program or practice fits with the priorities of the implementing site and community values; however, the values of culturally and linguistically specific population have not been assessed for fit
3	The program or practice fits with the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
2	The program or practice fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
1	The program or practice does not fit with the priorities of the implementing site or community values



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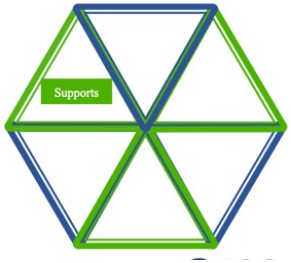

Training and coaching (information from website on next several slides)

- Training and coaching support appear to be available –No information on training and coaching requirements
- No information on a “train the trainer” for within district capacity building

Data

- From website: “Evaluate” section of lesson leads student through self-assessment to determine if they completed the steps, connection of strokes, and placement on lines. Can be viewed in sample lesson of teacher manual and student book.

Technology Supports

- There are web-based components listed on the website, but no information on the needed technology supports

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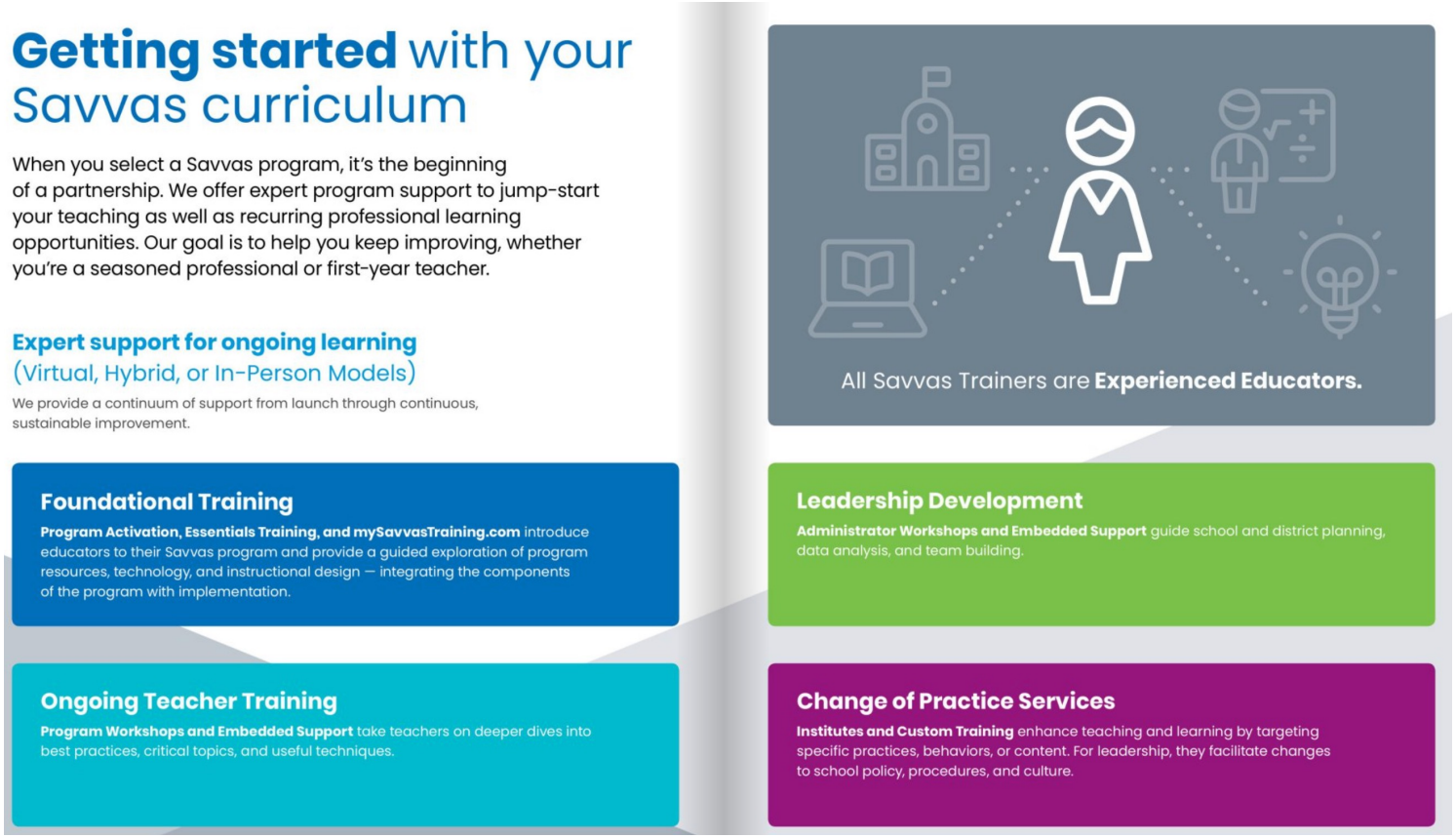

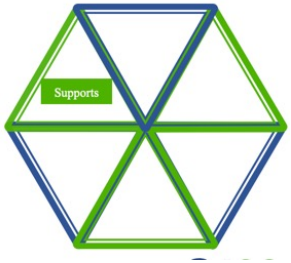

Training and coaching (from the website)

- "Resources including tutorials, webinars, and complete product libraries of user guides, training materials, implementation ideas"

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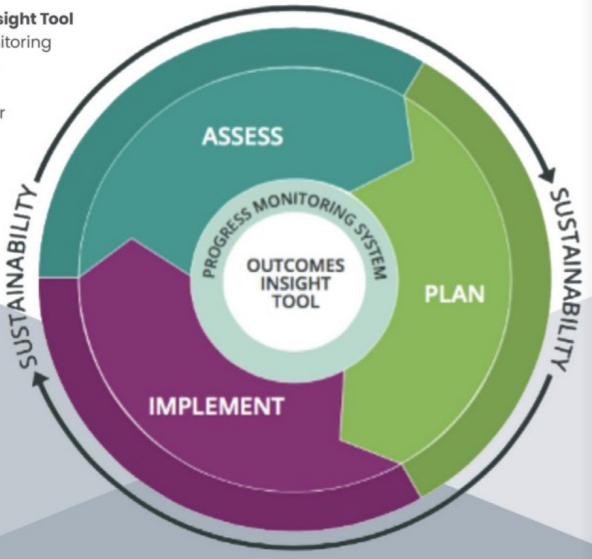
We focus on **your needs**

Professional learning is not one-size-fits-all. We make every effort to personalize our approach for your school or district. Starting with a thoughtful needs analysis, Savvas experts will conduct educator surveys and analyze student data and learning tasks. We'll work in partnership with you to identify desired outcomes and current needs, which we use to back map a customized professional learning plan. Much like an instructional plan, our blueprint includes outcomes, milestones, and specific steps. We track progress using our online **Outcomes Insight Tool** and give you full access.

The Savvas **Outcomes Insight Tool** serves as a progress monitoring system. Get full access to the success of your implementation with clear data dashboards.



We reinvented **virtual training** to better serve you.

Synchronous Training

Educators have opportunities to participate in real-time, live sessions with our remote learning coaches while discussing teaching and learning practices.

Recommended for . . .

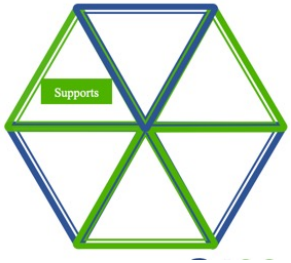
- Coaching and modeling
- Data digs
- Virtual professional development cycles
- Any professional learning that fosters an ongoing, reflective practice (e.g., facilitated Professional Learning Communities)

Asynchronous Training

Simulated live sessions provide an automated webinar experience that emulates a live session with interactive polls, handouts, and personalized Q&A. It can be followed up with live office hours.

Recommended for . . .

- Personalizing kick-offs for district initiatives
- Ensuring consistency in message (available for all teachers/administrators to revisit or review)
- Usage reports that reveal participation and completion



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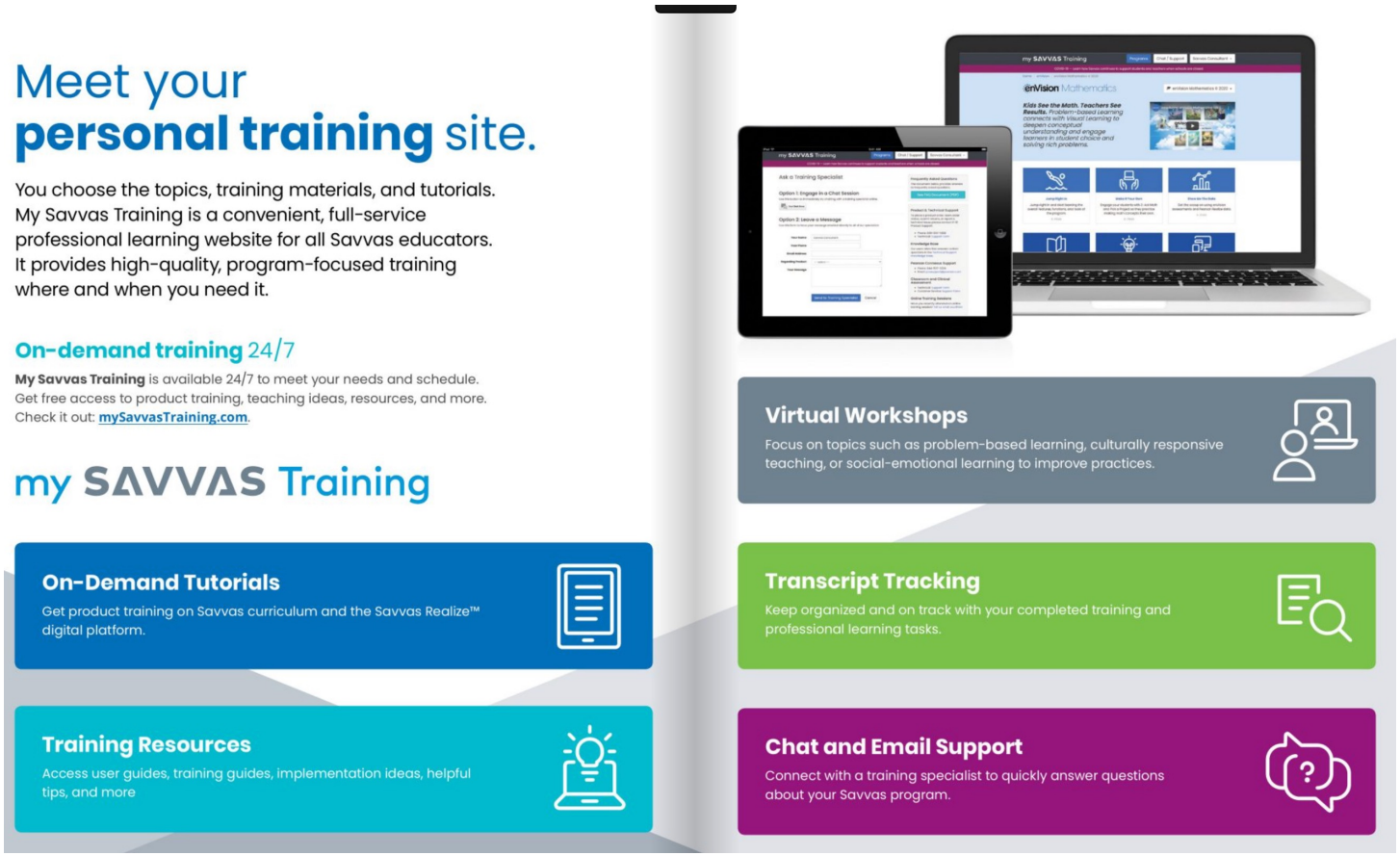

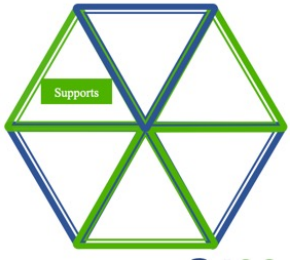

Training and coaching (from the website)

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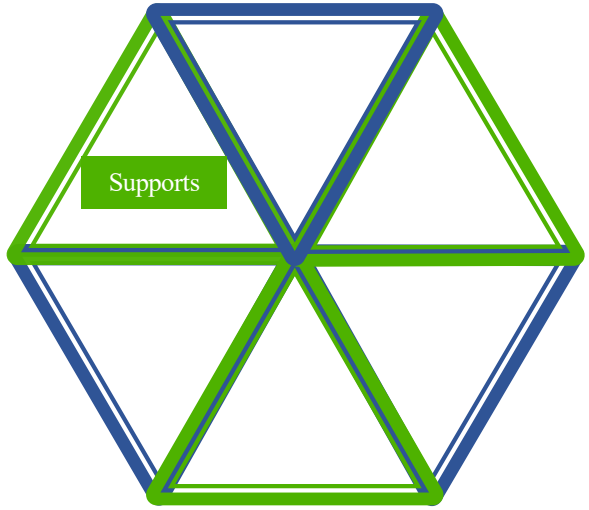
Supports

- Does the program or practice have the necessary training and coaching to cultivate the confidence and competence of implementers?
- Does the program or practice have the necessary administrative and data supports needed for effective implementation?

5	Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, stakeholder, and partner engagement.)
4	Some resources are available to support implementation, such as resources to support staff competency but not organizational practice
3	Limited resources are available, such as a curriculum available for purchase
2	General guidance provided but no specific resources, such as a suggestion to use strengths-based approaches with staff
1	Few to no resources to support implementation



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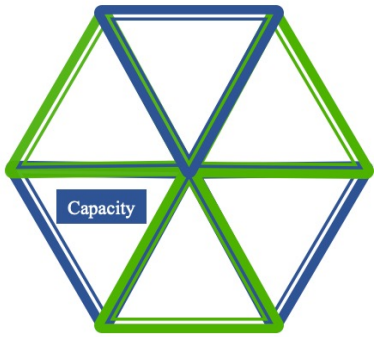
Workforce

- Do not appear to be specific qualifications needed to implement the program



Financial Supports

- Are the financial resources available for purchase of all needed materials and training and coaching supports?

Technology Supports

- Does the district have the technology resources needed to implement?

Organization Supports

- Is there a team available to guide implementation? Ensure implementers have the materials, supports, data needed?
- Is there adequate time available to implement the program?
- Is there adequate time available to support implementation – time for planning, time for training, time for coaching, time for data review and problem solving

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Material Costs:

Each grade level has the same costs

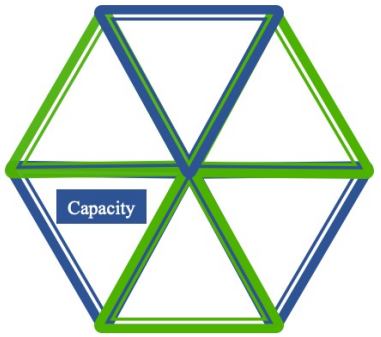
Grade K

NOTES

† - Items can only be purchased with PO or school credit card. A qualifying institution is required for personal credit card purchases.

If you have a Promo Code, enter it here:

	Product	ISBN	Price
+	HANDWRITING 2022 TEACHERS GUIDE GRADE K†	9781418361655	$69.97
+	HANDWRITING 2022 STUDENT EDITION WORKTEXT PLUS 1-YEAR DIGITAL LICENSE GRADE K†	9781418361853	$13.97
+	HANDWRITING 2022 STUDENT EDITION WORKTEXT PLUS 3-YEAR DIGITAL LICENSE GRADE K†	9781418361976	$39.97
+	HANDWRITING 2022 STUDENT EDITION WORKTEXT PLUS 6-YEAR DIGITAL LICENSE GRADE K†	9781418362157	$68.47
+	HANDWRITING 2022 1-YEAR DIGITAL COURSEWARE LICENSE GRADE K†	9781418362218	$8.97
+	HANDWRITING 2022 3-YEAR DIGITAL COURSEWARE LICENSE GRADE K†	9781418362331	$25.47
+	HANDWRITING 2022 6-YEAR DIGITAL COURSEWARE LICENSE GRADE K†	9781418362515	$43.97



Capacity

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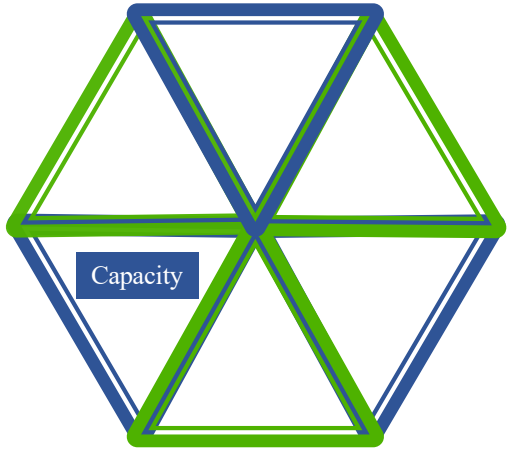

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Zaner-Bloser Handwriting Program

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Zaner-Bloser Handwriting Program (claims from publisher website)

Zaner-Bloser Keys:

- The Keys to Legibility (Shape, Size, Spacing, Slant) for instruction and self-assessment
- Three-Step Lesson: Model, Practice, Evaluate
- Four basic strokes to form all letters (manuscript and cursive)
- Simple, student-friendly language
- Consistent sequence of instruction—now available in K–6 for English and Spanish
  - Presents the letters of the alphabet in groups that share common strokes, formation patterns, and visual attributes
- Easy-to-use Teacher Edition with point-of-use support
- Introduces manuscript, or printing, for K and 1
- Choice of introducing cursive in grade 2 or grade 3

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Zaner-Bloser Handwriting Program (claims from publisher website)

New in the 2020 Version– for students:

- **NEW! *Zaner-Bloser La escritura*** adds instruction at grades 4, 5, and 6! All students now have access to the gold standard in handwriting in both English and Spanish.
- **NEW! Reading Historical Documents** exercises for grades 4 and 6 provide crucial practice in reading primary sources—many in their original cursive.
- **NEW! Handwriting Activity Cards** encourage additional practice with colorful cards that can be used for small group work, at activity centers, or for individual enjoyment.
- **NEW! QR codes** in the Practice Masters allow students to scan and link to Animated Letter Models and other instructional videos

New in the 2020 Version– for teachers:

- **NEW! Time-Saving Tips** tip-in from the Teacher Edition outlines how to use these digital tools to maximize your instruction time. Download a PDF of the tips.
- **NEW! Student Edition Pages** (available through the Quick Lessons tab in the MyZBPortal.com Table of Contents) can be projected on a whiteboard for easy whole-class instruction. Animated Letter Models are also linked to QR codes throughout the print Student Edition and Practice Masters so students can revisit the strokes and increasingly take ownership for their learning in class and at home.
- **NEW! ZB FontsOnline** is now ZB Worksheet Maker. Available at MyZBPortal.com, this easy-to-use tool allows teachers to generate their own practice masters (cursive and manuscript) across different content areas. Choose your template and add in content that also provides additional handwriting activity. New features include graphic organizers, Spanish templates, printable PDFs, and the ability to create traceable worksheets.

