



**HASTINGS  
PUBLIC SCHOOLS**

Assuring the essential.  
Expanding the possible.

## **Work Session**

Thursday, August 15, 2024 @ 6:00 PM Central  
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Becky Sullivan -
3. Welcome to HEA reps and guests - Becky Sullivan -
4. Review Board Norms/Goal - Becky Sullivan -
5. Board Report - Becky Sullivan -
6. 2024-25 Budget Preparation - Jeff Schneider -
7. Hold Parental Involvement hearing and reaffirm Policy 1005.03: Parental Involvement in the Schools - Lawrence Tunks -
8. Approve List of Certificated Employee Professional training - John Hauser -
9. Approve 1st reading of updated Title IX Policies 404.065 and 504.186 - Jeff Schneider -
10. Approve High School Show Choir travel request - Lawrence Tunks -

11. Approve bid to repair sprinkler system at HHS - Trent Kelly -

12. Approve bid to replace grass at HHS - Trent Kelly -

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

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

15. Reminders - Becky Sullivan -

16. Executive Session - Becky Sullivan -

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

18. Adjournment - Becky Sullivan -

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

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

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

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

# Hastings Public Schools

## Board of Education Norms

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

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

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

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

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

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

We will also maintain confidentiality when necessary.

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

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

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

<b>Description</b>	<b>21-22 Actual</b>	<b>2022-23 Actual</b>	<b>23-24 Estimate Budget</b>	<b>24-25 ESTIMATED</b>
<b>INSTRUCTION</b>				
Teachers, Supplies 1100,1300, 3300,8000	21,122,137	21,375,785	22,000,000	23,000,000
<b>SPED INSTRUCTION</b>				
Sped teachers, Sped Paras, Supplies 1200,2140,2150,2160,2170,2180, 2181	7,661,751	8,447,605	8,500,000	9,000,000
<b>Student Support</b>				
Counselors, Nurses, Library Personnel, Supplies 2120, 2130, 220, 2223	1,361,412	1,563,871	1,700,000	1,800,000
<b>District Support</b>				
Administrators, Office personnel, supplies, HR expenses, Board Expenses, Legal Fees, Property Insurance, Textbooks, Computers 2210,2211,2212, 2230, 2310,2320,2410,2510,2570	4,608,163	5,556,594	5,400,000	5,500,000
<b>Operations</b>				
Custodians, Supplies & Equipment, Vehicles other than other than busses, utility expenses 2610, 2650, 2730,	2,336,646	2,546,539	2,700,000	2,700,000
Maintenance personnel, equipment and supplies, 2620	1,210,657	1,236,595	1,400,000	1,400,000
<b>Transportation</b>				
Activity Transportation 2710	298,529	348,708	320,000	350,000
Sped Transportation 2712, 2713, 2723, 2732,2733	612,518	688,771	600,000	600,000
<b>Federal Programs</b>				
Teachers, Paras, and supplies for Federal programs such as Title and Pre-School 3000, 6000	5,787,445	6,351,948	7,600,000	3,000,000
Total Expenditures	44,999,258	48,116,416	50,220,000	47,350,000
Total Budgeted	54,136,533	55,291,629	55,523,721	

**PARENTAL INVOLVEMENT IN THE SCHOOLS**

It is the policy of the Hastings Public Schools, District No. 18, to encourage parental involvement and participation in the School District and to provide parents with access to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District that educational decisions of the professional staff, administration, and Board of Education take into consideration when, and to the extent they deem appropriate, information from parents as to any concerns, objections, or other information such parents would wish to provide to the School District concerning parents' access, involvement, and participation in all activities of the school as it relates to the students of the District.

This policy and any corresponding policy and/or rule shall be reviewed annually by the Board of Education.

Cross Reference:	507.01	Student Records Access
	611.01	Student Progress Reports
	1002	District Annual Report
	1005.01	Public Complaints

Approved 12-16-02 Reviewed 8-18-03, 8-16-04, 8-15-05, 8-21-06, 8-20-07,  
8-18-08, 8-17-09, 07-19-10, 7-14-11, 7-12-12 Revised \_\_\_\_\_

HASTINGS PUBLIC SCHOOLS

## **PARENT AND FAMILY ENGAGEMENT**

The Parent and Family Engagement Policy has been adopted to encourage parental and family involvement with the school. This policy reflects the input of parents. It is to be updated annually and distributed to parents and family members in an understandable and uniform format. Given this policy, the following policies, rules, and regulations shall apply:

1. In the event any parent has a complaint or objection to any instructional materials, the procedures of Policy 606.03 shall be followed. Parents shall be provided, upon request, a listing of textbooks, standardized tests, and copyrighted curriculum materials that will be used with reference to their child during the current or upcoming year. Teachers shall also, upon request, discuss curriculum and the use of presentations by non-district personnel planned for the student with the parents.
2. It shall be the practice of the District, upon reasonable advance request by parents to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parents to be in attendance at such activities, unless such attendance would substantially interfere with a legitimate school interest. (See Board of Education Policy 1005.07 and 1005.08). Notice of field trips shall be provided according to the provisions of Administrative Rule 607.05.
3. It shall be the practice of the District to encourage communications from parents concerning when they believe it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parents may find objectionable. Provisions for such may be found under Policy 504.01.
4. At the beginning of each school year, if the District receives Title I funding, the District shall notify parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request, and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
  - (A) Whether the student's teacher –
    - (1) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - (2) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - (3) is teaching in the field of discipline of the certification of the teacher.