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Evidence

- Are there research data available that demonstrate effectiveness of the program or practice?
- What is the strength of the evidence?
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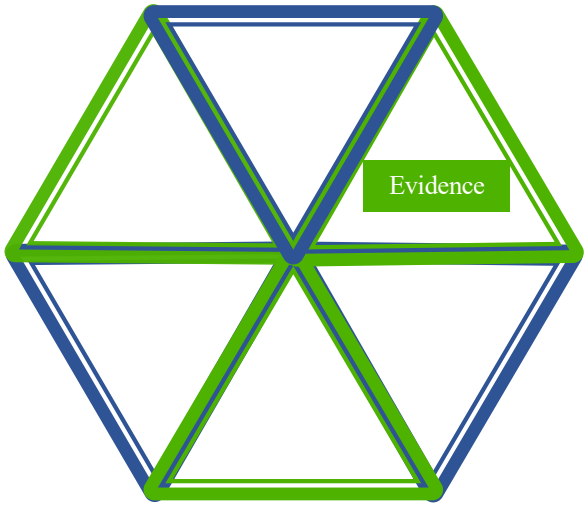

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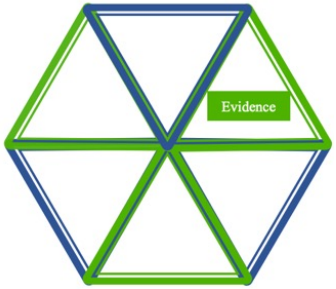
Research on Zaner-Bloser handwriting program



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- 112 1st graders received D'Nealian and 134 received Zaner-Bloser
- Examined students first attempts at cursive writing correct strokes:
  - Zaner-Bloser: Average 73.49% correct strokes (female) and 72.86% correct strokes (male)
  - D'Neanial: Average 72.81% correct strokes (male) and 72.4% correct strokes (female)

Limitations: don't know fidelity, D'Nealian suggests students pick up cursive faster with cursive instruction and no cursive instruction was provided in this study

(Trap-Porter, Cooper, Hill, Swisher, LaNunziata, 2001)

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Table 4 (continued)

Study[ab]	Pub.	Grade	Student type	Number[c]	Length[d]	Description of conditions[e]	Quality score	Leg. ES	Flu.ES
				68		RD multi-component, individualized HW instruction versus no intervention			
Smith and Rothwell (1963)	D	6	F	29 26	960	Penskill individualized HW program versus Zaner-Bloser program	4	1.24	−1.04
Beam (1984.2)	D	7	F	32 32	480	RD multi-component, individualized HW instruction versus no intervention	3	0.67	2.20
Question 6: What is the impact of the Handwriting Without Tears program?									
Wade (2002)	D	K	F	40 35	23 weeks	Handwriting Without Tears program versus typically occurring HW instruction	4	0.77	–
Buckley (2012)	D	1	F	50 59	1250	Handwriting Without Tears program versus no intervention	3	–	0.14
Salls et al. (2013)	J	1	F	14 17	1 year	Handwriting Without Tears program versus Peterson Directed Handwriting program	3	0.64	−0.16
Schneck et al. (2012)	J	1	F	81 66	8 months	Handwriting Without Tears program versus typically occurring TD HW instruction	6	−0.53	–
Waller (2004)	D	1	F	17 17	855 320	Handwriting Without Tears program with more versus less teacher directed instruction and practice	3	−0.65	–
Owens (2004)	D	2	F	41 40	500	Handwriting Without Tears program versus typically occurring HW instruction	5	0.24	0.49
McCormack (2008)	D	3	F	10 10	800 1250	Handwriting Without Tears program versus Loops and Other Groups program	6	0.92	–
Shimel et al. (2009 Exp. 1)*	J	3	F	18 32	375	Handwriting Without Tears program versus Loops and Other Groups or Zaner-Bloser program	3	−0.08	–
Question 7: What is the impact of teaching individual letters with motion models?									
Kirk (1981 Exp. 1)*	J	K	F	14 14	240	Taught letters with visual demonstrations versus copied still models	7	0.96	–
Vinter and Chartrel (2010 Exp. 2)*	J	K	A	12 12	4 sessions	Copied letters from moving versus still models on a digitizing tablet	7	−0.08	−0.36
Hayes (1982 Exp. 2)*	J	K, 3	F	18 18	22.5	Copied letter-like forms after visual demonstrations versus from still models	5	0.91	–
Wright and Wright (1980)*	J	1	F	60	11 weeks	Copied letters from motion (flipbook) versus still models	6	−0.06	–

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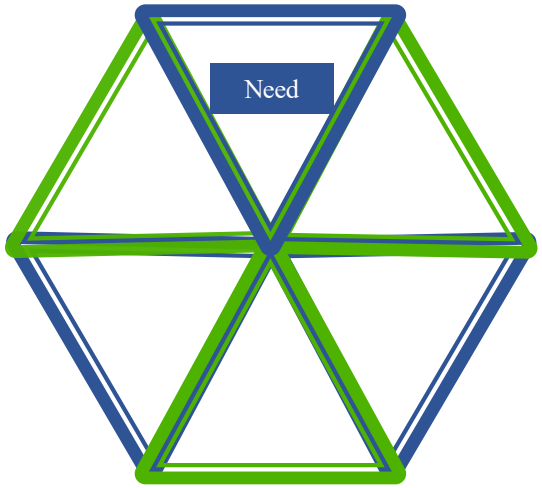
Need	
▪ Does the program or practice meet the need and address the root causes of the need? ▪ Does the program have a high likelihood of working for your students?	
5	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population and the same outcomes of interest for the implementing site
4	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population on outcomes related to those of interest for implementing site
3	Program or practice has demonstrated meeting need for identified population through less rigorous research design (e.g., quasi-experimental, pre-post) with similar population on outcomes related to those of interest for the implementing site
2	Program or practice has demonstrated meeting need for identified population through research or practice experience with a similar population or on outcomes related to those of interest for the implementing site
1	The program or practice has not demonstrated meeting need for a similar population or on outcomes related to those of interest for the implementing site



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District needs: _____

From the studies:

- No disaggregated data beyond male/female
- Outcomes of focus
  - Study: First graders first attempt at writing cursive

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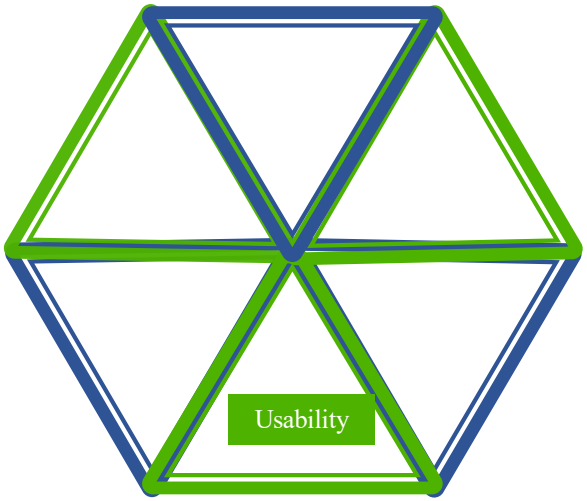
Usability

- How well defined are the program components?
- Is there a fidelity assessment for the program?
- Is there guidance on how to modify or adapt the program?

5	The program or practice has operationalized principles and values, core components that are measurable and observable, and a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or population
4	The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are identified to support contextualization for new settings or populations
3	The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified
2	The program or practice has identified principles and values and core components; however, the principles and core components are not defined in measurable or observable terms; modifiable components are not identified
1	The program or practice does not identify principles and values or core components



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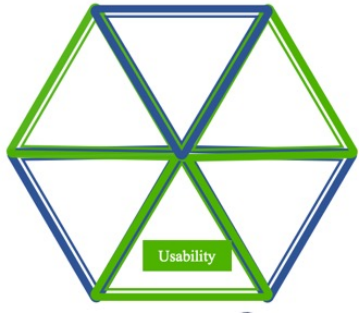
Core components



Materials (outlined over the next slide)

Fidelity Assessment

- Publisher representative said there is not fidelity assessment

Adaptable or modifiable components

- No mention of adaptable or modifiable components on the website

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Student assessments (from publisher discussion)

Assessments built into the program

- self- assessment at the end of every lesson for the student
- there is also a pretest at the beginning of the year
- at the end of each unit there is an evaluation
- if you look in the teacher edition, there is a whole section on evaluation in the back of the book that has a rubric and progress sheet that the teacher can print off to track each student
- if you decide to have students use the online portion that comes with the program, the teachers can assign activities to the students and they can write on a touch device
- the teachers are sent information on how they are doing on those activities
- included a document and if you check out page 9 it explains a little more about the assessment

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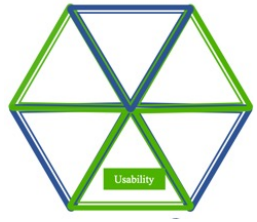
Zaner-Bloser Handwriting Program (claims from publisher website)



New in the 2020 Version– for students:

- **NEW! *Zaner-Bloser La escritura*** adds instruction at grades 4, 5, and 6! All students now have access to the gold standard in handwriting in both English and Spanish.
- **NEW! Reading Historical Documents** exercises for grades 4 and 6 provide crucial practice in reading primary sources—many in their original cursive.
- **NEW! Handwriting Activity Cards** encourage additional practice with colorful cards that can be used for small group work, at activity centers, or for individual enjoyment.
- **NEW! QR codes** in the Practice Masters allow students to scan and link to Animated Letter Models and other instructional videos

New in the 2020 Version– for teachers:

- **NEW! Time-Saving Tips** tip-in from the Teacher Edition outlines how to use these digital tools to maximize your instruction time. Download a PDF of the tips.
- **NEW! Student Edition Pages** (available through the Quick Lessons tab in the MyZBPortal.com Table of Contents) can be projected on a whiteboard for easy whole-class instruction. Animated Letter Models are also linked to QR codes throughout the print Student Edition and Practice Masters so students can revisit the strokes and increasingly take ownership for their learning in class and at home.
- **NEW! ZB FontsOnline** is now ZB Worksheet Maker. Available at MyZBPortal.com, this easy-to-use tool allows teachers to generate their own practice masters (cursive and manuscript) across different content areas. Choose your template and add in content that also provides additional handwriting activity. New features include graphic organizers, Spanish templates, printable PDFs, and the ability to create traceable worksheets.

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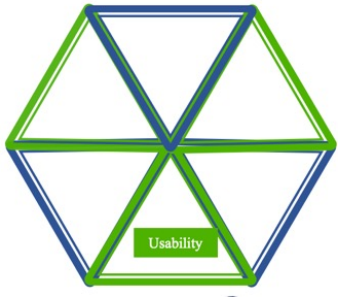
Material components

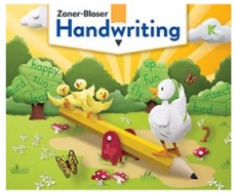


Kindergarten

Basic Manuscript Strokes, Letters, and Numerals

Core Materials

Student Edition

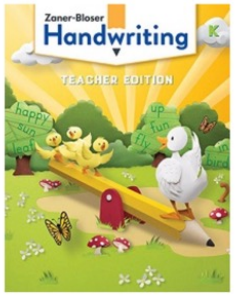


PREVIEW ONLINE SAMPLE

Step-by-step instruction and self-evaluation plus engaging activities and fun, colorful illustrations get students excited about handwriting.

- Basic manuscript strokes: vertical lines, horizontal lines, backward and forward circle lines, and slant lines
- Manuscript uppercase letters, lowercase letters, and numerals 1–20
- Handwriting Tutor

Teacher Edition (Print or eBook)

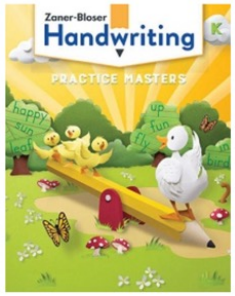


PREVIEW ONLINE SAMPLE

The Teacher Edition includes step-by-step instruction and annotated Student Edition pages with embedded professional development.

- Differentiation support
- Skywriting cues
- Multisensory activities
- ELL student support
- Tips from an occupational therapist

Practice Masters



PREVIEW ONLINE SAMPLE

Additional practice and school-to-home activities are included.

MyZBPortal.com

REQUEST ONLINE TRIAL

MyZBPortal.com supports teachers with time-saving resources including quick lessons, Animated Letter Models, and projectable Student Edition pages.

Assignable online quests provide additional opportunities for student practice.

- Web-based platform accessible from anywhere
- Projectable videos for full-class instruction

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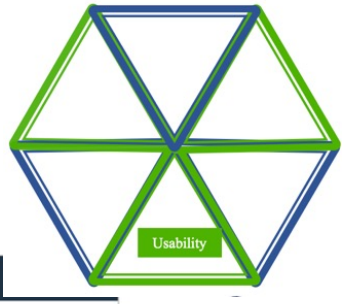
Material components

Grade 1

Manuscript Reinforcement

Core Materials



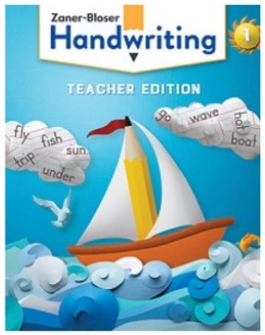
Student Edition

PREVIEW ONLINE SAMPLE

Step-by-step instruction and self-evaluation plus engaging activities and fun, colorful illustrations get students excited about handwriting.

- Basic manuscript strokes: vertical lines, horizontal lines, backward and forward circle lines, and slant lines
- Manuscript uppercase letters, lowercase letters, and numerals 1–20
- Keys to Legibility
- Handwriting Tutor

Teacher Edition (Print or eBook)



PREVIEW ONLINE SAMPLE

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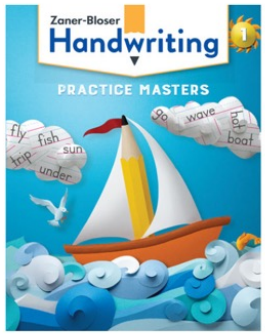
- Skywriting cues
- Multisensory activities
- ELL student support
- Tips from an occupational therapist

Practice Masters



PREVIEW ONLINE SAMPLE

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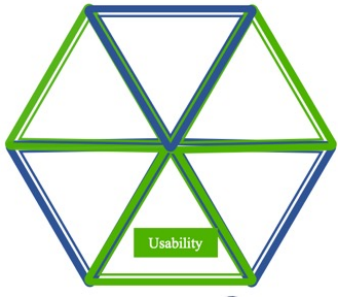
Material components

Grade 2M

Manuscript Mastery

Core Materials



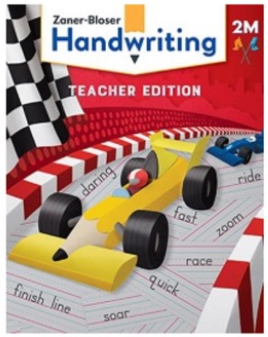
Student Edition

PREVIEW ONLINE SAMPLE

Step-by-step instruction and self-evaluation plus engaging activities and fun, colorful illustrations get students excited about handwriting.

- Basic manuscript strokes: vertical lines, horizontal lines, backward and forward circle lines, and slant lines
- Manuscript uppercase letters, lowercase letters, and numerals 1–20
- Keys to Legibility
- Handwriting Tutor

Teacher Edition (Print or eBook)

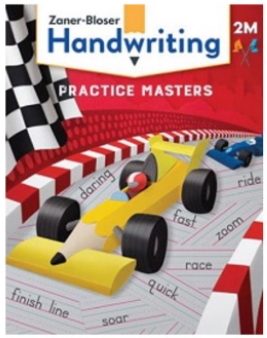


PREVIEW ONLINE SAMPLE

The Teacher Edition includes step-by-step instruction and annotated Student Edition pages with embedded professional development.

- Differentiation support
- Skywriting cues
- Multisensory activities
- ELL student support
- Tips from an occupational therapist

Practice Masters



PREVIEW ONLINE SAMPLE

Additional practice and school-to-home activities are included.

MyZBPortal.com

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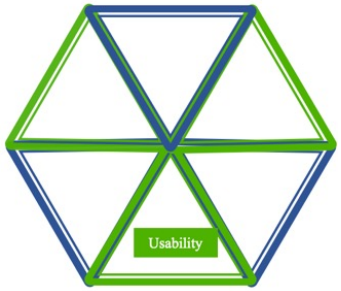
Material components

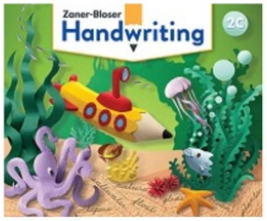
Grade 2C

Manuscript Mastery and Cursive Basics

Core Materials



Student Edition

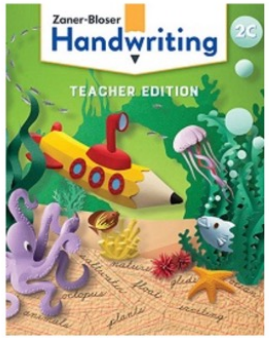


PREVIEW ONLINE SAMPLE

Step-by-step instruction and self-evaluation plus engaging activities and fun, colorful illustrations get students excited about handwriting.

- Introduction to basic cursive strokes: undercurve, downcurve, overcurve, and slant
- Manuscript and cursive uppercase letters, lowercase letters, and numerals 1–10
- How to join cursive letters
- Keys to Legibility
- Handwriting Tutor

Teacher Edition (Print or eBook)



PREVIEW ONLINE SAMPLE

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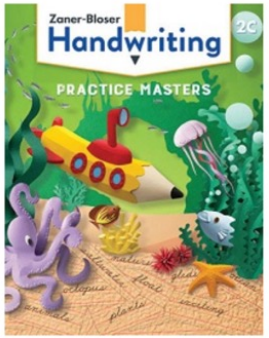
- Skywriting cues
- Multisensory activities
- ELL student support
- Tips from an occupational therapist

Practice Masters



PREVIEW ONLINE SAMPLE

Additional practice and school-to-home activities are included.

MyZBPortal.com

REQUEST ONLINE TRIAL

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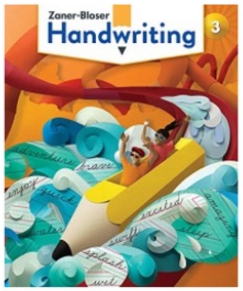
Material components

Grade 3

Manuscript Review and Transition to Cursive

Core Materials

Student Edition

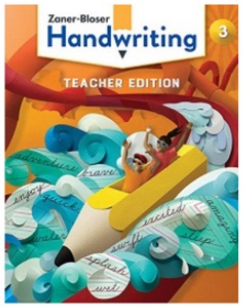


PREVIEW ONLINE SAMPLE

Step-by-step instruction and self-evaluation plus engaging activities and fun, colorful illustrations get students excited about handwriting.

- Manuscript review
- Introduction to basic cursive strokes: undercurve, downcurve, overcurve, and slant
- Cursive uppercase letters, lowercase letters, and numerals 1–10
- How to join cursive letters
- Keys to Legibility
- Handwriting Tutor

Teacher Edition (Print or eBook)



PREVIEW ONLINE SAMPLE

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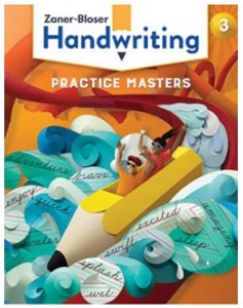
- Skywriting cues
- Multisensory activities
- ELL student support
- Tips from an occupational therapist

Practice Masters



PREVIEW ONLINE SAMPLE

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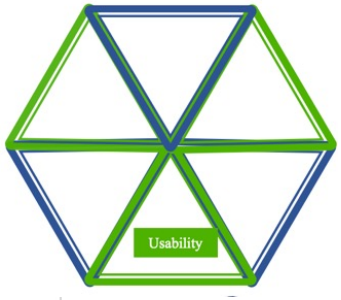

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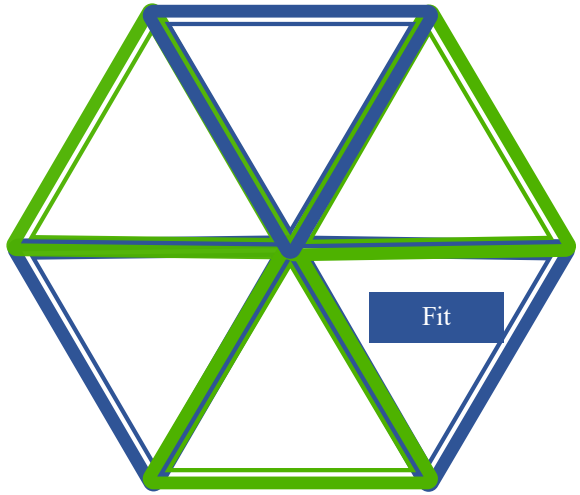
Fit

- Does the program or practice have the key components needed for the content area?
  (Conduct a scope & sequence review and a skills trace)
- Does the program or practice fit with district priorities?
- Fit with the values and priorities of the community?

5	The program or practice fits with the priorities of the implementing site; community values, including the values of culturally and linguistically specific populations; other existing initiatives
4	The program or practice fits with the priorities of the implementing site and community values; however, the values of culturally and linguistically specific population have not been assessed for fit
3	The program or practice fits with the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
2	The program or practice fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
1	The program or practice does not fit with the priorities of the implementing site or community values



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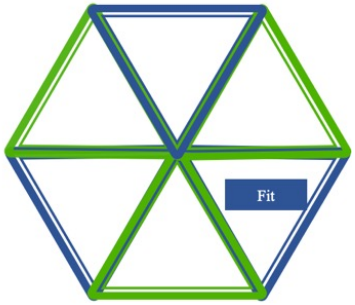

How does this program fit with:

- ***Handwriting Research***: Utilize the "*Evaluating Handwriting Materials*" tool

- ***Existing Initiatives***: How does this align with handwriting in Journeys; letter or letter/sound introduction in Journeys? Compare scope & sequence and language of instruction

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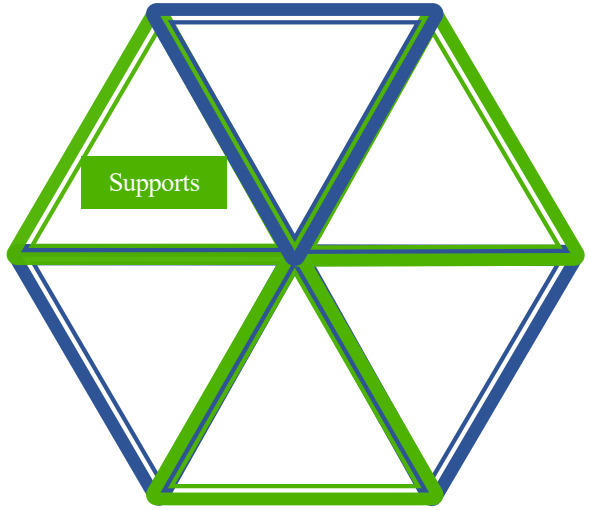
Supports

- Does the program or practice have the necessary training and coaching to cultivate the confidence and competence of implementers?
- Does the program or practice have the necessary administrative and data supports needed for effective implementation?

5	Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, stakeholder, and partner engagement.)
4	Some resources are available to support implementation, such as resources to support staff competency but not organizational practice
3	Limited resources are available, such as a curriculum available for purchase
2	General guidance provided but no specific resources, such as a suggestion to use strengths-based approaches with staff
1	Few to no resources to support implementation



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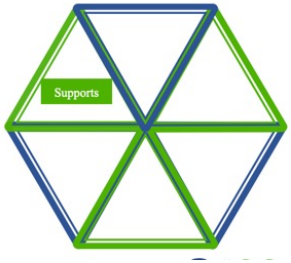

Publisher

- States their professional development is content-focused, incorporates active learning; supports collaboration, typically job-embedded; uses models and modeling; provides coaching; opportunities for feedback and reflection; is of sustained duration
- Online training videos
- No requirements given for training and coaching requirements: Publisher rep stated that training typically lasts 1.5-2 hours (K-1 together; 2nd grade separate ½ manuscript & ½ cursive)
- No information on "train the trainer"

Data

- Website mentions: **Online handwriting quests** can be auto-generated or assigned to individual students. *Progress and activity data* is reported to teachers in real time. No samples of the assessments available

Technology Supports

- Are there any technology requirements for the program?

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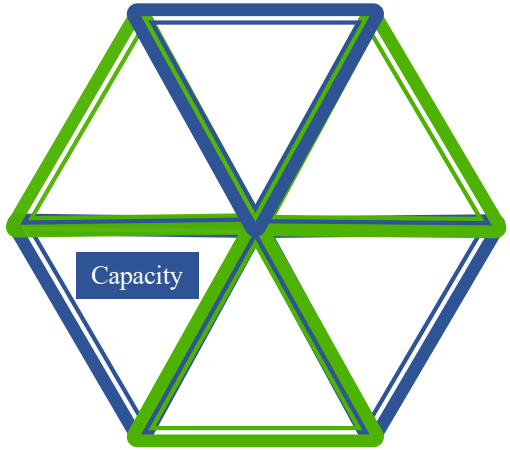
Capacity

- Does the district have the resources (e.g., person, financial, time) to support implementation of the program?
- Does the district have the technology and data system needed to support implementation?
- Does the district have or can it build internal capacity to build competency of staff?

5	Implementing sites have a qualified workforce and all of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
4	Implementing sites have a qualified workforce and most of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
3	Implementing sites have a qualified workforce and some of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
2	Implementing sites have a qualified workforce and only a few of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
1	Implementing sites do not have a qualified workforce or any of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity



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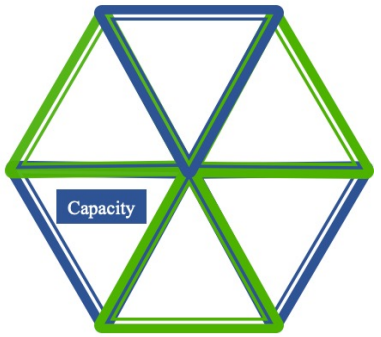

Workforce

- Do not appear to be specific qualifications needed to implement the program

Financial Supports

- How much does it cost to implement?
- Are the financial resources available for purchase of all needed materials and training and coaching supports?

Technology Supports

- Does the district have the technology resources needed to implement?

Organization Supports

- Is there a team available to guide implementation? Ensure implementers have the materials, supports, data needed?
- Is there adequate time available to implement the program?
- Is there adequate time available to support implementation – time for planning, time for training, time for coaching, time for data review and problem solving

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Price quote from the publisher

1 year

- -reup each year
- -apprx $12, 115

3 year

- -10% discount
- -pay all upfront
- -they ship books out to us each year
- -apprx $33,500

6 year

- -all up front payment & shipping
- -get all materials at once then distribute each year
- -apprx $54,500

Professional development included in the cost

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Material Costs:

Each grade level has the same costs

Home / Zaner-Bloser Handwriting © 2020 Classroom Resource Kit Manuscript

Share Tweet

Zaner-Bloser Handwriting © 2020 Classroom Resource Kit Manuscript

Grade Level: K, 1, 2

$198.67 Retail Price

Your Price

$149.00 School Price

Classroom Resource Kits provide a full selection of classroom multisensory practice materials with extra support for teaching handwriting and making learning fun.

The Manuscript Classroom Resource Kit includes these materials:

- Alphabet Cards
- Alphabet Desk Strips
- Alphabet Wall Strips
- Manuscript Cards
- Touch and Trace Cards
- Home Handwriting Poster Pack

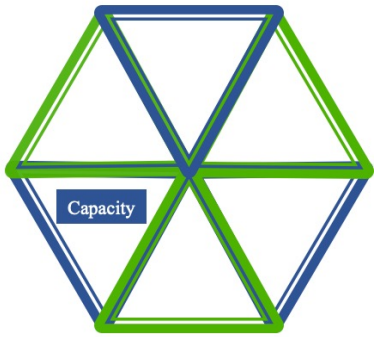
ISBN: 9781453120965

Copyright: 2020

Format: Print Bundle

Material: Set/Kit/Package

Grade: K, 1, 2



Print Bundle

Copyright © 2021 Implementation Consulting Group

Material Costs:

Each grade level has the same costs

Share Tweet

Zaner-Bloser Handwriting © 2020 Grade K Classroom Package Large

⚠ Warning: CHOKING HAZARD – Small Parts. Not for children under 3 yrs.

Grade Level: K

$411.67 Retail Price

Your Price

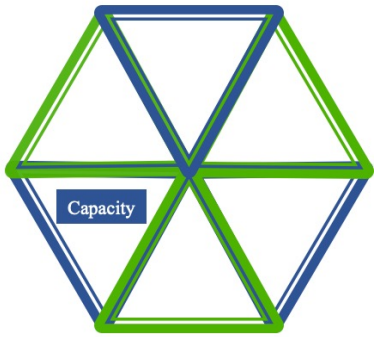
$308.75 School Price

Classroom packages feature the research-based, proven instruction that has made Zaner-Bloser the #1 handwriting program paired with new digital support and additional opportunities for students to become confident communicators.

Large classroom package includes these materials:

- 25 Student Editions
- 1 Teacher Edition
- 1 Practice Masters
- 1-Year Access to MyZBPortal.com (per teacher)
- 1 Handwriting Activity Cards

ISBN: 9781453124567
Material: Set/Kit/Package
Copyright: 2020
Grade: K
Format: Digital Bundle



Digital Bundle

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Handwriting Without Tears Program

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Handwriting Without Tears (claims from publisher website)

- Uses fun, engaging, simple, and developmentally appropriate instructional methods to enable children to master handwriting as an automatic and comfortable skill
- Offers materials in both English and Spanish
- Integrated print and digital solution using developmentally appropriate, multisensory strategies
- Students in K-2 start by learning letters that begin with a vertical stroke. Students learn the letters in a scaffolded sequence through multisensory lessons that make handwriting mastery fun
- Students in grades 3-5 transition from print to cursive lessons

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Handwriting Without Tears (claims from publisher website)

Instruction includes:

- Child friendly, simple language to reach every student
- Large step-by-step letter formations to provide a clear model
- Suggested developmental teaching order for a scaffolded approach to letter learning and mastery that can be customized to your ELA program
- Cross-curricular connections to reinforce content being taught in other subjects

HWT manipulatives are proven to stimulate and strengthen visual, tactile, kinesthetic, and auditory learning styles while improving lesson understanding and comprehension

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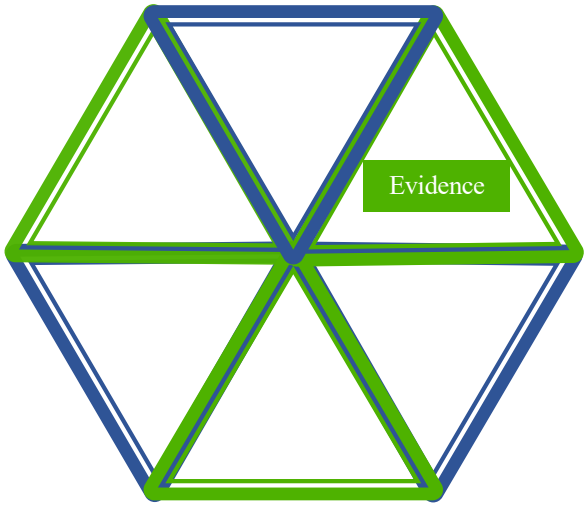
Evidence

- Are there research data available that demonstrate effectiveness of the program or practice?
- What is the strength of the evidence?
- Is the program based on evidence – includes evidence-based practices?

5	The program or practice has documented evidence of effectiveness based on at least two rigorous, external research studies, and has demonstrated sustained effects at least one-year post treatment
4	The program or practice has demonstrated effectiveness with one rigorous research study
3	The program or practice shows some evidence of effectiveness through less rigorous research studies or evaluations
2	The program or practice has not demonstrated effectiveness through a research study, but has a well-developed logic model or basis in research
1	The program or practice does not have a well-developed logic model or basis in research and has not demonstrated effectiveness through a research study



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Research on Handwriting Without Tears program

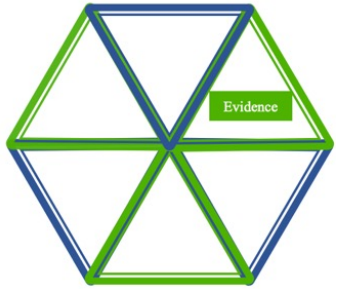

Table 4 Summary of studies included in research questions 1 and 3–11 (handwriting legibility and fluency effects)

Study[ab]	Pub.	Grade	Student type	Number[c]	Length[d]	Description of conditions[e]	Quality score	Leg. ES	Flu.ES
Question 1: Does HW instruction produce greater gains than no HW instruction?									
Vinter and Chartrel (2010 Exp. 1)*	J	K	A	36 12	4 sessions	Copied letters from models on a digitizing tablet versus no intervention	7	0.28	1.20
Hayes (1982) Exp. 1)*	J	K, 3	F	72 18	22.5	Copied letter-like forms from models versus listened to a story	5	1.06	–
Buckley (2012)	D	1	F	50 59	1250	Handwriting Without Tears program versus no intervention	3	–	0.14
Graham et al. (2000)*	J	1	S	18 18	405	RD multi-component HW instruction versus phonological awareness instruction	10	0.95 0.75 (M=6 mos)	0.95 0.63 (M= 6 mos)
Heydorn (1984)*	J	1	F	38 39	480	Taught and practiced commonly reversed letters versus no intervention	6	0.08	–
Peterson and Nelson (2003)*	J	1	S	30 29	600	RD multi-component, individualized HW instruction versus no intervention	8	0.68	−0.43
Sudsawad et al. (2002 Exp. 1)*	J	1	S	15 15	180	RD HW instruction versus no intervention	7	−0.11	0.01
Berninger et al. (1997 Exp. 1)*	J	1–2	S	120 24	480	RD multi-component HW instruction versus phonological awareness instruction	8	0.36	0.52
Walser (1981 Exp. 1)*	D	1–2	S	30 15	340	RD HW instruction versus no intervention	8	0.81	–
Zwicker and Hadwin (2009 Exp. 1)*	J	1–2	S	50 25	300	RD multi-component HW instruction versus no intervention	10	0.34	–
Denton et al. (2006 Exp. 1)*	J	1–4	S	15 9	600	RD multi-component HW instruction versus no intervention	5	0.23	–
Alves et al. (2015)*	O	2	F	18 37	1200	RD multi-component HW instruction versus spelling or keyboarding instruction	7	–	0.77
Veena et al. (2002 Exp. 1)*	J	2–4	S	24 12	420	RD multi-component HW instruction versus no intervention	6	2.74	–
Weintraub et al. (2009 Exp. 1)*	J	2–4	S	38 17	480	RD multi-component HW instruction versus no intervention	7	0.39	−0.09
Olson (1970)*	O	2, 4, 6	F	12	4 sessions	Copied letters versus no intervention	6	0.58	–

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Research on Handwriting Without Tears program

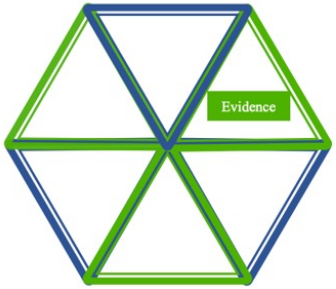

Table 4 (continued)

Study[ab]	Pub.	Grade	Student type	Number[c]	Length[d]	Description of conditions[e]	Quality score	Leg. ES	Flu.ES
				68		RD multi-component, individualized HW instruction versus no intervention			
Smith and Rothwell (1963)	D	6	F	29 26	960	Penskill individualized HW program versus Zaner-Bloser program	4	1.24	−1.04
Beam (1984.2)	D	7	F	32 32	480	RD multi-component, individualized HW instruction versus no intervention	3	0.67	2.20
Question 6: What is the impact of the Handwriting Without Tears program?									
Wade (2002)	D	K	F	40 35	23 weeks	Handwriting Without Tears program versus typically occurring HW instruction	4	0.77	–
Buckley (2012)	D	1	F	50 59	1250	Handwriting Without Tears program versus no intervention	3	–	0.14
Salls et al. (2013)	J	1	F	14 17	1 year	Handwriting Without Tears program versus Peterson Directed Handwriting program	3	0.64	−0.16
Schneck et al. (2012)	J	1	F	81 66	8 months	Handwriting Without Tears program versus typically occurring TD HW instruction	6	−0.53	–
Waller (2004)	D	1	F	17 17	855 320	Handwriting Without Tears program with more versus less teacher directed instruction and practice	3	−0.65	–
Owens (2004)	D	2	F	41 40	500	Handwriting Without Tears program versus typically occurring HW instruction	5	0.24	0.49
McCormack (2008)	D	3	F	10 10	800 1250	Handwriting Without Tears program versus Loops and Other Groups program	6	0.92	–
Shimel et al. (2009 Exp. 1)*	J	3	F	18 32	375	Handwriting Without Tears program versus Loops and Other Groups or Zaner-Bloser program	3	−0.08	–
Question 7: What is the impact of teaching individual letters with motion models?									
Kirk (1981 Exp. 1)*	J	K	F	14 14	240	Taught letters with visual demonstrations versus copied still models	7	0.96	–
Vinter and Chartrel (2010 Exp. 2)*	J	K	A	12 12	4 sessions	Copied letters from moving versus still models on a digitizing tablet	7	−0.08	−0.36
Hayes (1982 Exp. 2)*	J	K, 3	F	18 18	22.5	Copied letter-like forms after visual demonstrations versus from still models	5	0.91	–
Wright and Wright (1980)*	J	1	F	60	11 weeks	Copied letters from motion (flipbook) versus still models	6	−0.06	–