(B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

5. At the beginning of each school year, if the District receives Title I funding, the District shall notify parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request, and in a timely manner, information regarding any State or District-wide assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District-wide assessment, including: the subject to be assessed; the purpose for which the assessment is designed and used; the source of the requirement for the assessment; the amount of time students will spend taking the assessment; the schedule for the assessment; and the time and format for disseminating results.
6. Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial, or ethnic minority background or are migratory children. The District will also inform parents of opportunities to participate in various school programs as set forth in the ESSA, in a language the parents can understand.
7. It shall be the practice of the District to provide full access to the records of students to parents, all as set forth in P.L. 79-2, 104, the Federal Education Right to Privacy Act, other applicable law, and the provisions of Board of Education Policy 507.01, during regular business hours of the school.
8. It shall be the practice of the District to notify the parents of any student who may be subjected to a standard norm-referenced and to notify the parents, when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments, and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student shall be prohibited unless the parents consent in writing that such tests be administered to their child.

9. Prior to any school-sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which the results of the survey will be used from the school's perspective. Parents may excuse their child from participation in the survey by using the provisions of Policy 504.01.
10. Parents of children attending schools receiving Title I funding are to be involved in the planning, review, evaluation and improvement of the Title I Program, the Parent and Family Engagement Policy, and the School-Parent Compact at an annual parent meeting.
11. The District will coordinate and integrate parental involvement programs and activities with other federal, state and local programs that encourage and support parents in more fully participating in the education of their children.

Legal Reference: ESSA

Approved 12-16-02 Reviewed 8-18-03, 8-16-04, 8-15-05, 8-21-06, 8-20-07, 8-18-08, 8-17-09, 07-19-10, 06-20-11, 7-17-17, 11-20-17, 12-18-17 Revised 07-19-10, 07-18-11, 7/17/17, 12-18-17

HASTINGS PUBLIC SCHOOLS

## HPS Certificated Employee Professional Growth List

Policy 409.01

### Nebraska School District Plans, Policies, & Annual Training Requirements (alphabetically)

Training Type	Rule/Law	Description	Requirements
Behavioral Intervention Training & Teacher Support Act  (required 2025/2026)	<p><b>Nebraska Revised Statute 79-2,137:</b></p> <p>This statute requires schools to adopt policies for managing student behavior, including training on behavioral interventions.</p>	<p>The Nebraska Legislature created the Behavior Intervention Training and Teacher Support Act in the spring of 2023. This act mandates that every Nebraska public school teacher, administrator, counselor, paraprofessional, and nurse receive behavioral awareness training.</p>	<p>Part 1: The Signs and Symptoms of Mental Health in Students.                      Part 2: Positive Behavioral Intervention Supports and Teaching Strategies.                      Part 3: Verbal Intervention and De-escalation Strategies</p> <p>Required once every 3 years</p> <p>HPS - New Teacher Classroom Management Training                      Building Level Professional Development - PBIS systems and training</p>
Bullying	<p><b>Nebraska Revised Statute 79-2,137:</b></p> <p>This statute mandates schools to have a bullying prevention and education policy, including staff training.</p>	<p>Employees receive training on recognizing, preventing, and addressing bullying in schools. This includes understanding the signs of bullying, intervention strategies, and creating a safe and supportive school environment.</p>	<p>Counselors teach students what it is and how to prevent bullying.</p> <p>New teacher orientation includes training covering sexual misconduct/harassment.</p> <p>Staff meetings address</p>

			bullying and harassment among staff. A policy is in place to deal with bullying or harassment.
Concussion Awareness	<p><b>Nebraska Revised Statute 71-9104:</b></p> <p>This law requires schools to provide training on concussion awareness for coaches and other relevant staff.</p>	Training includes educating staff on the signs and symptoms of concussions, proper response protocols, and return-to-play guidelines to ensure the safety of student-athletes.	First Aid & CPR training is provided to nurses, principals, coaches, and others annually.
Dating Violence Prevention	<p><b>Nebraska Revised Statute 79-2,140:</b> This statute requires schools to include dating violence education in their health curriculum and training for staff.</p>	This training aims to educate staff on recognizing and preventing dating violence among students, including understanding the warning signs and providing appropriate support and resources.	<p>Counselors lessons at the middle and high school level.</p> <p>New teacher orientation includes training covering sexual misconduct/harassment.</p> <p>Staff meetings address bullying and harassment among staff. A policy is in place to deal with bullying or harassment.</p>
Drive Qualification/Operational Procedures	<p><b>Nebraska Administrative Code Title 92, Chapter 91:</b></p> <p>This regulation outlines the requirements for driver qualifications and operational procedures for school transportation (<a href="#">Nebraska Department of Education</a>).</p>	This training ensures that any staff members who operate school vehicles are properly qualified and trained in safe driving practices and operational procedures to ensure student safety during transportation.	<p>DMV provides CDL licensing for school passenger vehicles.</p> <p>Bi-annual bus evacuation drills are provided at each school building.</p>