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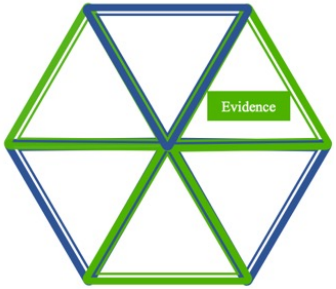
Research on Handwriting Without Tears program



8 studies – all Quasi-experimental (5 dissertations/theses and 3 in journals)

- Seven studies measured the impact of Handwriting Without Tears on legibility and four reported positive effects (see Tables 2 and 4). *The average weighted ES of 0.13 (95 % CI [−0.34, 0.60]) was not statistically significant*
- Three studies included a fluency measure and two reported positive effects (see Tables 2 and 4). *The average weighted ES of 0.18 (95 % CI [−0.14, 0.50]) was not statistically significant*

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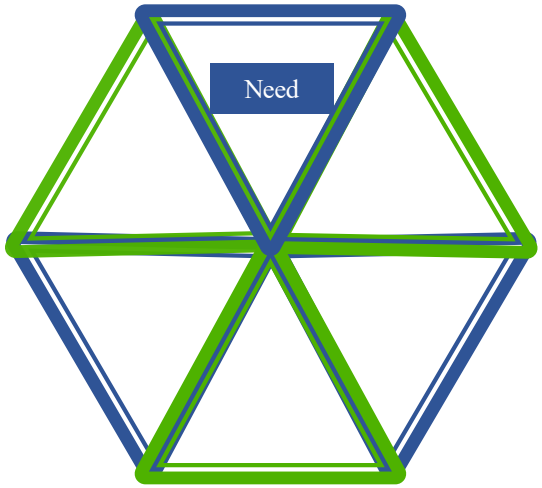
Need	
▪ Does the program or practice meet the need and address the root causes of the need? ▪ Does the program have a high likelihood of working for your students?	
5	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population and the same outcomes of interest for the implementing site
4	Program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with a similar population on outcomes related to those of interest for implementing site
3	Program or practice has demonstrated meeting need for identified population through less rigorous research design (e.g., quasi-experimental, pre-post) with similar population on outcomes related to those of interest for the implementing site
2	Program or practice has demonstrated meeting need for identified population through research or practice experience with a similar population or on outcomes related to those of interest for the implementing site
1	The program or practice has not demonstrated meeting need for a similar population or on outcomes related to those of interest for the implementing site



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District needs: _____

From the studies:

- No disaggregated data
- Outcomes of focus: Handwriting legibility (7 studies) & handwriting fluency (4 studies)

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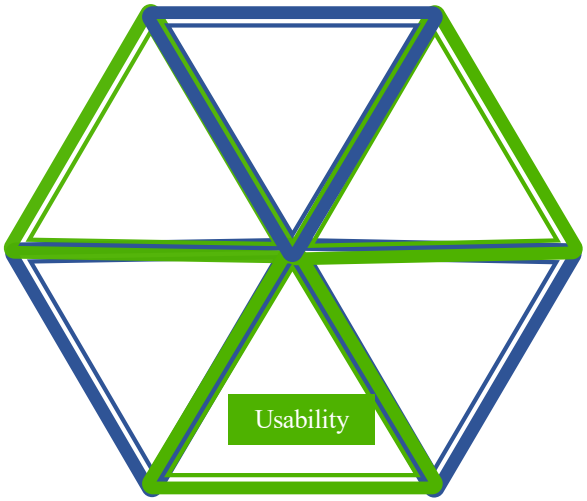
Usability

- How well defined are the program components?
- Is there a fidelity assessment for the program?
- Is there guidance on how to modify or adapt the program?

5	The program or practice has operationalized principles and values, core components that are measurable and observable, and a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or population
4	The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are identified to support contextualization for new settings or populations
3	The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified
2	The program or practice has identified principles and values and core components; however, the principles and core components are not defined in measurable or observable terms; modifiable components are not identified
1	The program or practice does not identify principles and values or core components



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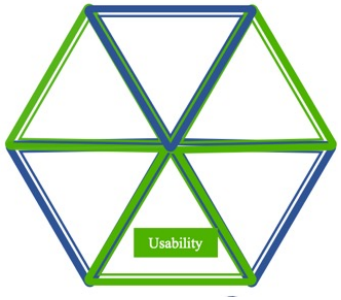
Core components:



Materials (outlined over the next slide)

Fidelity Assessment

- No mention of a fidelity assessment on the website

Adaptable or modifiable components

- No mention of adaptable or modifiable components on the website

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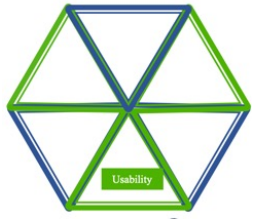
Handwriting without Tears Program (claims from publisher website)



What Makes It Work?

- Integrated Print and Digital Approach
- A recommended developmental teaching order for a scaffolded approach to letter learning and mastery
- Multisensory Teaching Strategies
- Cross-Curricular Connections
- Support for Left-Handed Students
- Available in English and Spanish

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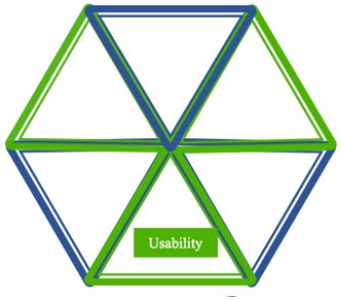
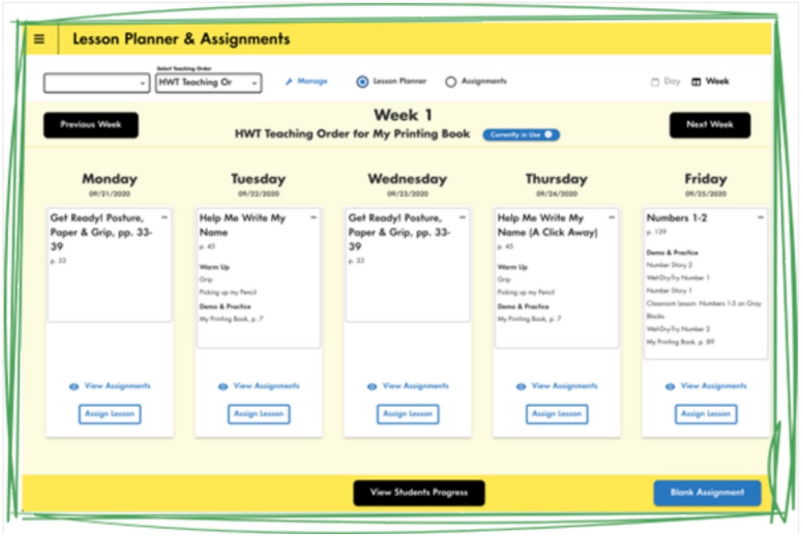
Material components (claims from publisher website)



What Makes It **Unique**?

The Handwriting Without Tears integrated print and digital solution provides dozens of pre-loaded lesson plans aligned with the Handwriting Without Tears developmental order, and the ability to change the order of letter instruction to fit your core ELA curriculum. Digital teacher's guides and student editions will get you started on day one. The online teaching tool supports group or individual instruction. Teachers can easily assign lessons remotely, parents stay connected on their child's progress, and students stay on track for success. Plus, the reporting feature easily tracks student progress and addresses learning gaps.



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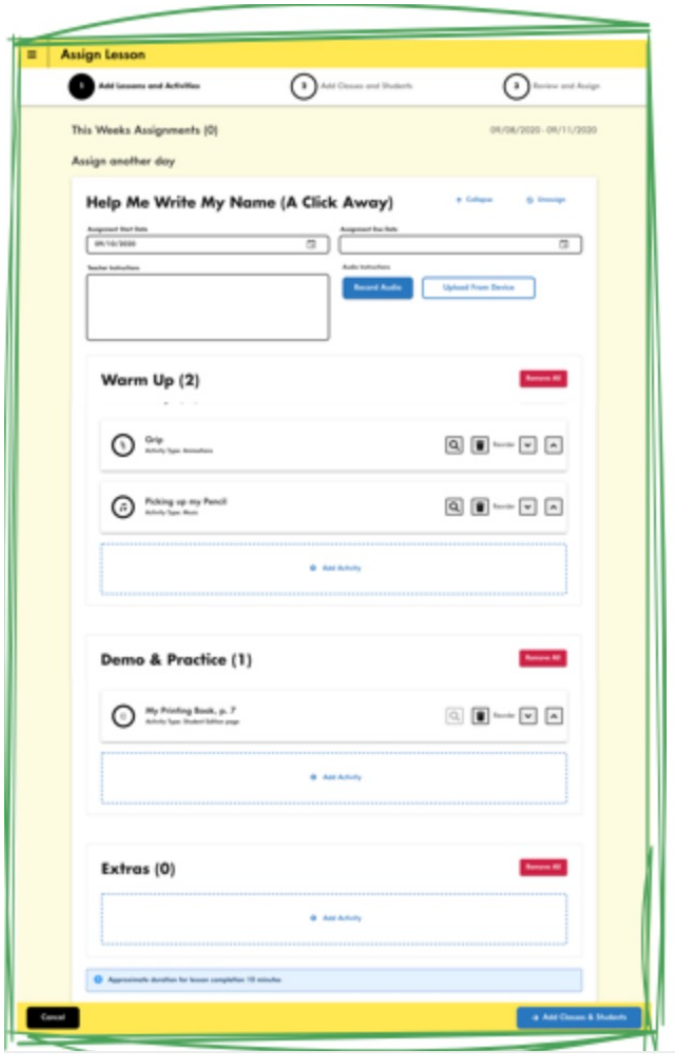

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Handwriting Without Tears®

by Learning Without Tears

GRADE 1

Our first grade materials help you teach printing with capitals and lowercase letters in words and sentences. There are activities for number lessons, too!

Essential First Grade Materials:

- *My Printing Book* student workbook
- *My Printing Book Teacher's Guide*

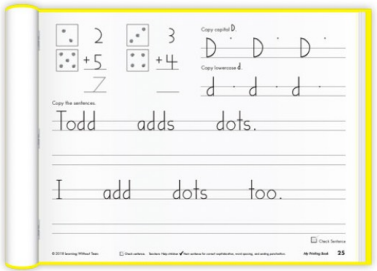
Recommended First Grade Materials:

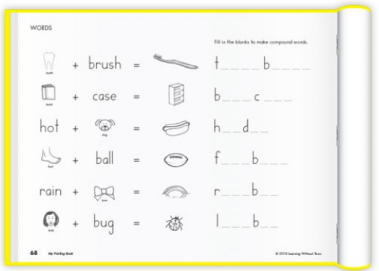
- *Writing Journal–B*
- *Building Writers–B*
- *Rock, Rap, Tap & Learn*
- Blackboard with Double Lines
- Little Chalk Bits
- Little Sponge Cubes
- Pencils for Little Hands

Workbook Activities

My Printing Book includes letter, word, number, and sentence lessons, as well as activities that combine handwriting instruction with other language arts and math lessons.

- Child-friendly consistent language
- Left-hand friendly design
- Large step-by-step illustrated instructions
- Generous spacing with room to write
- Simple black and white pages with left-to-right illustrations avoid visual confusion
- Student self-check for letters, words, and sentences
- Double lines to facilitate correct size and placement





Refer to the *My Printing Book Teacher's Guide* for details on teaching letters and activities. You'll find helpful tips, shortcuts, and lessons outlined by day and week. All your students need is 10 minutes of practice a day!

HITT (The Handwriting Interactive Teaching Tool™)

HITT is a digital teaching tool for the handwriting lessons in the student workbook. Manage all of your lesson plans while reducing prep time with ready-to-teach lessons. For each page, choose a multimedia option to teach the lesson. Just launch the platform and start teaching where you left off!

What's included:

- Compatible with any whiteboard with projector
- Includes workbook and digital teacher's guide
- Multimedia options for teaching each lesson: digital letter and number formations, award-winning animations, music, and instructional videos
- Access to fun cross-curricular connections, supplemental lessons, and downloads
- Designed for no prep classroom instruction
- User-friendly platform makes teaching easy
- Engages different learning styles in the classroom

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Multisensory Learning

Learning with Music Using *Rock, Rap, Tap & Learn*

Your students will sing and dance their way to better language and motor skills with the upbeat rhythm and cleve lyrics recorded by back-to-back Grammy® Award winners for Best Children's Album, Cathy Fink and Marcy Marxe

Preview 20-second segments of all songs at **LWTears.com/music**

Learning Letters on the Blackboard with Double Lines

Children learn correct letter placement to promote neat and fast printing. Use the Blackboard with Double Lines for letter, word, and name practice before transitioning to pencil and paper.

1. Demonstrate for the child.

2. Have the child trace the model with a wet Little Sponge Cube, then trace with a crumpled paper towel piece.

3. Have the child pick up a Little Chall Bit and write over the dry model.

Tech for Your Classroom

HITT (The Handwriting Interactive Teaching Tool™)

HITT is a digital teaching tool for all of your lessons in the student workbook. Multimedia options for teaching each lesson: digital letter and number formations, award-winning animations, music, A+ Worksheet Maker, and instructional videos.

Wet-Dry-Try® App

The Wet-Dry-Try App combines versions of the popular Handwriting Without Tears Slate Chalkboard and Blackboard with Double Lines activities. Students can accurately practice formations based on our proven methodology and with instant feedback.

Keyboarding Without Tears®

This effective, game-based curriculum for students in grades K–5 fits perfectly into the developmental progression of writing. It teaches pre-keyboarding, keyboarding, general computer readiness, digital citizenship, and digital literacy.

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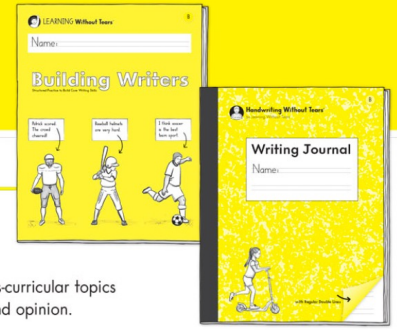


Independent Writing

Building Writers
Building Writers student workbooks by Learning Without Tears offer structured practice to build core writing skills. Students become versatile writers as they write about cross-curricular topics and practice three writing styles: narrative, information, and opinion.

Writing Journals
Grade-level journals provide one, organized tool for strengthening handwriting and independent writing skills during writing block.

Teacher & Classroom Resources

We offer comprehensive resources for administrators, educators, OTs, and families! Discover our demos, research, how-to videos, and all of our free online resources. Visit **LWTears.com/freeresources**

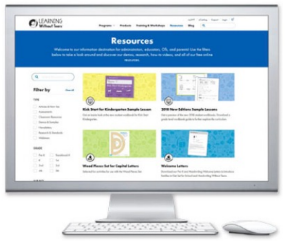
The Screener of Handwriting Proficiency
This free, easy-to-administer, student-level assessment helps teachers evaluate classes and identify students' skill levels. Using the results, teachers can identify critical gaps in literacy and handwriting skills, such as letter memory, reversals, and sentence structure to adjust and drive instruction based on the outcomes. The proof is in the results! Students' improvement is reflected on the Screener of Handwriting Proficiency throughout the school year, and their results demonstrate our program's proven efficacy.

A Click Away
This resource can be found in our teacher's guide or HITT and offers downloads, extra practice pages, and additional activities and lessons. Use these to supplement your classroom instruction or send home to families to enhance a strong school-to-home connection.

Digital Communications
Our newsletters and blog include free tips, resources, tools, and fun activities delivered to your inbox.

Multimedia Lessons
Watch experts demonstrate activities, so you can easily master the lessons in your classroom.

Learn more about additional resources at **LWTears.com**



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by Learning Without Tears

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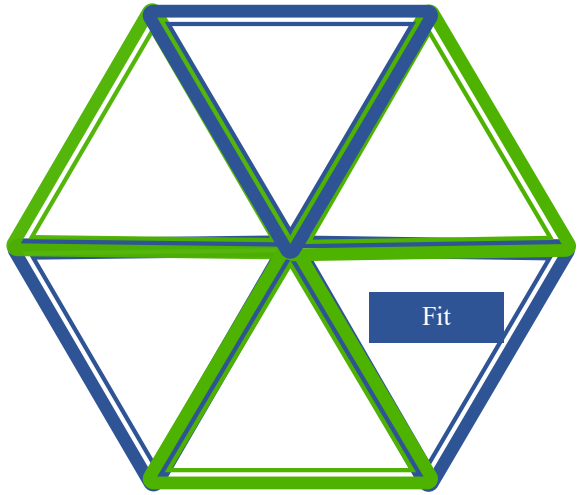
Fit

- Does the program or practice have the key components needed for the content area?
  (Conduct a scope & sequence review and a skills trace)
- Does the program or practice fit with district priorities?
- Fit with the values and priorities of the community?

5	The program or practice fits with the priorities of the implementing site; community values, including the values of culturally and linguistically specific populations; other existing initiatives
4	The program or practice fits with the priorities of the implementing site and community values; however, the values of culturally and linguistically specific population have not been assessed for fit
3	The program or practice fits with the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
2	The program or practice fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
1	The program or practice does not fit with the priorities of the implementing site or community values



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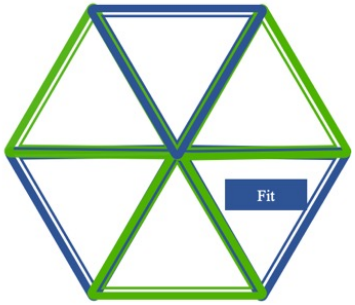

How does this program fit with:

- ***Handwriting Research***: Utilize the "*Evaluating Handwriting Materials*" tool

- ***Existing Initiatives***: How does this align with handwriting in Journeys; letter or letter/sound introduction in Journeys? Compare scope & sequence and language of instruction

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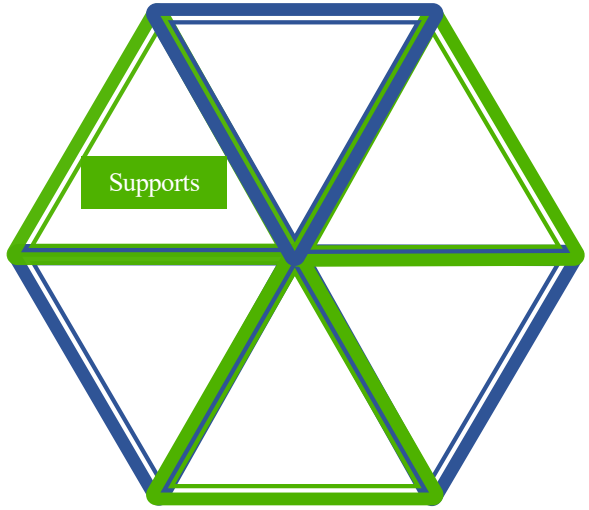
Supports

- Does the program or practice have the necessary training and coaching to cultivate the confidence and competence of implementers?
- Does the program or practice have the necessary administrative and data supports needed for effective implementation?

5	Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, stakeholder, and partner engagement.)
4	Some resources are available to support implementation, such as resources to support staff competency but not organizational practice
3	Limited resources are available, such as a curriculum available for purchase
2	General guidance provided but no specific resources, such as a suggestion to use strengths-based approaches with staff
1	Few to no resources to support implementation



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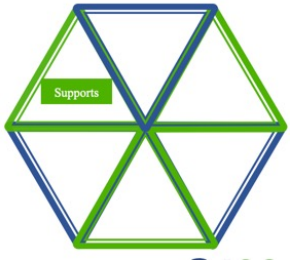

Publisher Training and Coaching:

- Offer training for initial implementation for year 1 and subsequent years
- Online Workshops: https://www.lwtears.com/professional-development/service/print-virtual-implementation

  Participants: K-2 educators and Intermediate for cursive
  Time: 2.5 hours
  Cost: $275

  Available throughout the school year

  orders between $25 and $500, excludes workshop purchases, one time use.

  Customized PD model available: onsite, virtual, and coaching opportunities
- Professional Learning Catalog: https://issuu.com/handwritingwithouttears/docs/lwt_professional_services_catalog?fr=sNDBmMjMyMjM1OT
- Yearlong support available

No information on the amount of training and coaching needed

No specific information on train the trainer

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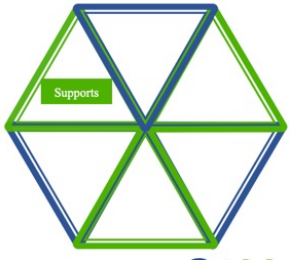
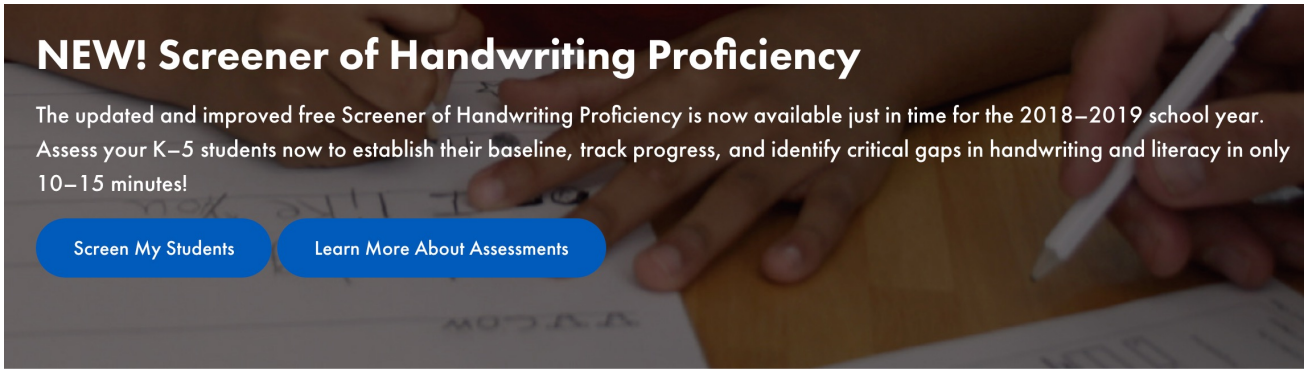
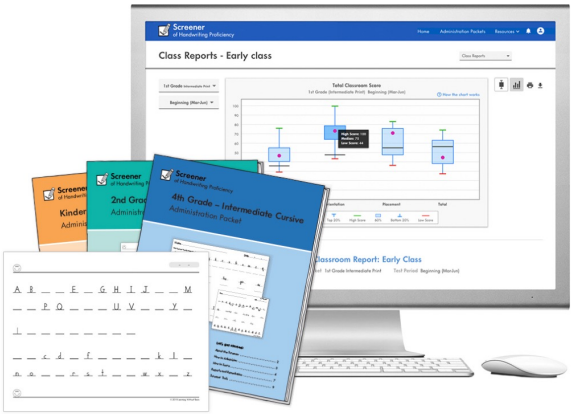
Assessments







K-5 Assessments Webinar
Register for Screening for Success to learn more about our updated Screener and K–5 assessments.
Register Now

Handwriting Without Tears Delivers Success
Review the results of the handwriting analysis we conducted using our Screener of Handwriting Proficiency.
Read now

Remediation Tools
Discover multisensory instruction tools.
Shop Now

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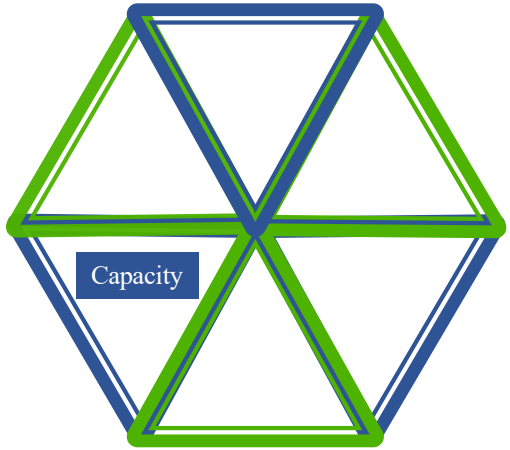
Capacity

- Does the district have the resources (e.g., person, financial, time) to support implementation of the program?
- Does the district have the technology and data system needed to support implementation?
- Does the district have or can it build internal capacity to build competency of staff?

5	Implementing sites have a qualified workforce and all of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
4	Implementing sites have a qualified workforce and most of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
3	Implementing sites have a qualified workforce and some of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
2	Implementing sites have a qualified workforce and only a few of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity
1	Implementing sites do not have a qualified workforce or any of the financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity



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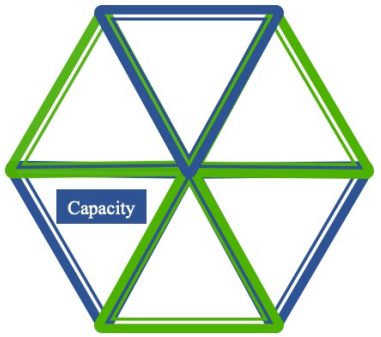

Workforce

- Do not appear to be specific qualifications needed to implement the program

Financial Supports

- How much does it cost to implement?
- Are the financial resources available for purchase of all needed materials and training and coaching supports?

Technology Supports

- Does the district have the technology resources needed to implement?

Organization Supports

- Is there a team available to guide implementation? Ensure implementers have the materials, supports, data needed?
- Is there adequate time available to implement the program?
- Is there adequate time available to support implementation – time for planning, time for training, time for coaching, time for data review and problem solving

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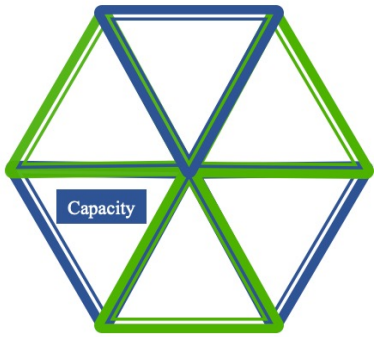
Material Costs:



Student Bundles: $19.95
Student Licenses: for keyboarding
Digital Teaching Tool: $225 - Buy 20 or more *My Printing Book* student editions and you can get the Digital Teaching Tool for $25

K-1st Teacher Kit: $65
2nd Teacher Kit: $55
3rd-5th Teacher Kit: $39
Lots of manipulatives available

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Decision making & next steps

- ✓ Decide on the Hastings Handwriting Program
- ✓ Determine what needs to be communicated, to whom, by whom, when, how
- ✓ Next time: Implementation Planning

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Step 5: Decide

- The selection team decides to move forward with implementation, re-implementation, de-implementation, or no implementation for each of the programs/practices reviewed.
- If no programs/practices were identified to implement, recycle back through the process
- The team should communicate with key stakeholders about the decision

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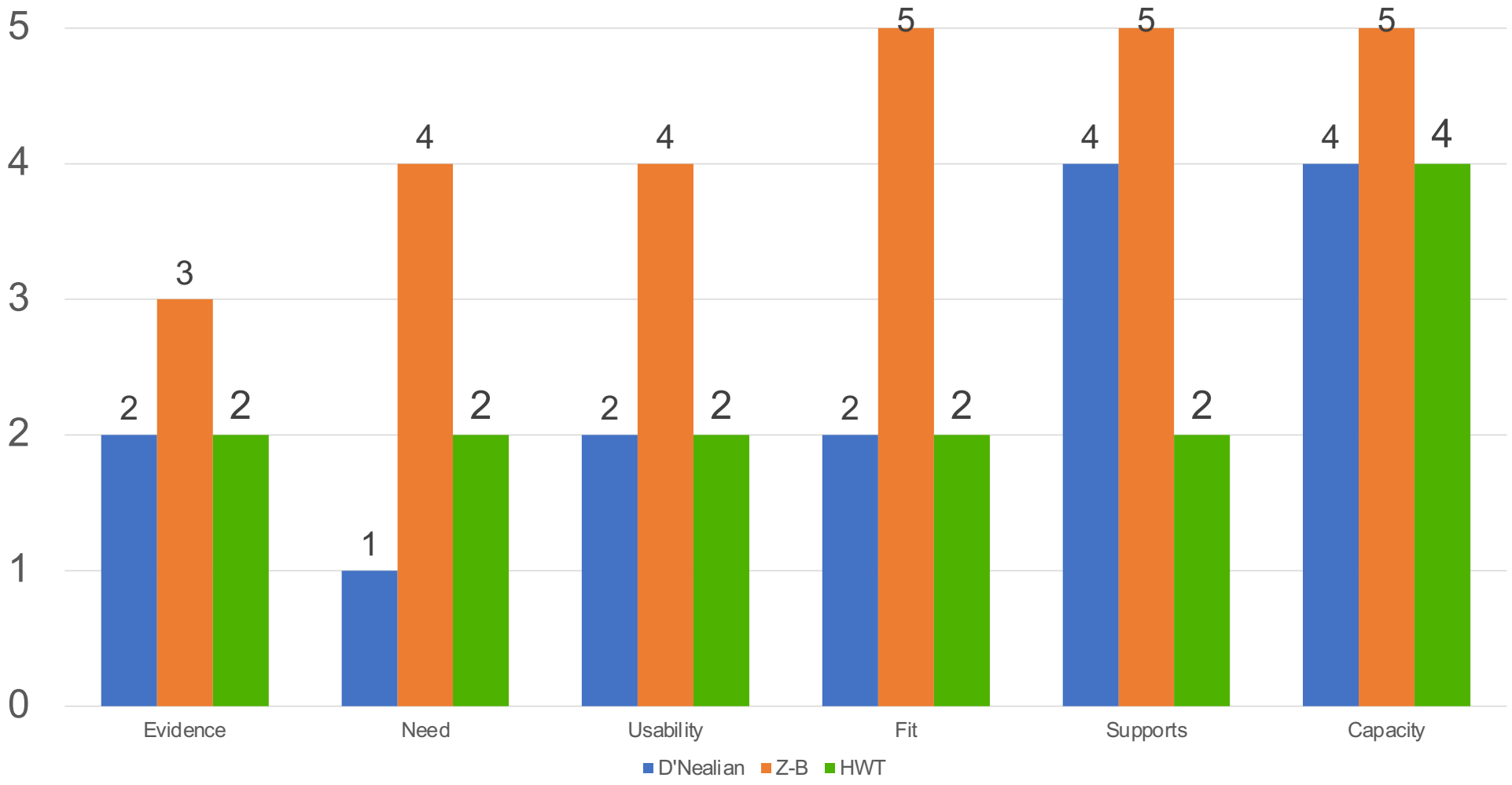

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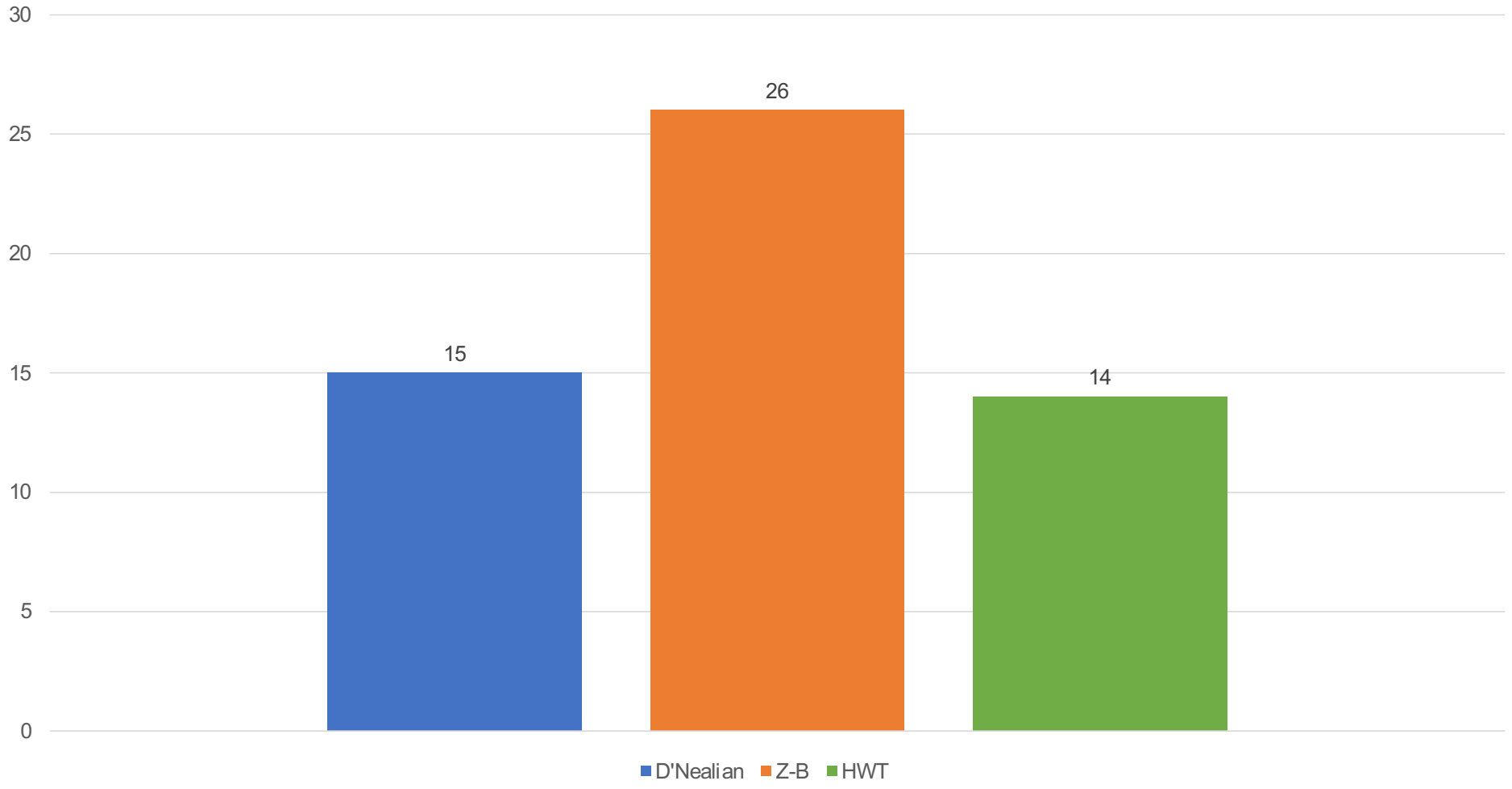

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Communication

- What needs to be communicated from today? To whom? By whom? When? How?

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Next time

- Planning for implementation
  - Expectations around use of the Handwriting program
    - Scheduling, use of materials, dosage, lesson progress, assessments, etc.
  - Identification of implementers – will anyone besides classroom teachers be using the program?
  - Plan for ordering and distributing materials
  - Plan for training and coaching support
  - Plan for collection and use of fidelity data, student data, and instructor feedback data

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QUOTE SUMMARY FOR

Hastings Public Schools 18
Hastings, NE
Lawrence Tunks
(402) 461-7500
lawrence.tunks@hpstigers.org

Quote # 00034493
Issued on October 26, 2021
Expires on December 29, 2021

PREPARED BY

Tyler Cline
Sales Consultant - Supplemental
(800) 248-2568 ext. 2237
tyler.cline@zaner-bloser.com

THE MATERIALS ON THIS FORM HAVE NOT BEEN ORDERED.

To place your order, complete the Order Information page and scan/email it with this quote to our Customer Experience department at CustomerExperience@zaner-bloser.com. If you have questions, please call our Customer Experience department at 800.421.3018.

October 26, 2021

Hastings Public Schools 18 • Hastings, NE

Dear Lawrence:

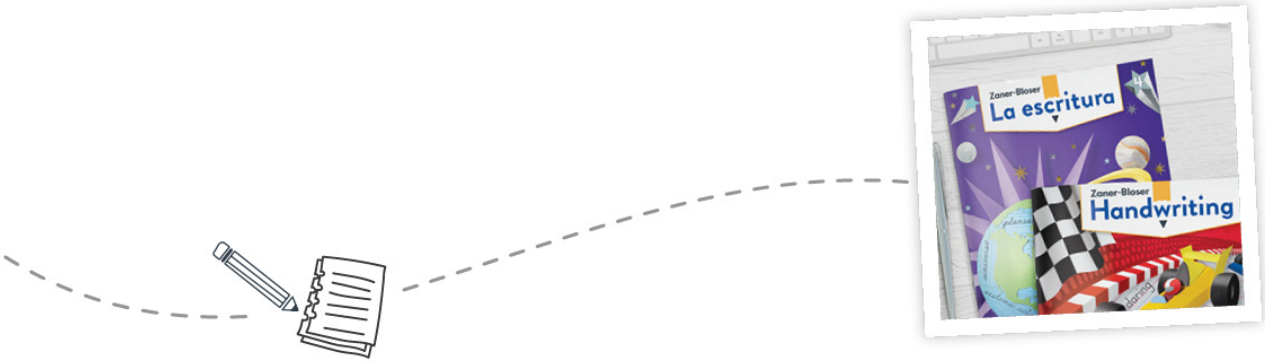
Thank you for all you do to inspire joyful, successful learning in your classrooms and for considering Zaner-Bloser as your partner in helping students build literacy.

When you teach with *Zaner-Bloser Handwriting*, you're teaching all students to shine, with proven, research-based instruction that has helped generations of students to excel. Our efficient, effective method can be implemented through direct instruction and across disciplines in just 15 minutes per day.

The enclosed quote includes an Order Information page, which should be filled out completely and returned with your order. **If information is missing on this page, processing your order may be delayed.** Be sure to fill out parts A, B, and C of the Digital Product Information section if online access is included with your order.

We look forward to providing you with the best research- and evidence-based resources, meaningful professional development opportunities, and top-notch customer service possible.