Financial Aid for Students	<p><b>Nebraska Revised Statute 79-729</b></p>	Beginning this school year (2024-2025), each public high school student shall complete and submit to the United State Department of Education a Free Application for Federal Student Aid before graduation from high school.	The counselor will require all students to complete the FASFA information before graduation (unless a waiver is signed).
Harassment & Discrimination	<p><b>Nebraska Revised Statute 79-2,138:</b></p> <p>This statute requires schools to adopt policies and provide training to prevent harassment and discrimination.</p>	Employees are trained on identifying, preventing, and responding to harassment and discrimination in the school environment, promoting an inclusive and respectful atmosphere.	<p>New teacher orientation includes training covering sexual misconduct/harassment.</p> <p>Staff meetings address bullying and harassment among staff. A policy is in place to deal with bullying or harassment.</p>
School Safety & Security Plan	<p><b>Nebraska Revised Statute 79-2,146:</b></p> <p>This statute mandates that schools have a comprehensive safety and security plan, including training for staff.</p>	Training involves familiarizing staff with the school's safety and security plans, including emergency procedures, lockdown drills, and crisis response strategies to ensure the safety of all students and staff.	<p><b>Fire Drills</b> - 10 per year, 2 within the first 2 weeks of school</p> <p><b>Tornado Drills</b> - 1 per year</p> <p><b>Lockdown Drill</b> - 1 each semester with local law enforcement</p>
School Safety & Security Reporting System	<p><b>Nebraska Revised Statute 79-2,147:</b></p> <p>This statute requires schools to implement a reporting system for safety and security</p>	Employees are trained on how to use the reporting system for safety and security concerns, ensuring that any potential threats or incidents are promptly and properly reported	The school safety team meets to review safety procedures. These plans are reviewed regularly. Plans are submitted to HR.

	concerns and train staff on its use.	and addressed.	
Seclusion & Restraints	<p><b>Nebraska Revised Statute 79-2,141:</b></p> <p>This statute regulates the use of seclusion and physical restraints in schools and requires staff training on their appropriate use.</p>	This training covers the appropriate use of seclusion and restraints, emphasizing the importance of using these interventions only when necessary and in compliance with legal and ethical standards.	MANDT training annually for employees who work with special education students with additional needs.
Seizure Safe Schools Act	<p><b>Nebraska Revised Statute 79-3201:</b></p> <p>This law mandates training for school personnel on seizure recognition and response, including the administration of seizure medications.</p>	Staff receive training on recognizing and responding to seizures, including the administration of emergency medications and the implementation of individualized seizure action plans for students with epilepsy.	First Aid & CPR training for nurses, secretaries, and specific staff members
SRO (School Resource Officer) Training	<p><b>Nebraska Revised Statute 79-2704:</b></p> <p>This statute requires SROs to undergo specific training focused on school-based law enforcement, including child development and de-escalation techniques.</p>	SROs undergo specialized training to understand their role in the school setting, including student rights, de-escalation techniques, and building positive relationships with students.	Hastings Police Department trains individuals
State Assessments	<p><b>Nebraska Revised Statute 79-760.03:</b></p> <p>This law requires training for</p>	Training ensures that teachers and staff are knowledgeable about state assessment protocols, including	The Curriculum Director and building principal lead all assessment proctors through assessment security and

	educators on the administration and security of state assessments.	administering tests, maintaining test security, and accurately reporting student performance data.	administration training.
Suicide Prevention	<p><b>Nebraska Revised Statute 79-2,146:</b></p> <p>This statute requires schools to provide suicide prevention training for staff as part of their safety and security plan.</p>	Employees are trained to recognize the warning signs of suicide, understand risk factors, and provide appropriate intervention and support to students in crisis.	Video series for each employee to complete annually during the fall semester.

**Required Policies & Practices with “highly recommended” training (not required)**

Bloodborne Pathogens	<p><b>Nebraska Administrative Code Title 173 - Control of Communicable Diseases:</b></p> <ul style="list-style-type: none"> <li>● <b>Chapter 3: Exposure to Bloodborne Pathogens in the Workplace</b> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<p>This training educates employees about the risks associated with exposure to bloodborne pathogens, which are infectious microorganisms in human blood that can cause disease. The training covers the following key areas:</p> <ul style="list-style-type: none"> <li>● <b>Understanding Bloodborne Pathogens:</b> Information about common pathogens such as HIV, Hepatitis B, and Hepatitis C.</li> <li>● <b>Exposure Control Plan:</b> Procedures and</li> </ul>	Video series for each employee to complete annually during the fall semester.
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		<p>protocols to minimize exposure risks.</p> <ul style="list-style-type: none"> <li>● <b>Personal Protective Equipment (PPE):</b> Proper use of gloves, gowns, masks, and other protective gear.</li> <li>● <b>Safe Work Practices:</b> Guidelines for handling sharp objects, cleaning spills, and proper disposal of contaminated materials.</li> <li>● <b>Post-Exposure Procedures:</b> Steps to take if exposure occurs, including medical follow-up and reporting.</li> </ul>	
Child Abuse Reporting	<p><b>Nebraska Revised Statutes (Neb. Rev. Stat.):</b></p> <ul style="list-style-type: none"> <li>● <b>Section 28-710 to 28-727: Child Protection and Family Safety Act</b></li> </ul>	<p>This training provides employees with the knowledge and skills to identify and report suspected cases of child abuse and neglect. The training includes:</p> <ul style="list-style-type: none"> <li>● <b>Recognizing Signs of Abuse and Neglect:</b> Physical, emotional, and behavioral indicators of abuse,</li> </ul>	<p>Annual professional development (during building staff meetings) sharing the process for reporting suspected child abuse to the DHHS Abuse Hotline.</p>

		<p>including physical abuse, sexual abuse, emotional abuse, and neglect.</p> <ul style="list-style-type: none"><li>● <b>Legal Responsibilities:</b> Overview of state laws and school policies regarding mandatory reporting.</li><li>● <b>Reporting Procedures:</b> Step-by-step instructions on how to report suspected abuse, including who to contact and what information to provide.</li><li>● <b>Confidentiality and Sensitivity:</b> Maintaining the confidentiality of the child and family, and approaching the situation with sensitivity and care.</li><li>● <b>Supporting the Child:</b> How to support and protect the child during and after the reporting process.</li></ul>	
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Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator may file a formal complaint and begin the following complaint procedure.

Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.

**B. Response to a Formal Complaint:**

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

DIRECTOR OF SPECIAL EDUCATION  
1924 WEST A STREET, HASTINGS, NE 68901  
402-461-7516

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment, including: (i) the identities of the parties involved, if known; and (ii) the conduct allegedly constituting sexual harassment; and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involves possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will aim to complete its investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality:* The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant

or respondent. The District shall ensure that Title IX Coordinators, investigators, decision- makers, and any persons who facilitate this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

(C) *Rights of the Parties*: The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within two (2) days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide ten (10) days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- c. Findings of fact supporting the determination;

- d. Conclusions regarding the application of each recipient's code of conduct to the facts;
- e. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- f. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee, disciplinary action up to and including dismissal from employment. This policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainant or respondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

**C. Appeals**

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following basis:

- a. Procedural irregularity that affected the outcome of the matter;
- b. New evidence, that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall give both parties a reasonable and equal opportunity to submit a written statement in support of, or challenging the outcome.

The Superintendent of Schools shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent of Schools shall provide the written decision simultaneously to both parties.

#### **D. Informal Resolution**

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

- a. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- b. The parties' voluntary written consent to the informal resolution process; and
- c. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

#### **E. Record Keeping**

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, any transcripts, or audio recordings pertaining to the investigative and appeal proceedings for a period of seven (7) years.

Legal Reference: Title IX

Date of Adoption: [Insert Date]

Title IX - Discrimination

Hastings Public Schools, in response to federal and state regulations for Title IX of the Education Amendments of 1972 - Prohibiting Sex Discrimination in Education, hereby adopts and re-affirms the following policy:

- 1) The Board of Education affirms its intent to comply with provisions of Title IX - Prohibiting Sex Discrimination in Education.
- 2) The publication of this statement re-affirms the District's efforts to comply with Title IX to inform citizens of non-discriminatory practices in the dissemination process.
- 3) The Board of Education hereby authorizes and directs the Superintendent of Schools, in conjunction with relevant personnel as determined by the Superintendent, to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination in the District. Such grievance procedures shall be developed and be made publicly available, and such forms as needed shall be developed and made available to the public.
- 4) The grievance procedures adopted and implemented by the Superintendent shall be followed by all individuals with concerns about discriminatory practices in the District, including suspected sex discrimination.

Legal Reference: Title IX

Approved: 11/18/02

Reviewed: 09/10/2020; 06/09/2022; 08/19/2024

Revised: 09/14/2020; 06/13/2022; 09/16/2024

HASTINGS PUBLIC SCHOOLS

## **Procedures for Complaints of Sex Discrimination**

### **A. Complaint Procedure - Generally**

All employees are responsible for helping to prevent discrimination on the basis of sex. Employees, or students who believe they have been subjected to, or believe they have witnessed, discrimination on the basis of sex should contact the Title IX Coordinator.

The following individuals may file a complaint alleging sex-discrimination:

- a. A student or employee of Hastings Public Schools who is alleged to have been subjected to conduct that could constitute discrimination on the basis of sex.
- b. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- c. The District's Title IX Coordinator(s).

Anyone making a claim of discrimination must submit the complaint in writing to the Title IX Coordinator using the following contact information:

**TITLE IX COORDINATOR CONTACT INFORMATION**  
Director of Special Education and/or Director of Learning & Support  
1515 W. 8th Street  
Hastings, NE 68901  
402-461-7500

Complaints of discrimination on the basis of sex shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination.

The following will apply to all investigations of sex-discrimination, pursuant to this procedure:

- a. The District will treat complainants (the employee, student, or representative making the claim) and respondents (those accused of sex discrimination) equitably.
- b. The District will not permit any Title IX Coordinator, investigator, or decisionmaker to have a conflict of interest or bias for or against any complainant or respondent.
- c. The District will ensure that the Title IX Coordinator, investigator, and decisionmaker will not predetermine or presume that the respondent is responsible for the alleged sex-based discrimination until a determination is made at the conclusion of the investigation process.

- d. The District will take reasonable steps to protect the privacy of the parties and witnesses during the grievance process. These steps will not restrict the ability of the parties to obtain and present information, including speaking to witnesses, consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures.
- e. The District will not allow the parties to engage in retaliation.
- f. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

## **B. Investigation Process**

When the Title IX Coordinator receives or initiates a complaint of possible sex discrimination in the District, the Coordinator shall designate a District employee to initiate an investigation. The Title IX Coordinator may designate themselves as the investigator. Within a reasonable time after receipt of a complaint under this procedure, the Title IX Coordinator shall provide the following to all known parties (A) a copy of this complaint procedure; (B) notice of the allegations of sex-based discrimination including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sex-based discrimination and (iii) the date and location of the alleged incident; (C) notice that retaliation is prohibited; (D) the identity and contact information for the investigator; and (E) notice that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

After the investigator has been designated to investigate a complaint, the investigator shall then promptly gather evidence sufficient to reach a determination regarding whether the complaint is substantiated or not. To reach a determination, the investigation should generally include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide pertinent information.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

The Investigator will aim to complete its investigation within a reasonable timeframe as determined by the Investigator.

At the end of the investigation, the investigator shall make findings and a determination of what occurred. The determination shall be based upon a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination occurred?).

During an investigation, the Title IX Coordinator or designee may place an employee on administrative leave during the pendency of the investigation. The Title IX

Coordinator or designee may also remove a student from the educational program during the investigation.

Before the end of the investigation, the investigator shall provide a copy of the evidence to both the complainant and respondent and allow both sides to provide an opportunity to submit any additional evidence.

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

### **C. Resolution of Complaints**

Once the investigator has completed his or her investigation, the investigator shall prepare a report of their investigation and a determination of what occurred. The determination shall include an assessment of whether the investigator determines that the complaint is wholly substantiated, partially substantiated, or not substantiated. After the report has been finalized, the investigator shall submit the report to the Title IX Coordinator. If the Title IX Coordinator conducts the investigation, the Title IX Coordinator shall submit the evidence and report to a different administrator in the District.

The Title IX Coordinator (or other administrator) shall then review the report, along with all evidence gathered by the investigator, to determine whether the investigator followed the grievance procedures, considered the appropriate evidence, did not consider any inappropriate evidence, ensured all parties and witnesses were provided due process, and otherwise confirm that the investigation was handled properly. The Title IX Coordinator (or other administrator) shall also independently assess whether the investigator's conclusions were supported by the evidence and otherwise equitable. Based upon the Title IX Coordinator's review and independent conclusion, the Title IX Coordinator shall have the authority to initiate any appropriate remedial measures, which may include termination of employment, expulsion or suspension from school, or other disciplinary actions.

#### **D. Appeal of Decision**

A complainant or respondent who disagrees with the Title IX Coordinator's decision may appeal the decision to the Superintendent of Schools. Any appeal must be in writing and submitted to the Superintendent within five school days of the date of the decision. The Superintendent shall then promptly review the evidence and determine whether the Title IX Coordinator's decision was correct. The Superintendent has the authority to reverse or modify the Title IX Coordinator's decision and take any other steps necessary to ensure that the Title IX Coordinator's decision was correct. After the Superintendent has made a final determination, the Superintendent shall notify both the complainant and respondent in writing of the Superintendent's decision. No further appeal may be made beyond the Superintendent.

#### **E. Record Keeping**

The District will maintain relevant documentation obtained during the investigation and findings, supportive measures, and disciplinary sanctions for a period of seven years.

Legal Reference: Title IX

Approved: 11/18/02

Reviewed: 09/10/2020; 06/09/2022; 08/19/2024

Revised: 09/14/2020; 06/13/2022; 09/16/2024

HASTINGS PUBLIC SCHOOLS

Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator may file a formal complaint and begin the following complaint procedure.

Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.

**B. Response to a Formal Complaint:**

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

DIRECTOR OF SPECIAL EDUCATION  
1924 WEST A STREET, HASTINGS, NE 68901  
402-461-7516

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment, including: (i) the identities of the parties involved, if known; and (ii) the conduct allegedly constituting sexual harassment; and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involves possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will aim to complete its investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality:* The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant

or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any persons who facilitate this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

(C) *Rights of the Parties*: The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within two (2) days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide ten (10) days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- c. Findings of fact supporting the determination;

- d. Conclusions regarding the application of each recipient's code of conduct to the facts;
- e. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- f. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment to deter sexual harassment.

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At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee, disciplinary action up to and including dismissal from employment. This policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainant or respondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

**C. Appeals**

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following basis:

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- b. New evidence, that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

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- b. The parties' voluntary written consent to the informal resolution process; and
- c. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

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Legal Reference: Title IX

Date of Adoption: [Insert Date]

Title IX - Discrimination

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- 1) The Board of Education affirms its intent to comply with provisions of Title IX - Prohibiting Sex Discrimination in Education.
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- 3) The Board of Education hereby authorizes and directs the Superintendent of Schools, in conjunction with relevant personnel as determined by the Superintendent, to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination in the District. Such grievance procedures shall be developed and be made publicly available, and such forms as needed shall be developed and made available to the public.
- 4) The grievance procedures adopted and implemented by the Superintendent shall be followed by all individuals with concerns about discriminatory practices in the District, including suspected sex discrimination.

Legal Reference: Title IX

Approved: 11/18/02

Reviewed: 09/10/2020; 06/09/2022; 08/19/2024

Revised: 09/14/2020; 06/13/2022; 09/16/2024

HASTINGS PUBLIC SCHOOLS

## **Procedures for Complaints of Sex Discrimination**

### **A. Complaint Procedure - Generally**

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- c. The District's Title IX Coordinator(s).

Anyone making a claim of discrimination must submit the complaint in writing to the Title IX Coordinator using the following contact information:

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Director of Special Education and/or Director of Learning & Support  
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The following will apply to all investigations of sex-discrimination, pursuant to this procedure:

- a. The District will treat complainants (the employee, student, or representative making the claim) and respondents (those accused of sex discrimination) equitably.
- b. The District will not permit any Title IX Coordinator, investigator, or decisionmaker to have a conflict of interest or bias for or against any complainant or respondent.
- c. The District will ensure that the Title IX Coordinator, investigator, and decisionmaker will not predetermine or presume that the respondent is responsible for the alleged sex-based discrimination until a determination is made at the conclusion of the investigation process.