Thank you,
Tyler Cline
Sales Consultant - Supplemental



QUOTE SUMMARY

Zaner-Bloser

Hastings Public Schools 18 • Hastings, NE

PROGRAM	GRADE	SAVINGS	COST
Zaner-Bloser Handwriting	PreKindergarten		$2,629.90
Zaner-Bloser Handwriting	Kindergarten	$11,482.20	$16,672.50
Zaner-Bloser Handwriting	Grade 1	$11,482.20	$16,672.50
Zaner-Bloser Handwriting	Grade 2	$11,482.20	$16,672.50
Zaner-Bloser Handwriting	Grade 3	$11,092.20	$16,672.50
Zaner-Bloser Handwriting	Multigrade	$1,838.85	$3,437.85

TOTAL SAVINGS	**$47,377.65**

SUBTOTAL COST	**$72,757.75**
SHIPPING/PROCESSING (9%)	**$6,548.20**

AMOUNT TO BE INVOICED	**$79,305.95**

Includes materials, shipping, and processing. May not include applicable local and state taxes.

Zaner-Bloser Handwriting: PreKindergarten

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453116456	Handwriting 2016 ABC 123 Just For Me! Classroom Bundle (with Resource Kit) *Contents include: 15 Activity Books, Teacher Guide with Sing-Along Songs CD and Letter and Numeral Stories Audio CD, School Home Booklets Blackline Masters, and the Handwriting Readiness Resource Kit which includes Alphabet Cards, Alphabet Posters, Bean Bags, Castanets, Chain Links, Foam Counters, Lacing Activity and Dice, Linking Cubes, Plastic String, Teacher Guide, Touch & Trace Cards - Manuscript, Tweezers. Contents of Handwriting Readiness Kit may vary based on availability.*	$262.99	10	$2,629.90
			SUBTOTAL COST	**$2,629.90**

Zaner-Bloser Handwriting: Kindergarten

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453119273	Handwriting 2020 Grade K Student Edition	$12.35	450	*Complimentary*
9781453119273	Handwriting 2020 Grade K Student Edition	$12.35	1350	$16,672.50
9781453119358	Handwriting 2020 Grade K Teacher Edition	$89.99	15	*Complimentary*
9781453119433	Handwriting 2020 Grade K Practice Masters	$79.99	15	*Complimentary*
9781453121597	Handwriting 2020 Grade K Online Package (1 Year Access)	$225.00	15	*Complimentary*
			SUBTOTAL COST	**$16,672.50**

Zaner-Bloser Handwriting: Grade 1

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453119280	Handwriting 2020 Grade 1 Student Edition	$12.35	450	*Complimentary*
9781453119280	Handwriting 2020 Grade 1 Student Edition	$12.35	1350	$16,672.50
9781453119365	Handwriting 2020 Grade 1 Teacher Edition	$89.99	15	*Complimentary*
9781453119440	Handwriting 2020 Grade 1 Practice Masters	$79.99	15	*Complimentary*
9781453121603	Handwriting 2020 Grade 1 Online Package 1 Year Access	$225.00	15	*Complimentary*
			SUBTOTAL COST	**$16,672.50**

Zaner-Bloser Handwriting: Grade 2

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453119297	Handwriting 2020 Grade 2M Student Edition	$12.35	450	*Complimentary*
9781453119297	Handwriting 2020 Grade 2M Student Edition	$12.35	1350	$16,672.50
9781453119372	Handwriting 2020 Grade 2M Teacher Edition	$89.99	15	*Complimentary*
9781453119457	Handwriting 2020 Grade 2M Practice Masters	$79.99	15	*Complimentary*
9781453121610	Handwriting 2020 Grade 2M Online Package (1 Year License)	$225.00	15	*Complimentary*
			SUBTOTAL COST	**$16,672.50**

Zaner-Bloser Handwriting: Grade 3

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453119310	Handwriting 2020 Grade 3 Student Edition	$12.35	1350	$16,672.50
9781453119310	Handwriting 2020 Grade 3 Student Edition	$12.35	450	*Complimentary*
9781453119396	Handwriting 2020 Grade 3 Teacher Edition	$89.99	15	*Complimentary*
9781453119471	Handwriting 2020 Grade 3 Practice Master	$79.99	15	*Complimentary*

ITEM LIST

Zaner-Bloser

Zaner-Bloser Handwriting: Grade 3

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9781453134801	Handwriting 2020 Grade 3 Digital Only Package (1 Year License) *Contents include: 1 year access to Handwriting portal including access to the Teacher Edition eBook.*	$199.00	15	*Complimentary*
			SUBTOTAL COST	**$16,672.50**

Zaner-Bloser Handwriting: Multigrade

ISBN	DESCRIPTION	ITEM PRICE	QTY	TOTAL COST
9780880859431	Handwriting My ABC Journal, Set of 5	$15.99	215	$3,437.85
9780880859431	Handwriting My ABC Journal, Set of 5	$15.99	115	*Complimentary*
			SUBTOTAL COST	**$3,437.85**

ORDER INFORMATION

Zaner-Bloser

AMOUNT TO BE INVOICED *(including shipping)** **$79,305.95**

** Add state and local taxes to the total amount of your order, if applicable. If tax exempt, please include your tax exemption number or a copy of your tax exemption certificate to qualify for zero sales tax.*

IMPORTANT *Please fill out this page completely. Missing information may result in delayed order processing.*

☐ **Invoice – P.O. #** _____ ☐ **Check #** _____

Make Checks Payable to: Zaner-Bloser

Authorized Signature: _____ Phone: _____

Please do not submit credit card information with this form.To prepay with a credit card, call our Customer Experience dept at 800.421.3018, Mon-Fri, 8:00 am-6:00 pm ET.

SCHOOL INFORMATION

For use in school year: 20____ to 20_____ First day of school: _____ Summer phone number: _____

DIGITAL PRODUCT INFORMATION *Complete parts A, B, and C of the Digital Product Information section to ensure online access to digital product(s).*

A. Online access is controlled by a school or district *Digital Administrator*. This individual is responsible for adding and removing users throughout the school year. Additionally, this user can access important information such as parent contact information and student assessment data. Please provide the name and email of your school- or district-selected Digital Administrator below.

Name: _____ Email: _____

B. If this order is being submitted by a school district, diocese, or third-party ordering service, please provide a list of the school(s) that require online access. By default, your school- or district-selected Digital Administrator will manage all schools listed below. (If you have more than six schools, please attach a complete list to your order.)

_____ _____

_____ _____

_____ _____

C. Online access is assigned annually. Please enter the start date of the school year you will begin using the digital product. _____

BILL TO School/District Name: Hastings Public Schools 18

Contact Name: Lawrence Tunks Contact Email: _____

Street Address: 1924 W A ST City: Hastings State: NE Zip: 689015650

DELIVERY INSTRUCTIONS — *IMPORTANT*

All available materials will ship at the time the order is processed unless otherwise specified. Order processing and delivery times vary depending on volumes and customer location. If there are dates you are unable to accept deliveries, please note below. If there aren't any special delivery date requirements, please check the box labeled "No Delivery Date Restrictions".

Do Not Deliver Dates: _____ ☐ **No Delivery Date Restrictions**

SHIP TO ☐ **Same as BILL TO** School/District Name: Hastings Public Schools 18

Contact Name: _____ Contact Email: _____

Street Address: _____ City: _____ State: _____ Zip: _____

RETURNS Returns will only be processed with prior authorization by Zaner-Bloser Customer Experience. Materials must have been purchased within 90 days and be in resalable condition. To make arrangements for a return and to ensure that you receive credit, contact Zaner-Bloser's Customer Experience department at 800.421.3018. Please do not return materials to the PO Box address. **Return to: Zaner-Bloser, Returns Department, 10650 Toebben Dr, Independence, KY 41051.**

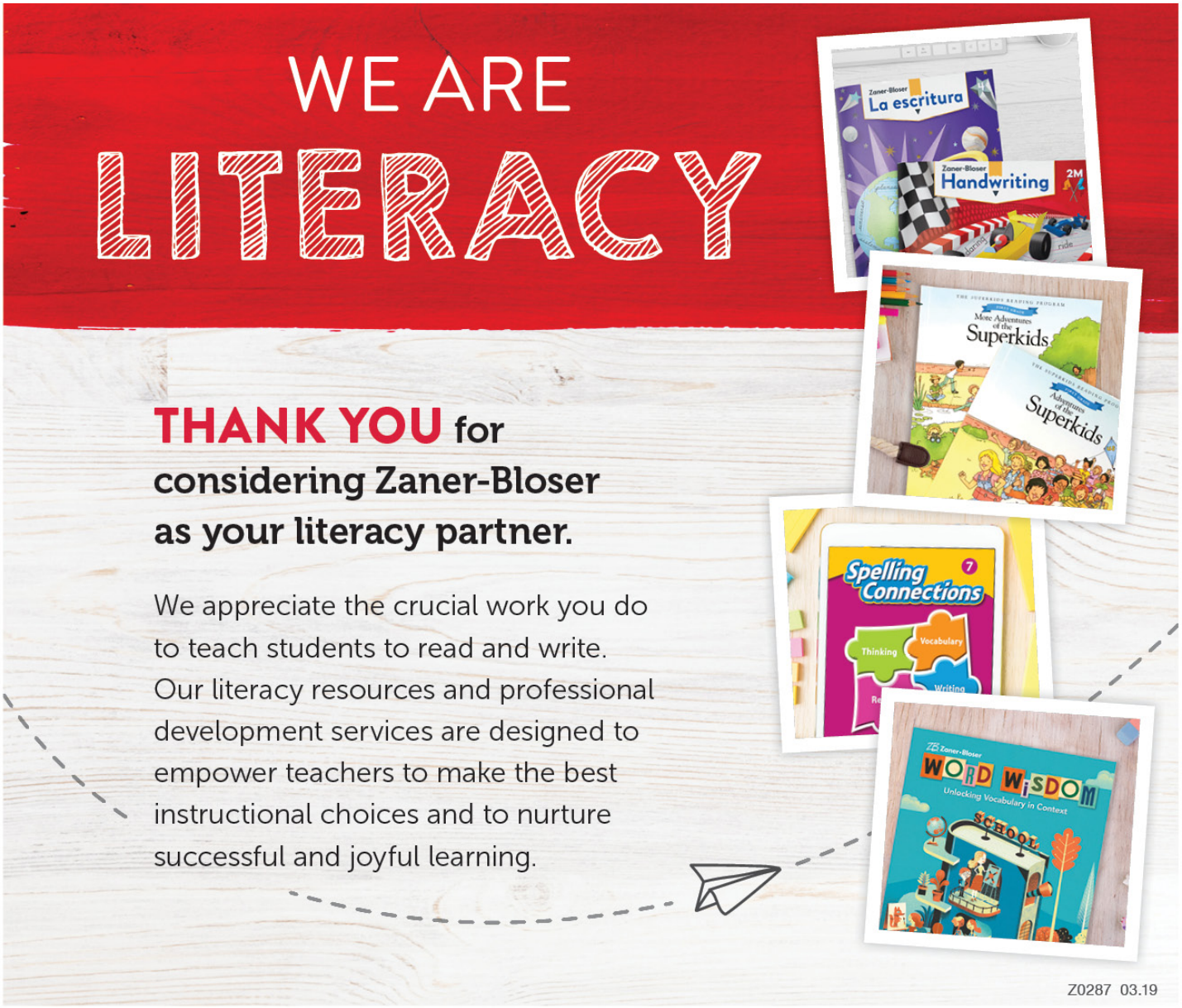
Please sign below to confirm your order and provide authorization for any applicable shipping charges and sales tax, if not sales tax exempt. Shipping is added at our standard rate of 9% or $5.00, whichever is greater.

Signature: _____ Title: _____ Date: _____

Contact our Customer Experience Department to place your order.

Mailing Address: Zaner-Bloser, PO Box 16764, Columbus, OH 43216-6764

Email: CustomerExperience@zaner-bloser.com • **Phone:** 800.421.3018 • **Fax:** 800.992.6087



SALES CONSULTANT - SUPPLEMENTAL

Tyler Cline

tyler.cline@zaner-bloser.com

Toll Free: 800.248.2568 ext. 2237

SALES CONSULTANT - READING

Leslye Moraski Erickson

leslye.moraskierickson@zaner-bloser.com

Toll Free: 800.248.2568 ext. 2539

ACCOUNT MANAGER - SUPPLEMENTAL

Rick Brown

rick.brown@zaner-bloser.com

Toll Free: 800.248.2568 ext. 2281

ACCOUNT MANAGER - READING

Open Position Core AM

jeanne.jenkins@zaner-bloser.com

Toll Free: 800.248.2568 ext. 2583

Zaner-Bloser

A Highlights Company

Carmichael Construction L.L.C.
1012 West 18th Street
P.O. Box 64
Hastings, Nebraska 68902-0064
Phone: (402) 463-1353 • Fax (402) 463-4057

CHANGE ORDER

Phone	Date 11-10-21
Job Name/Location MORTON SCHOOL	
Job Number	Job Phone
Existing Contract No.	Date of Existing Contract

TO: CMBA- MATT BENNETT

Change order per PR 9

- Carmichael Construction - $2,280.00
- Essink Bros - $1,240.00
- Ceiling – No change
- Flooring – No change
- ASI – No charge
- Kucera Ptg. - $500.00

Total with Profit, overhead and bond ADD $4,894.00

- Note: Only the items listed above are included in this change order
- No frame/door or hardware is included

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

DATE 11/10/21		
AUTHORIZED SIGNATURE (CONTRACTOR) Brad Hamburger	CHANGE ORDER	$4,894.00

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

Date of acceptance 11-15-21

Signature: _____ (OWNER)

Senior High Bleacher Replacement Bids

Irwin Seating Company - $535,880 + $36,146 (for removal of existing)
Heartland Seating $537,650

Heartland Seating (retro fit) - $181,949 (ADA, railings, replace mechanical system)

The HPS Administration recommends the bid of $181,949 by Heartland Seating to make improvements and replace the mechanical system of the current senior high bleachers.

MIDWEST TENNIS + TRACK
22 South Main Street • PO Box 161 • Denison, IA 51442
P 712.263.3554 • F 712.263.5110 • E info@midwesttennisandtrack.com

DATE: April 26, 2021

SUBMITTED TO: Trent Kelly, Director of Technology & Operations

ORGANIZATION: Hastings Public Schools
ADDRESS: 1924 W "A" Street | Hastings, NE 68901

PROJECT NAME: Hastings Sr. High School Athletic Track Maintenance Coating
ADDRESS: 1100 W 14th Street | Hastings, NE 68901

REVOLUTION™ SS-R POLYURETHANE TOP COATING TRACK SYSTEM

SCOPE OF SERVICES

AREA: 5,851 SY (track & field event areas)

PROCEDURES

A. Clean and prepare the surface.
B. Patch any loose and thin areas.
C. Locate and repair any and all cracks.
D. Spray-application of a primer coat.
E. (2) Spray-applied structural wearing coats.
F. Repaint lane lines and events as per NFSHSA standards.

We hereby propose to furnish materials and labor in accordance with the above specifications for the sum of:

Eighty-four Thousand Seven Hundred Fifty-five Dollars and Zero Cents ($84,755.00)

TWO YEAR WARRANTY

NOTES/EXCLUSIONS:

- Proposal does not include sales tax. Owner shall provide appropriate sales tax exemption certificates upon return of signed proposal.
- Owner must provide proper staging/access to construction area.
- The site shall be restricted from the public and athletes during construction. Only authorized personnel from MTT Co. and the Owner shall be allowed on site.
- All chain link fencing must be installed and the site secured prior to resilient surfacing application. A 6' high (minimum) temporary fence may be used to secure site. All fencing shall be installed by Owner and is not included within proposal.

MIDWEST TENNIS + TRACK
22 South Main Street • PO Box 161 • Denison, IA 51442
P 712.263.3554 • F 712.263.5110 • E info@midwesttennisandtrack.com

- MTT Co. is not responsible for damage to existing substandard or damaged surfaces at staging are. No surface restoration has been included.
- Performance bonding has not been included.

TERMS:

Progress payments for materials and work completed; balance due 30 days upon completion of project.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements are contingent upon accidents or delays beyond our control. Owner is to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

MIDWEST TENNIS & TRACK COMPANY

Authorized Signature

Paul Launderville, Vice President
Printed Signature, Title

ACCEPTANCE OF PROPOSAL:

The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Authorized Signature

Printed Signature, Title

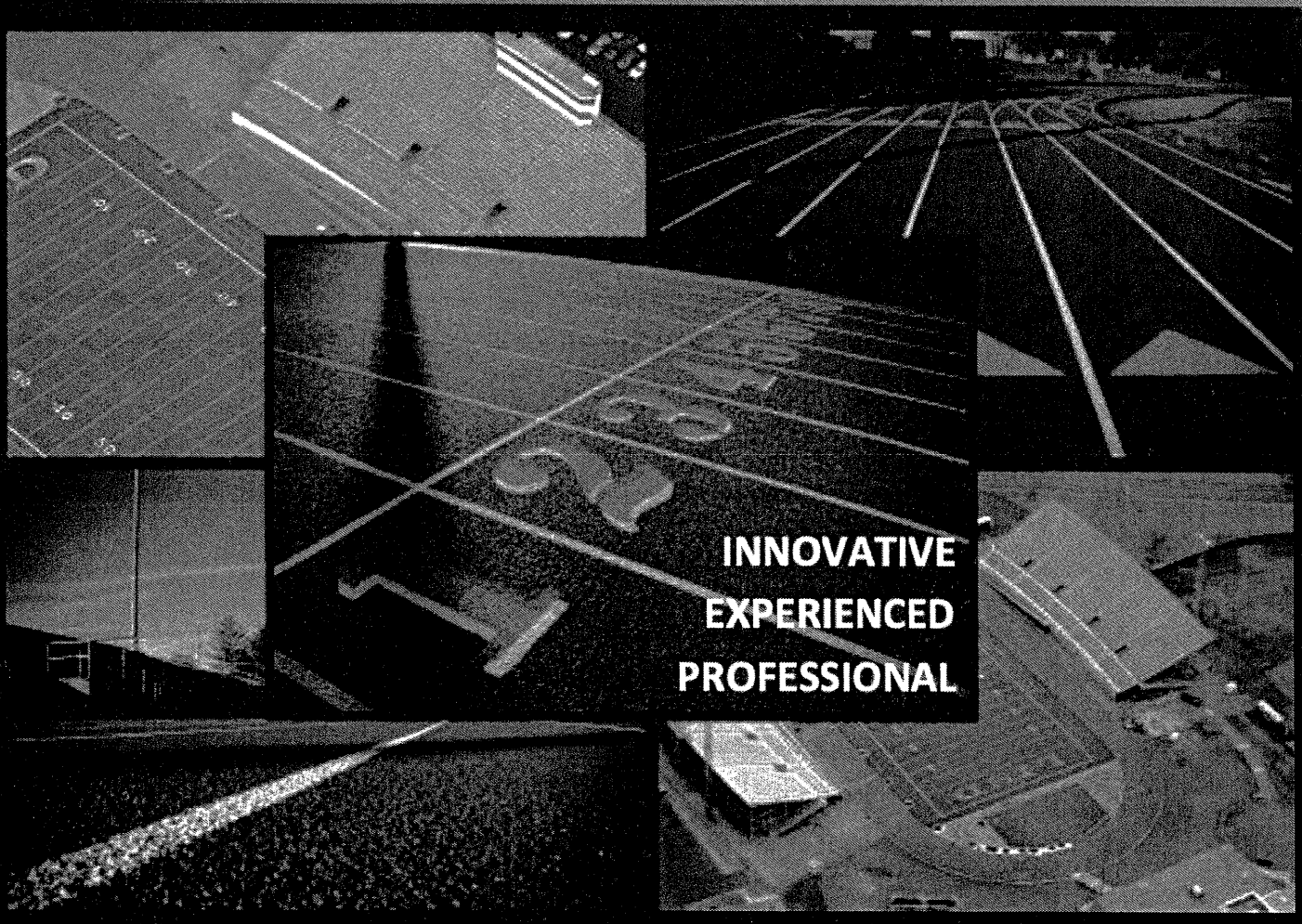
Hastings Public Schools
School/Organization Name

Date of Acceptance

7409 N. 160th Street
Bennington, NE 68007
PH 402.238.2900
PH 800.498.4395
FX 402.238.2987
www.protrackandtennis.com

PRO TRACK AND TENNIS, INC.

Structural Spray – Track Proposal



We Proudly Present This Proposal To

Mr. Trent Kelly
Director of Tech & Operations
Hastings Public Schools
1924 West A St.
Hastings, NE 68901
Cell: 402-469-2094
tkelly@esu9.org

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PART 3: PRODUCTS	7
PART 4: SYSTEM INSTALLATION PROCESS	8
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ACCEPTANCE OF PROPOSAL	13

PROPOSED SYSTEM

SINGLE COMPONENT STRUCTURAL SPRAY SYSTEM IN RED

Pro Track and Tennis, Inc. proposes to install the following per the following specifications:

1. **OPTION #1: Install a new RED Poly Structural Spray over the track and field events. Includes patchwork and striping.**

2. **OPTION #2: Patch Low Lying Areas. 5'x3', 14'x8' & 25'x6' areas. NOTE: No guarantee that low lying areas/negative drainage can be completely eliminated.**

3. **OPTION #3: Install Armor Crack Repair System on 44' of cracks. This would be installed on cracks if during Option #2 we find there are cracks in the asphalt.**

PART 1: GENERAL

1.01 RELATED DOCUMENTS:

A. If Architectural or Engineering specifications and or drawings are involved those specifications will take precedence over the following where noted and determined suitable for the project.

1.02 SUMMARY:

A. Pro Track and Tennis, Inc. shall furnish all materials, labor, tools, and equipment necessary for the installation of the polyurethane single component structural spray synthetic track surface.

B. The track will be laid out for line striping and event markings.

1.03 GOVERNING BODIES:

A. Codes and standards will follow the current guidelines set forth by the National Federation of State High School Associations (NFHS), the National Collegiate Athletic Association (NCAA) and the International Association of Athletics Association (IAAF). The NFHS rules shall be enforced where differences between the three associations are noted.

B. The American Sports Builders Association (ASBA) track construction manual will be the reference source for all guidelines for construction.

1.04 SUBMITTALS:

A. One copy of the polyurethane binder manufacturer's product specification sheet. See attached in the appendix.

B. One synthetic surface sample. See attached with this proposal.

C. One copy of the Material Safety Data Sheets (MSDS) for each product to be used. See attached in the appendix.

D. One copy of the certificate that Pro Track and Tennis, Inc. is a member of the American Sports Builders Association in good standing. See attached in the appendix.

PART 2: OWNER'S PRECONSTRUCTION RESPONSIBILITIES

2.01 APPARATUS REMOVAL:

A. All athletic equipment should be removed and or moved out of the way of the areas to be worked on. Items such as hurdles, high jump standards, landing pits etc.

B. Portable objects such as benches, starting/observation decks etc should be removed.

C. Rolled out crossing mates, carpets, plywood should be picked up and stored.

D. Rolled out runway mats should be rolled up and stored if the respective runway surface is going to be worked on.

2.02 GROUNDSKEEPING:

A. All edges of surface areas to be worked on should be treated as needed to kill all weeds. This should include weeds in cracks in the surface also. Applications should be repeated as needed to assure that the vegetation is killed off.

B. Drainage issues should be addressed. If there are visible drainage problems where dirt and debris are deposited onto the track surface during a rain this should be addressed prior to the work starting.

C. Severe leaching of weeds and sod/soil encroachment should be cut back and removed prior to Pro Track and Tennis beginning work. It sometimes takes days for the surface to dry out prior to being able to work on the surface.

D. Any deposits of caked on dirt must be removed and cleaned. Built up dirt can trap moisture and may take days to completely dry out after cleaning and washing of the surface area.

E. Sprinklers should be shut off four days prior to Pro Track and Tennis's arrival. The sprinklers can be run as long as the heads are adjusted not to spray water onto the track. Wind blowing water onto the track should be taken into consideration.

F. We recommend that the football field interior area be mowed prior to our arrival. We will accommodate, if possible, mowing during construction if there is a critical need.

G. Fertilizing turf adjacent to the track surface is strictly prohibited. Fertilizer will damage and discolor the track surface.

2.03 SECURITY:

A. We recommend that the staff at the school be notified of the dates the track will be closed. Especially gym classes that may use the track and field during the renovation period.

B. The community should be notified if feasible to deter community walkers and joggers from attempting to enter the work area during installation.

C. The work area should be secured as best as possible by locking all gates that will not be used and placing signage warning of the track being closed while during renovation.

The successful and timely completion of your track renovation project relies on your cooperation. We thank you in advance for your commitment to the important items listed above.

PART 3: PRODUCTS

3.01 SYNTHETIC SURFACING:

A. The synthetic surface shall be a Red/Black Aromatic One Component Polyurethane Structural Spray synthetic track surface, permeable, spray applied. The coatings will be applied in two coats to achieve the total lbs specified. The rubber shall be EPDM virgin granulates .5-1.5mm in gradation.

3.02 SYSTEM COMPONETS:

A. VEGETATION STERILANT: (Roundup or equal) shall be used to control vegetation along edges and in cracks as needed.

B. ASPHALT EMULSION CRACK SEALANT: Asphalt Emulsion crack sealer shall be used for cracks in the substrate and existing rubber system as determined by the lead technician.

C. LATEX BASED CRACK SEALANT: 100% latex Crack Flex shall be used on the existing rubber surface only as determined by the lead technician.

D. POLYURETHANE CRACK SEALANT: single component pure polyurethane shall be used on cracks as determined by the lead technician.

E. Note: The above crack sealers will be used as determined by the lead technician. All or just one may be used per job surface conditions, weather and temperatures.

F. PATCHING MATERIAL: Track binder shall be mixed with 1-3 mm rubber granulates. The mixture shall be used to full depth patch areas where the existing synthetic surface is missing or is to be cut out and replaced.

G. PRIMER: Primer shall be used to prime all substrates to receive the synthetic surface system. This will include cured asphalt, cured concrete.

H. POLYURETHANE BINDER: Polyurethane binder shall be used in conjunction with SBR rubber granulates to build the synthetic surface system to the desired depth. This material is batched, mixed and paved into place.

I. POLYURETHANE STRUCTURAL SPRAY- Red Aromatic one component Polyurethane Structural Spray shall be used in conjunction with EPDM rubber granulates. This material is batched, mixed and sprayed into place to achieve the total specified pounds.

J. LINE PAINT: Wilko Paint No. 721-22 Track, Urethane Gloss White plus desired event colors marking paint or equal shall be used to stripe all lines and events or

equal.

4.01 QUALITY ASSURANCE:

A. The owner should have one designated person who all communication will go through during the course of the project.

B. Pre-construction meeting. A meeting will be held on the track prior to any work beginning. The lead technician will go over the scope of work with the owner and answer any questions. The owner will be required to sign off on a production sheet attesting to the fact that this meeting took place.

C. Material check off. The material will be inventoried with the owner to determine that the right amount of material has been shipped or brought to the job site.

D. The owner's representative will be contacted daily by the lead technician to give a progress report.

E. Post-construction meeting. A meeting will be held after the synthetic surface has been installed to ok the surface prior to painting the lines and events. A production sign off sheet will be reviewed with the owner at which time the owner will approve the project by signing off on the production sheet and evaluating our performance.

F. Striping the track. The track may be striped at a later date from the completion of the surface. The striper will review the striping details with the owner, Athletic Director or Track Coach prior to painting of the lines and eve.

4.02 VEGETATION:

A. Vegetation will be trimmed if needed on all edges to receive the synthetic surfacing.

B. Please refer to PART 2 item 2.2

4.03 CLEANING:

A. The entire surface areas to be coated will be blown off using high-pressure wind machines.

B. Any areas that need additional attention will be wire brushed as needed.

C. Heavily soiled areas may be power washed if deemed necessary.

4.04 CRACK SEALING:

A. Cracks will be cleaned as needed using high-pressure air.

B. Major cracks will be filled with a combination of products as determined by the field technician.

C. Please see PART 3, 3.2, B, C and D for clarification of the different crack sealers. Poly based sealants will be used on this project.

4.05 SYNTHETIC SURFACE INSTALLATION:

A. STRUCTURAL SPRAY:

1) The polyurethane shall be single component structural spray. Aromatic color to be black or red. Other colors are available.

2) Rubber granules shall be EPDM not less than 0.5 mm and no more than 1.5 mm.

3) All containers shall be completely empty to ensure the proper ratio of mixture.

4) No solvents or emulsified agents shall be used in the building to extend the curing of the mixture.

5) The spray will be applied in two coats, in opposite directions to achieve the desired pounds per square yard coverage.

B. PHYSICAL PROPERTIES OF FINISHED SURFACE:
Thickness: 1-3 mm average or as specified by the architect, engineer or owner.
Color: Black, Red, Beige, Green, Blue or as specified by owner.

NOTE: This proposal is for red.

Test	Specs	Results
Weight (lbs/gal)	ASTM D 1475	9 + or - 0.5
VOC	ASTM D 3960	0 lbs/gal
Solids by Volume	Calculated	100%
Flash Point	Pansky Martens Closed cup	150° F
Storage Stability	59°F-77°F	6 months
Viscosity	Brookfield	2400 CPS
Tensile Strength (psi)	ASTM 412	1000
Elongation	ASTM 412	100%

4.06 LINES AND EVENT MARKINGS:

A. The track will be laid out as a 400 meter track

B. The National Federation of State High Schools Association (NFHS) rules will apply.

C. All painting will be reviewed with the proper school representative prior to painting.

D. See attached diagram for events to be marked.

E. Hurdles will be one direction.

F. Three sets of numbers.

G. Extra painting could be subject to a negotiated change order.

4.07 JOB SITE CLEAN-UP:

A. The job site and all adjacent areas occupied during construction will be left clean.

B. All job related debris will be cleaned up and disposed of properly off site.

C. All unused material will be removed from the job site and recycled.

PART 5: WARRANTY

Pro Track and Tennis, Inc. warrants its labor and materials for a period of five (5) years from the date of completion of work on any track. There is a five (5) year warranty on Armor Crack Repair. All work performed by Pro Track and Tennis, Inc. is warranted against peeling, chipping and flaking under normal use. Pro Track and Tennis, Inc. further warrants that any paint applied during the striping or resurfacing of any track or tennis court will not flake or peel for a period of two (2) years from the date application is completed.

Customer acknowledges that they are aware that Pro Track and Tennis, Inc. is not responsible for defects, cracks, patches or uneven surfaces in the substrate which is being resurfaced by Pro Track and Tennis, Inc. Pro Track and Tennis, Inc. does not warrant that existing cracks or patches in existing substrate surfaces will not open or continue to increase in size. Pro Track and Tennis, Inc. shall not warrant nor be in anyway be responsible for peeling of paint or damage to any surface caused by failure of customer to keep the surface free of debris, vegetation or dirt and shall further not be responsible for damage to painted surfaces or any other actions caused by the customer. Pro Track and Tennis, Inc. does not warrant separation of the coatings from the concrete base where the base lacks a vapor barrier. Lack of a vapor barrier can cause moisture to be retained under the coating, which will eventually result in lack of adhesion to the surface. Pro Track and Tennis, Inc. does not warrant separation of the coating or bubbling of the coating when moisture is present due to passing from below an asphalt or concrete base.

In the event of any claims arising under this Warranty, damages incurred by the customer shall be limited to such repairs to be performed by Pro Track and Tennis, Inc. as are necessary to remedy any defects. Pro Track and Tennis, Inc. hereby agrees to perform any such repairs (weather permitting) promptly, after written notification of such claim from customer. Pro Track and Tennis, Inc. shall not be liable for any breach of any express or implied warranty except where expressly prohibited by applicable law.

ACCEPTANCE OF PROPOSAL

This proposal is valid for 60 days from November 12, 2021.

Pro Track and Tennis, Inc. proposes to furnish labor and material and equipment complete in accordance with the specifications in this proposal for the sum of:

Please initial the appropriate boxes below to designate acceptance of the following options.

☐	**RED Structural Spray over existing track** **Includes patch work and striping** Seventy-eight thousand dollars	**$78,000.00**
☐	**Add to Structural Spray** **Patch Low Lying Areas** Ten thousand dollars	**$10,000.00**
☐	**Add to Structural Spray** **Armor Crack Repair System-44'** One thousand, five hundred dollars	**$1,500.00**

Payment to be made as follows:

A 33% down payment is due upon acceptance of proposal. Another 33% is due when project is 50% complete. Remainder is due the day the job is complete and accepted by the owner. In the event that line/event striping is done at a later date $4,000 may be withheld and is then due upon completion of striping. Any applicable taxes will be added to the total cost.

Acceptance

The above price, specifications and conditions found in this proposal are satisfactory and are hereby accepted. Pro Track and Tennis, Inc. is authorized to do the work as specified. Payment will be made as outlined.

Signature	Signature
Print / Date	Print / Date
Hastings Public Schools-Hastings, NE	Pro Track and Tennis, Inc.

QUOTE 10835

Lakeshore Learning Materials
2695 E. Dominguez St Carson, CA 90895
(310)537-8600 (800)421-5354
www.lakeshorelearning.com
To contact your local representative,
Ronnie Hineline, please call (800) 421-5354

Bill to:

125030
HASTINGS PUBLIC SCHS BOE
1924 W A ST

HASTINGS NE 68901
(402) 462-5124

Ship to:

Comments:
ORDER SHIPS WITHIN 2 BUSINESS DAYS. PRICES GOOD FOR 90 DAYS

FOB DESTINATION:FREE SHIPPING CONTINGENT ON A MINIMUM ORDER OF $250 SHIPPING TO ONE LOCATION. DISCOUNT REFLECTED IN PRICES.

PLEASE REFERENCE QUOTE NUMBER 10835 ON YOUR PURCHASE ORDER.

MARY HOBEL - QUOTE AGENT

Entry date: 11/08/2021 Sls: 48 Your reference number: PRESCHOOL HEAVY DUTY FURN

Line	Item	Qty	Description	List	Price	Extended	Image
2	PP308	10	Calming Colors® A Place for Everyone Carpet for 20 Kids - 8' x 9'	$379.00	$360.05	$3,600.50	

Our cozy carpets in calming colors are an ideal place for kids to relax, enjoy storytime and more! The rich earth tones are a great alternative to traditional bold colors…plus, each comfortable carpet is soil-resistant, fade-resistant and has extra-roomy squares! Each includes a guide with activity suggestions.
Out of stock--ship by 12/15/21.

4	LC249	10	All-In-One Kitchen	$799.00	$759.05	$7,590.50	

A microwave, a refrigerator, a hutch, a sink, a stove and an oven—in one space-saving unit! Hardwood kitchen has 4 pretend burners, real-turning knobs, plexiglas windows in the microwave and oven, and a super-realistic faucet. And there's plenty of space for play dishes and food, including a storage area below the sink. Play dishes and food sold separately. Unit measures 50"w x 15 1/4"d x 44"h.
Out of stock--ship by 01/17/22.

6	JJ845	10	Butcher-Block Table and Chair Set	$299.00	$284.05	$2,840.50	

Our 3-piece, child-sized dinette is perfect for role-playing mealtimes, eating a snack or even expanding classroom work space. The solidly built wooden table has a wipe-clean butcher-block top and smooth, rounded edging that prevents snags. Simple assembly. Play dishes and food sold separately. Table measures 28"w x 21"h. Chairs have 12" seat heights.
Out of stock--ship by 02/25/22.

9	DG511	160	Heavy-Duty Stacking Chair - 11 1/2"	$67.99	$64.59	$10,334.40	

Tough and comfortable classroom chairs—in a wide range of sizes to seat toddlers through teachers! Our natural-looking, stackable chairs feature solid polypropylene seats that are easy to clean, with ergonomically contoured backs that make them super-comfy. Plus, the extra-sturdy frames are made of indestructible steel that's sure to last through years and years of busy use—while the no-scuff nylon tips keep your floors looking like new! Measurements given are for seat heights. Lifetime warranty.
Out of stock--ship by 12/31/21.

Line	Item	Qty	Description	List	Price	Extended	Image
11	DG517	20	Heavy-Duty Stacking Teacher's Chair - 17 1/2"	$89.99	$85.49	$1,709.80	

Tough and comfortable classroom chairs—in a wide range of sizes to seat toddlers through teachers! Our natural-looking, stackable chairs feature solid polypropylene seats that are easy to clean, with ergonomically contoured backs that make them super-comfy. Plus, the extra-sturdy frames are made of indestructible steel that's sure to last through years and years of busy use—while the no-scuff nylon tips keep your floors looking like new! Measurements given are for seat heights. Lifetime warranty.
Out of stock--ship by 01/20/22.

Line	Item	Qty	Description	List	Price	Extended	Image
13	DG588	20	Heavy-Duty Adjustable Rectangular Table - 30" x 60" - Low	$259.00	$246.05	$4,921.00	

Our heavy-duty tables combine the timeless appeal of wood with the durability of laminate! Each table has kid-friendly details like rounded corners & vinyl edging, plus a thick 1 1/4" tabletop that wipes clean and resists scratches and stains. The super-sturdy steel legs even adjust to the perfect height...and come with tough nylon tips to protect classroom floors! Easy assembly. Chairs sold separately below. Lifetime warranty.

Line	Item	Qty	Description	List	Price	Extended	Image
14	DG244	10	Help-Yourself Heavy-Duty Bookstand - 3-Foot Wide	$319.00	$303.05	$3,030.50	

Our heavy-duty, space-saving center keeps books easy to see…and easy to reach! Four sturdy, staggered shelves provide neat, highly visible display space for lots of books…all at the perfect height for children to help themselves. Rugged laminate center features wipe-clean surfaces and rounded corners for safety. Center measures 36"w x 15"d x 30"h. Lifetime warranty.