- d. The District will take reasonable steps to protect the privacy of the parties and witnesses during the grievance process. These steps will not restrict the ability of the parties to obtain and present information, including speaking to witnesses, consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures.
- e. The District will not allow the parties to engage in retaliation.
- f. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

## **B. Investigation Process**

When the Title IX Coordinator receives or initiates a complaint of possible sex discrimination in the District, the Coordinator shall designate a District employee to initiate an investigation. The Title IX Coordinator may designate themselves as the investigator. Within a reasonable time after receipt of a complaint under this procedure, the Title IX Coordinator shall provide the following to all known parties (A) a copy of this complaint procedure; (B) notice of the allegations of sex-based discrimination including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sex-based discrimination and (iii) the date and location of the alleged incident; (C) notice that retaliation is prohibited; (D) the identity and contact information for the investigator; and (E) notice that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

After the investigator has been designated to investigate a complaint, the investigator shall then promptly gather evidence sufficient to reach a determination regarding whether the complaint is substantiated or not. To reach a determination, the investigation should generally include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide pertinent information.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

The Investigator will aim to complete its investigation within a reasonable timeframe as determined by the Investigator.

At the end of the investigation, the investigator shall make findings and a determination of what occurred. The determination shall be based upon a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination occurred?).

During an investigation, the Title IX Coordinator or designee may place an employee on administrative leave during the pendency of the investigation. The Title IX

Coordinator or designee may also remove a student from the educational program during the investigation.

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### **C. Resolution of Complaints**

Once the investigator has completed his or her investigation, the investigator shall prepare a report of their investigation and a determination of what occurred. The determination shall include an assessment of whether the investigator determines that the complaint is wholly substantiated, partially substantiated, or not substantiated. After the report has been finalized, the investigator shall submit the report to the Title IX Coordinator. If the Title IX Coordinator conducts the investigation, the Title IX Coordinator shall submit the evidence and report to a different administrator in the District.

The Title IX Coordinator (or other administrator) shall then review the report, along with all evidence gathered by the investigator, to determine whether the investigator followed the grievance procedures, considered the appropriate evidence, did not consider any inappropriate evidence, ensured all parties and witnesses were provided due process, and otherwise confirm that the investigation was handled properly. The Title IX Coordinator (or other administrator) shall also independently assess whether the investigator's conclusions were supported by the evidence and otherwise equitable. Based upon the Title IX Coordinator's review and independent conclusion, the Title IX Coordinator shall have the authority to initiate any appropriate remedial measures, which may include termination of employment, expulsion or suspension from school, or other disciplinary actions.

#### **D. Appeal of Decision**

A complainant or respondent who disagrees with the Title IX Coordinator's decision may appeal the decision to the Superintendent of Schools. Any appeal must be in writing and submitted to the Superintendent within five school days of the date of the decision. The Superintendent shall then promptly review the evidence and determine whether the Title IX Coordinator's decision was correct. The Superintendent has the authority to reverse or modify the Title IX Coordinator's decision and take any other steps necessary to ensure that the Title IX Coordinator's decision was correct. After the Superintendent has made a final determination, the Superintendent shall notify both the complainant and respondent in writing of the Superintendent's decision. No further appeal may be made beyond the Superintendent.

#### **E. Record Keeping**

The District will maintain relevant documentation obtained during the investigation and findings, supportive measures, and disciplinary sanctions for a period of seven years.

Legal Reference: Title IX

Approved: 11/18/02

Reviewed: 09/10/2020; 06/09/2022; 08/19/2024

Revised: 09/14/2020; 06/13/2022; 09/16/2024

HASTINGS PUBLIC SCHOOLS

# School Trip Proposal - Lone Star Invitational for the HHS Showchoir

To the school board and administration,

## Overview:

I am writing to seek approval for an exciting opportunity for our showchoir students to attend the Lone Star Invitational, a prestigious competition in Fort Worth, TX. The event will provide invaluable experience and exposure for our students, fostering their growth and enthusiasm in the performing arts. Groups attending will be from Alabama, Mississippi, Oklahoma, Texas, and hopefully, Nebraska. This trip is scheduled from February 28th to March 2nd, 2024.

## Trip Details:

Travel Dates: February 28th to March 2nd, 2025

Destination: Fort Worth, TX

Event: Lonestar Invitational - Central High School

## Schedule:

### Day 1: February 28, 2025

- Departure from HHS: 8:00 AM
- Transportation: Windstar Lines Charter Buss and 2 HPS Vans
- Hotel: SpringHill Suites Fort Worth Historic Stockyards
- Evening Activity - TBD

### Day 2: February 29, 2025

- Event: Lonestar Invitational Competition - All Day
- Accommodation: SpringHill Suites Fort Worth Historic Stockyards

### Day 3: March 1, 2025

- Departure Home: 10:00 AM
- Return Travel: Windstar Lines Charter Buss and 2 HPS Vans

## Accommodation:

We will be staying at SpringHill Suites Fort Worth Historic Stockyards. The hotel offers comfortable accommodations and is conveniently located near the competition venue. The cost for lodging is included in the trip fee, calculated at 4 students per room.

## Transportation:

We will be chartering one 56 passenger bus from Windstar Lines for \$10,837.64. Additionally, we will be requesting to use two of the district's Ford Transit Vans.

## **Cost:**

### **Total Trip Cost Per Person: \$350**

- This fee covers transportation, lodging, and all necessary meals (other than the day of the event) and one evening activity on Friday night that is still to be determined.

### **Fundraising Opportunities:**

- In October the show choir will be working with a regional fundraising organization, Custom Fundraising Solutions (CFS), to put on a mattress fundraiser at the high school. These fundraisers have been wildly successful across the country for fine arts programs. CFS will come in and set up a mattress store in the gym at the high school. The goal is to find one community member to purchase a mattress. With profits ranging from 15-20%, the event coordinator expects us to raise around \$16,000. That comes out to about \$200 per person with only one community member per student. The hope is that each student can earn a significant amount, if not all required expenses, during this event for their trip. Any money made above a student's trip fee will be used to help fund students who will have a remaining balance.