Line	Item	Qty	Description	List	Price	Extended	Image
15	LM902	10	Double-Sided Write & Wipe Magnetic Room Divider	$329.00	$312.55	$3,125.50	

This incredibly convenient room divider has two write & wipe magnetic sides—for twice the hands-on learning! Giant, easy-rolling divider has 4 heavy-duty locking casters that hold the unit in place as you teach...or while kids write, draw and stick on magnetic pieces! Easy assembly. Divider measures 49"w x 39"h.
Out of stock--ship by 11/16/21.

Line	Item	Qty	Description	List	Price	Extended	Image
17	LC820	10	Natural Accents Ocean Classroom Carpet - 4' x 6'	$149.00	$141.55	$1,415.50	

Add a natural element to any space…with plush carpets that look like the ocean floor! Perfect for learning centers, each soil-resistant nylon carpet is super-soft—providing a welcoming spot for children to sit, read and play.

Line	Item	Qty	Description	List	Price	Extended	Image
18	DG437	10	Heavy-Duty Space-Saver Writing Center	$499.00	$474.05	$4,740.50	

Our center gives children instant access to everything they need to start writing! Spacious enough for up to 2 students to work at once, our convenient center features a large tabletop with easy-clean laminate…plus handy shelves and cubbies to keep paper, pencils and other supplies right at children's fingertips! Durable center features rounded corners for safety. Assembly required. Chairs sold separately below. Center measures 39 1/2"w x 25 1/2"d x 38 1/4"h.
Fits chairs 11 1/2"-13 1/2" high. Lifetime warranty.

Line	Item	Qty	Description	List	Price	Extended	Image
19	DG261	10	Heavy-Duty Holds Everything Storage Unit	$449.00	$426.55	$4,265.50	

Our laminate unit really does hold everything—from small letter blocks to extra-large board games! 3 open shelves and 4 big cubbies neatly display supplies and keep them within reach so kids can easily help themselves. You can even add our Clear-View Bins (sold separately below) to organize hard-to-store items! Unit measures 38"w x 15 1/4"d x 30"h. Lifetime warranty.
Out of stock--ship by 12/20/21.

Line	Item	Qty	Description	List	Price	Extended	Image
21	LM114	10	Clear-View Bins - Set of 4	$35.50	$33.73	$337.30	

End the "What's inside?" guessing game with our Clear-View Bins. The bins are ideal for storing toys, manipulatives, supplies—you name it! Each bin measures 13 1/2" x 8" x 5" high.

Line	Item	Qty	Description	List	Price	Extended	Image
22	LA949	10	Lakeshore Heavy-Duty Hardwood Easel	$199.00	$189.05	$1,890.50	

Our rugged hardwood easel was built to endure years of use! The heavy-duty easel features 2 painting surfaces made of durable write & wipe material—so when children aren't painting, the boards can be used for drawing with write & wipe markers! Sized just right for use with our Newsprint Easel Paper, the easel features 4 easel clips—plus paint trays that hold up to 12 paint cups and can be adjusted to 3 heights. Easel features no-slip leg tips. Easy assembly. Accessories sold separately below. Easel measures 24"w x 21 3/4"d x 47"h. Write & wipe surfaces measure 24".
Out of stock--ship by 12/22/21.

24	LA719	10	Giant Clear-View Water Play Table	$279.00	$265.05	$2,650.50	

Our giant play table features a clear, unbreakable tub with a drain at one end—so when kids are done splashing and experimenting, you just turn the spigot and let the water out. Lightweight plastic tub comes in a no-rust aluminum stand with slip-resistant, rubber-tipped legs that keep the table secure, stable and at just the right height for kids! Easy assembly. Table measures 30"l x 18"w x 21 1/2"h. Tub measures 8 1/2" deep.

25	LA129	10	Top for Giant Clear-View Water Play Table	$59.99	$56.99	$569.90	

Perfect for covering our Giant Clear-View Water Play Table (sold separately) between play sessions. Made of tough plastic, the top measures 30 1/4" x 18 1/4".

26	LC739	20	Flex-Space Mobile Teacher Desk - Modern Maple	$999.00	$949.05	$18,981.00	

It's here—the versatile mobile desk teachers have been waiting for! The spacious desktop features a curved collaboration area that's perfect for working with kids one-on-one and an integrated wire management system to keep cords tucked away and tidy. Plus, it's made from rugged laminate on the top and underside—framed by a thick vinyl edgeband for lasting durability. There's even a locking, 3-drawer metal cabinet that's ideal for storing personal belongings, textbooks, files and more! Desk rolls easily on 6 locking casters. Assembly required. Desk measures 57"w x 24 1/2"d x 31"h. Lifetime warranty.

27	JJ987	10	Classic Birch Magnetic Write & Wipe Big Book Center	$329.00	$312.55	$3,125.50	

A storage unit, display stand and hands-on language center—all in one! This super-versatile unit has a partitioned storage space that lets children help themselves to their favorite books, a giant bookstand that holds books at just the right height…plus a magnetic write & wipe surface that's perfect for displaying important letters, vocabulary words and more! 6 easy-access storage slots hold tons of big books, and the fold-open display stand features safe, locking hinges. Sturdy wooden unit features easy-rolling casters. Simple assembly. Unit measures 23 5/8"w x 16 1/4"d x 37 1/2"h with bookstand upright. Lifetime warranty.

28	DG577	10	Heavy-Duty Adjustable Group Table - 48" x 72"	$369.00	$350.55	$3,505.50	

Our heavy-duty adjustable tables combine the timeless appeal of wood with the durability of laminate! The horseshoe-shaped tables allow teachers easy access to small groups. Each table has kid-friendly details like rounded corners & vinyl edging, plus a thick 1 1/4" tabletop that wipes clean and resists scratches and stains. The super-sturdy steel legs even adjust to the perfect height...and come with tough nylon tips to protect classroom floors! Easy assembly. Chairs sold separately below. Lifetime warranty.

29	DG242	30	Heavy-Duty Preschool Storage Unit	$449.00	$426.55	$12,796.50	

Convenient storage that's perfectly sized for your classroom! Our sturdy unit gives children easy access to tons of toys and classroom materials—with 5 spacious, divided compartments at just the right height for preschoolers. The rugged unit also features wipe-clean laminate surfaces, plus rounded corners with protective edgebands for safety. Unit measures 46 1/2"w x 15"d x 30"h. Lifetime warranty.
Out of stock--ship by 11/15/21.

Subtotal: $91,430.90
0.0% Tax: $0.00
Freight Amount: $0.00
Total: $91,430.90

TOTAL DISCOUNT: $4,812.16
TOTAL FREIGHT SAVING: $14,436.46
TOTAL SAVINGS ON THIS ORDER: $19,248.62

Customer no: 148933

Sold to:

Hastings Public Schools
1924 West A St.
Hastings NE 68901

Community Products LLC
PO Box 2
Ulster Park, NY 12487

Federal Tax ID# 14-1803009
CAGE code: 1M4E6
DUNS: 01-644-8412

Quote #: **18642**
Quote date: 11/17/2021
Printed on: 11/17/2021
Terms of Sale: FOB Destination
Payment Terms: Net 30 Days

Ultimate destination:

Hastings Public Schools
1924 West A St.
Hastings NE 68901

Customer PO number:

Qty ordered	Item no.	Description	Tax	Unit price	Extended price
10	A627	Large Sand & Water Center Large Clear Pan	n	1,040.00	10,400.00
20	A801	Classroom Work Table 30"x60" Adjustable Leg for Table, Medium, 4pack	n	300.00	6,000.00
10	C233	Round Woodcrest Table 18" and Two Chairs 10"	n	455.00	4,550.00
10	C360	Woodcrest Kitchen (set of four)	n	1,340.00	13,400.00
40	F645	Fixed Shelf 4' x 32"	n	610.00	24,400.00
10	A835	Classroom Half Circle Table 64 Adjustable Leg for Table, Medium, 4pack	n	370.00	3,700.00
10	F686	Tote Shelf 3' x 32" Clear Deep Totes Clear Shallow Totes	n	670.00	6,700.00
10	F775	Library Rack	n	300.00	3,000.00
10	H500	Mini Art Island	n	675.00	6,750.00
160	J712	Woodcrest Chair 12"	n	117.00	18,720.00
20	J716	Woodcrest Chair 16"	n	186.00	3,720.00

Customer Service
Phone: 800-777-4244
Fax: 800-336-5948

Quote

This quote good until 02/16/2022

Customer no: 148933

Sold to:

Hastings Public Schools
1924 West A St.
Hastings NE 68901

Community Products LLC
PO Box 2
Ulster Park, NY 12487

Federal Tax ID# 14-1803009
CAGE code: 1M4E6
DUNS: 01-644-8412

Quote #: **18642**
Quote date: 11/17/2021
Printed on: 11/17/2021
Terms of Sale: FOB Destination
Payment Terms: Net 30 Days

Ultimate destination:

Hastings Public Schools
1924 West A St.
Hastings NE 68901

Customer PO number:

Qty ordered	Item no.	Description	Tax	Unit price	Extended price

Subtotal:	101,340.00
Freight:	0.00
Sales tax:	0.00
Total:	101,340.00
Paid:	0.00
Quote total:	**$ 101,340.00**

Customer Service
Phone: 800-777-4244
Fax: 800-336-5948

Quote

This quote good until 02/16/2022

108 I Classroom

Quote #8253943
r.3

Tag	Qty	Supplier/Model #	Description	Unit Price	Extension
#1	1	Virco Inc #ECBKRAK5DF	Book Display Stand, Early Childhood series, double-sided, 4 shelves per side, 36 W x 16 D x 30 H. #1 Color: Color->Natural Birch (WOD622) 5015483	$299.37	$299.37
#3	1	Virco Inc #ECKTCNTR	Kitchen Center, Early Childhood series, wood, 5-n-1, 40 H x 48 W x 16 D. #3	$660.20	$660.20
#4	1	Virco Inc #RUGBL100140	Rug, blocks of fun pattern, 8 4 x 11 8. #4 Color: Color->1312 (1312) FF1312	$975.12	$975.12
#5	1	Virco Inc #48COOP72LO	Table, 4000 Series, Activity Table, Short Legs, 36" X 72" Cooperative X 1-1/8" High-Pressure Laminate Particleboard Top With Backing Sheet And T-Mold Edge Banding, 17"-25 " Adjustable Height, Tubular Steel Legs, Nylon-Base Swivel Glides. #5	$352.07	$352.07
#6	1	Virco Inc #AN18	Chair, Analogy(Tm) Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides With Color-Accented Glide Sleeve #6	$84.85	$84.85
#7	16	Virco Inc #AN12	Chair, Analogy(Tm) Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides With Color-Accented Glide Sleev #7	$65.03	$1,040.48
#8	2	Virco Inc #483060LO	Table, 4000 Series, Activity Table, Short Legs, 30" X 60" X 1-1/8 " High-Pressure Laminate Particleboard Top With Backing Sheet And T-Mold Edge Banding, 17"-25" Adjustable Height, Tubular Steel Legs, Nylon-Base Swivel Glides. #8	$179.03	$358.06
#9	1	Virco Inc #T3050	Desk, Textameter Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30 "w X 50-1/4"l X 28-3/4"h, 1-1/8" High-Pressure Laminate Particleboard Top With Two Round Hinged-Top Grommets And T-Mold Edge, Non-Locking Steel Center Drawer, Perforated Steel Modesty Panel. #9	$1,453.52	$1,453.52
#10	1	RFM Seating #160	Task Chair - Standard Black Air Mesh Seat - Black Mesh Back - Swivel Tilt Control With Seat Slider - Comfort Molded Foam Tractor Seat - Height Adjustable T Arms With Pads #10	$351.74	$351.74

108 I Classroom

Quote #8253943
r.3

Tag	Qty	Supplier/Model #	Description	Unit Price	Extension
#11	1	Virco Inc #ECCUB4836TT25	Storage Unit, Early Childhood Series, With 25 Assorted Trays, 36 H X 15 D X 48 L. #11 Color: Color->Natural Birch (WOD622) 5015471	$738.52	$738.52
#12	2	Virco Inc #ECCH12	Chair, Early Childhood series, hardwood, 12 seat. #12 Color: Color->Natural Birch (WOD622) 5015493	$164.55	$329.10
#13	1	Virco Inc #ECT30RLO	Table, Early Childhood series, hardwood, 30 round with 22 legs. #13 Color: Color->Natural Birch (WOD622) 5015495	$231.97	$231.97
#14	1	Virco Inc #ECSWT4617T	Sand/Water Table, Early Childhood series, sensory, with top, 46 W x 17 D x 24 H . #14 Color: Color->Natural Birch (WOD622) 5015437	$414.37	$414.37
#16	1	Virco Inc #ARTCNTR	Art Center, Early Childhood series, four angled hardboard surfaces, double-sided, 48H x 50W x 16D. #16 Color: Color->Natural Birch (WOD622) 5015476	$644.35	$644.35
#17	4	Virco Inc #ECCUB304818	Storage Unit, Early Childhood Series, Extra-Deep Storage, Pegboard Back, Casters, 30h X 48w X 18d. #17	$412.38	$1,649.52
#32	1	Carpets For Kids #6701-8253943	SEQUENTIAL SEATING RUG - 4X6 #32	$182.00	$182.00
					$9,765.24

$9,765.24 for each classroom
X 10 classrooms
$97,652.40

INCENTIVE FOR EARLY NOTIFICATION OF INTENT TO RESIGN/RETIRE

Non administrative certified employees who submit a letter of intent to resign or retire at the end of the school year, by the third Friday in December, will receive a $500 stipend to be paid on or before the employee's final payroll. This will allow the District an opportunity to begin the hiring process earlier to find the best candidates for open positions.

The following conditions must be met to qualify:

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

An employee is NOT eligible if:

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

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

Approved _____

HASTINGS PUBLIC SCHOOLS

HASTINGS PUBLIC SCHOOLS

Assuring the essential. Expanding the possible.

HUMAN RESOURCES OFFICE

Memo

To: Substitute Teaching Stafff

From: David Essink, Director of Human Resources

Date: December 14, 2021

Re: Substitute Teaching Incentive

Substitute Teaching Incentive

Effective January 10, 2022, Hastings Public Schools will implement a 75% incentive goal for substitute teachers each pay period. If a substitute teacher works for HPS at least 75% of the days during a pay period, the sub will be paid an additional $200 for that pay period.

Pay Period	Possible Days	75% of days
Jan 10 - Feb 9	22	16.5
Feb 10 – Mar 9	18	13.5
Mar 14 – Apr 8	20	15
Apr 11 – May 9	19	14.25
May 10 – May 19	8	6

If you have any questions, please don't hesitate to contact Human Resources at 402-461-7502.

PERSONNEL

Certificated Staff Resignation – Mark Anderson, Mara Balthazar, Emily Brooks, Mackenzie Daniels, Deanna Dirks, Faye Freisen, Carolyn Goetz, Linda Klamm, Sherill McCune, Joyce Sadd, Roger Sunderman

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

Mark Anderson retiring from his Skilled and Technical Science Teacher position at Senior High effective the end of the 2021-2022 school year.

Mara Balthazor resigning from her Grade 2 Teacher position at Hawthorne effective the end of the 2021-2022 school year.

Emily Brooks resigning from her 0.5 FTE Math Teacher position at Senior High effective the end of the 2021-2022 school year.

Mackenzie Daniels resigning from her Special Education Teacher position at Middle School effective the end of the 2021-2022 school year.

Deanna Dirks retiring from her Reading Teacher position at Middle School effective the end of the 2021-2022 school year.

Faye Freisen retiring from her Library/Media Specialist position at Senior High effective the end of the 2021-2022 school year.

Carolyn Goetz retiring from her Speech Language Pathologist position at Hawthorne effective the end of the 2021-2022 school year.

Linda Klamm retiring from her Math Teacher position at Middle School effective the end of the 2021-2022 school year.

Sherill McCune retiring from her Special Education Teacher position at Hawthorne effective the end of the 2021-2022 school year.

Joyce Sadd resigning from her Business Teacher position at High School effective the end of the 2021-2022 school year.

Roger Sunderman retiring from his Social Science Teacher position at Senior High effective the end of the 2021-2022 school year.

Extra Standard Resignations – Michael Mankin, Bailey Johnson, Roger Sunderman
The administration recommends acceptance of the following extra standard resignation(s):

Michael Mankin from ⅓ SH Assistant Track position effective immediately.

Bailey Johnson from MS Head Girls Track effective immediately.

Roger Sunderman from SH Head Boys Tennis and SH Head Girls Tennis effective the end of the 2021-2022 school year.

Extra Standard Transfer – Cody Jackson
The administration recommends acceptance of the following extra standard transfer(s):

Cody Jackson from ⅔ SH Assistant Track to SH Assistant Track at High School to replace Michael Mankin who resigned. Mr. Jackson will be paid the HS Assistant Track stipend of $2492.00 at Category II, Level 1, with adjustment to prior district experience, according to the 2021-2022 extra standard salary schedule.

Classified Staff Releases/Resignations/Retirements – Marla Biggs, Elizabeth Heizer, Heather Hemmelman, Arielle Kimminau, Payton Osborne, Kalee Reams, Chanda Schroyer, Debbie Svoboda

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

Marla Biggs retired from her office paraeducator position at Watson effective December 17, 2021.

Elizabeth Heizer resigned from her office paraeducator position at Hawthorne effective December 6, 2021.

Heather Hemmelman resigned from her SPED Skills 3 paraeducator position at Watson effective November 12, 2021.

Arielle Kimminau resigned from her SEBL paraeducator position at Watson effective November 10, 2021.

Payton Osborne resigned from her EL paraeducator position at Hawthorne effective November 17, 2021.

Kalee Reams resigned from her SEBL paraeducator position at Hawthorne effective December 17, 2021.

Chanda Schroyer resigned from her School Nurse position at High School effective December 17, 2021.

Debbie Svoboda retired from her Custodian position at Senior High effective December 24, 2021.

Classified Staff Appointments – Michael Lemberg, Sonja Pearson, Becky Peterson

The administration recommends the following Classified appointment(s):

Michael Lemberg to Evening Custodian position at High School to replace Debbie Svoboda who retired. Mr. Lemberg will be paid the starting wage for Evening Custodian according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Mr. Lemberg is attached.

Sonja Pearson to Special Education Skills 3 Paraeducator position at Watson to replace Heather Hemmelman who resigned. Ms. Pearson will be paid the starting wage for Special Education Skills Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Pearson is attached.

Becky Peterson to 0.5 FTE Office Paraeducator position at Hawthorne to replace Elizabeth Heizer who resigned. Ms. Peterson will be paid the starting wage for Office Paraeducator according to the 2021-2022 classified salary schedule, with adjustment for education and/or prior experience. Information about Ms. Peterson is attached.