### **Remaining Costs and Donations:**

- In the event that there are students that don't meet the \$350 in fundraising, and are not able to pay the fee, the show choir has a savings account that can be used to offset the costs. This account is supplied by monies from other fundraisers and donations from the community. The program also has a handful of community members who have voiced their interest in sponsoring a students if needed.

## **Purpose and Benefits:**

- 1. Enhanced Learning Experience:** Participating in the Lonestar Invitational will allow students to showcase their talents on a larger stage and gain constructive feedback from esteemed judges.
- 2. Team Building:** The trip will foster camaraderie and strengthen relationships among students, helping them work more effectively as a team.
- 3. Exposure to Professional Standards:** Students will have the chance to see performances by other high-caliber choirs that we do not usually see in the midwest, offering inspiration and insight into high-level show choir performances.
- 4. Exposure for Hastings High School:** Our choir has been invited to multiple national competitions, and this would be a great opportunity to showcase, not only our own community, but to others across the state what a great program we have here at HHS.

## **Safety and Supervision:**

The trip will be chaperoned by 3 school staff members and parent volunteers. These adults will be responsible for the group's safety and well-being throughout the trip.

## **Conclusion:**

The Lone Star Invitational represents a significant opportunity for our showchoir students to advance their skills nationally and gain memorable experiences. We believe the benefits of this trip will greatly contribute to their personal and artistic development. We respectfully request the school board's approval for this trip.

Thank you for considering this proposal. We look forward to your positive response.

**Musically,**

**Christian Yost**

Vocal Music Director

[christian.yost@hpsstigers.org](mailto:christian.yost@hpsstigers.org)

Hastings High School

To: Jeff Schneider, Superintendent

From: Trent Kelly, Director of Technology & Operations

Re: Senior High School Sprinklers

Date: 8-13-24

Cloudburst Lawn Co. (Grand Island, NE)

Repair sprinklers on the east side = \$18,000

Add Sprinklers on the east and west side of Auditorium = \$39860

Total = \$57,860

(If you want to remove the sprinklers on the east side of the Auditorium you would save \$13,400 and have a total of \$44,460).

Premier Lawn (Doniphan)

Repair sprinklers on the east side of the circle drive, add sprinklers on the east and west side of the Auditorium.

Total = \$30,400

I recommend we approve the bid of \$30,400 for the sprinklers at the Senior High School from Premier Lawn. Money to fund this purchase will come from the Cooperative Fund.

To: Jeff Schneider, Superintendent

From: Trent Kelly, Director of Technology & Operations

Re: Senior High School Sprinklers

Date: 8-13-24

-To sod entire area affected by HVAC project = \$88,200 (Cloudburst, Grand Island)

-To sod entire area affected by HVAC project = \$84,842.10  
(Gideon, Wood River)

-To sod entire area affected by HVAC project = \$75,000. (Premier Lawn, Doniphan)

-To seed entire area affected by HVAC project = \$33,936 (Gideon, Wood River)

-To seed entire area affected by HVAC project = \$35,000 (Premier Lawn, Doniphan)

I recommend that we sod the entire area affected by the Senior High HVAC project and we use Premier Lawn (Doniphan). Money to fund this purchase will come from the Cooperative Fund.

**Administrative Resignation/Release/Retire(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Resignation/Release/Retire(s)				

**Administrative Transfer(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Transfer(s)				

**Administrative New Hire(s)**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/University</u>	<u>Replaces/Reason</u>
No New Hire(s)					

**Certificated Resignation/Release(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Kinsey White	Family & Consumer Science Senior High	1		Was new hire for 24-25; cannot fill position due to Extenuating Circumstances

**Certificated Transfer(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Stephanie Storrs	Grade 1/Hawthorne	Kindergarten/Hawthorne	8/8/2024	Emily Struss/Transfer
Emily Struss	Kindergarten/Hawthorne	Grade 1/Hawthorne	8/8/2024	Stephanie Storrs/Transfer

**Certificated New Hire(s)**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/University</u>	<u>Replaces/Reason</u>
Yadira Colley	Kindergarten/Lincoln	8/8/2024	BA-1		Danielle Tubergen/Transfer
Emma Morrison	Grade 3/Watson	8/8/2024	BA-1		Scottie Heil/Transfer

**Extra Standard Resignation/Release(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Resignation/Release/Retire(s)			

**Extra Standard Transfer(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Transfer(s)				

**Extra Standard New Hire(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Level</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Turner Griffin	Assistant Track/Middle School	CAT I, Lvl 1	8/8/2024	Hannah Moran/Resign

**Classified Resignation/Release(s)**

<b>Name</b>	<b>Assignment/Building</b>	<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Trey Clark	Night Custodian/Alcott/Watson	1.0	7/23/2024	Resign
Chance Kratzer	Bus Monitor/Transportation	1.0	5/22/2024	Resign
Darrell Larson	Night Custodian/Senior High	1.0	8/3/2024	Resign
Kimberly Mendoza-Zamora	Office Paraeducator/Longfellow	1.0	5/22/2024	Resign
Melissa Rowe	Skills 2 Paraeducator/Senior High	1.0	5/22/2024	Resign
Madison Sloan	Skills 2 Paraeducator/Watson	1.0	5/22/2024	Resign
Jaimie Stefka	SEBL Paraeducator/Hawthorne	1.0	5/22/2024	Resign
Tim Tippin	Skills 1 Paraeducator/Senior High	1.0	5/22/2024	Resign
Samantha Vess	Title Paraeducator/Alcott	1.0	5/22/2024	Resign
Gabrielle Wioskowski	SPED Paraeducator/Hawthorne	1.0	5/22/2024	Resign

**Classified Transfer(s)**

<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>	<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Cameron Daiss	Head Night Custodian/Middle School	Skills 3 Paraeducator/Middle School	1	8/8/2024	New Position
Shayla Dunn	HR Assistant/Admin	add Smart Find duties to current assignment/Admin	1	8/8/2024	Melanie Davis/retire
Alicia O'Flannigan	SPED Paraeducator/Longfellow	Skills 3 Paraeducator/Longfellow	1	8/8/2024	Courtney Svoboda/Transfer
Kayla Sadd	SPED Paraeducator/Lincoln	Skills 3 Paraeducator/Lincoln	1	8/8/2024	New Position
Courtney Svoboda	Skills 3 Paraeducator/Longfellow	SPED Paraeducator/Longfellow	1	8/8/2024	Alicia O'Flannigan/Transfer
Peggy Thaut	Administrative Assistant I/Senior High	Administrative Assistant II/Senior High	1	8/8/2024	Reclassified due to duties and responsibilities
Sidney Waite	EL Paraeducator/Hawthorne	SPED Paraeducator/Hawthorne	1	8/8/2024	Gabrielle Wioskowski/Resign

**Classified New Hire(s)**

<b>Name</b>	<b>Assignment/Building</b>	<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Maybell Casillas	Administrative Assistant/Alcott	1.0	8/8/2024	Abby Schneider/Resign
Faith Cleveland	Night Custodian/Alcott/Watson	1.0	TBD	Trey Clark
Alexis Dahlke	Library Paraeducator/Watson	1.0	TBD	Ken McKenzie/Transfer
Sunny Glantz	EL Paraeducator/Middle School	1.0	8/8/2024	Dora Martinez-Alvarado/Resign
Tiffany Hansen	Technology Paraeducator/Hawthorne	1.0	8/8/2024	Jasmin Lara/Transfer
Ashleigh Hinrichs	Title 1 Paraeducator/Alcott	1.0	8/8/2024	Samantha Vess/Resign
Javier Jiminez Sanchez	12 Month Bus Driver/Transportation	1.0	8/12/2024	Steve Kathman/Retire
Haley Jones	Office Paraeducator/Middle School	1.0	8/8/2024	Chelsea MaCann/Resign
Sarah Kratzer	EL Paraeducator/Hawthorne	1.0	TBD	Sidney Waite/Transfer
Kyel Land-Rott	Skills 3 Paraeducator/Lincoln	1.0	8/8/2024	New Position
Christine Leonard	Title 1 Paraeducator/Lincoln	1.0	8/8/2024	Rebecca Crandell/Resign
Cheyenne McVey	Bus Monitor/Transportation	1.0	TBD	Julie Chance-Ossowski/Retire
Susan Neely	Bus Monitor/Transportation	1.0	TBD	Chance Kratzer/Resign
Tyler Tomaskiewicz	9 Month Bus Driver/Transportation	1.0	TBD	Vicki Krueger/Retire

Nadia Trausch	Title 1 Paraeducator/Lincoln		1.0	TBD	Julie Kranau/Transfer
Betty Vertin	Special Education-Skills 3/Alcott		1.0	TBD	New Position

CERTIFICATED OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
EMILY THOMAS/MICHELLE VALDEZ	HHS - English	03-07-2024
AMANDA COLLINS TXFR to LONGFELLOW	HHS - Special Education Skills 3	04-30-2024
ELLE STRODA TXFR to ALCOTT SPED	Alcott - Life Skills	03-26-2024
ELIZABETH SENSEMAN	Watson - Grade 4	03-28-2024
ANA VASQUEZ	Lincoln - School Psychologist	08-09-2022
MELISSA BLAKE	Speech Language Pathologist	05-19-2023
EMILY HASS	Speech Language Pathologist	05-19-2023
JAMIE LEPANT	Speech Language Pathologist	05-19-2023
KELSEY STOKELY	Speech Language Pathologist	05-19-2023

CLASSIFIED OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
ANN WOLF	HHS Skills 3 Paraeducator	4-30-2024
MELISSA ROWE	HHS Skills 2 Paraeducator	05-22-2024
TIM TIPPIN	HHS Skills 1 Paraeducator	05-22-2024
RUTH LEMKE	HHS Special Education Paraeducator	04-13-2023
JAIMIE STEFKA	HA - SEBL PARA	05/22/2024
KAYLA SADD	LI - SPED PARA	05/22/2024
KIMBERLY MENDOZA-ZAMORA	Longfellow Office Paraeducator	05-22-2024
MADISON SLOAN	WA - SKILLS 2 PARA	05-22-2024
	<b>DIST - PART TIME BUS DRIVER (NEW)</b>	
DYLAN BUSCH	District Maintenance - Plumber	07-05-2024
CAMERON DAISS	HMS Head Night Custodian	08-07-2024

EXTRA-STANDARD OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
SETH KIRKEGAARD	HHS - Assistant Boys Basketball	08-082024
MEAGAN BLODGET	HHS - Assistant Swimming & Diving	09-29-2022
KALEE REAMS	Watson - Future Problem Solvers	06-09-2024
CADE TATE	HHS - Boys Bowling	07-18-2024