

HASTINGS  
PUBLIC SCHOOLS

Assuring the essential.  
Expanding the possible.

## Work Session

Thursday, June 11, 2026 @ 6:00 PM Central  
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Becky Sullivan -
3. Welcome to HEA reps and guests - Becky Sullivan -
4. Review Board Norms/Goal - Becky Sullivan -
5. Board Report - Becky Sullivan -
6. SUPERINTENDENT'S REPORT - John Hauser -
7. Hastings Middle School Activity fee adjustment — Bryan Vetter -
8. **Second half of the 6000 policy series -**
9. Policy Updates - John Hauser -
10. Approve Addition of 1.0 FTE Teacher on Special Assignment — John Hauser -
11. Superintendent Contract Approval -Becky Sullivan -

12. Multicultural Report - Kristen Slechta

-

13. Graduation Requirements Increase — Kristen Slechta -

14. Renewal of Allo Communications Contract — Lawrence Tunks -

15. Disposal of School Property — Musical Instruments — Lawrence Tunks -

16. \*Consent Agenda — Dr. Thomas Szlanda -

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

18. Reminders - Becky Sullivan -

19. Executive Session - Becky Sullivan -

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

21. 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.***

## CONTRACT OF EMPLOYMENT WITH SUPERINTENDENT

THIS CONTRACT is made by and between the Board of Education of the **Adams County School District 01-0018, a/k/a Hastings Public Schools**, hereinafter referred to as “the Board,” and **John Hauser**, hereinafter referred to as “the Superintendent.”

WITNESSETH: That in accordance with action taken by the Board, as recorded in the minutes of the Board meeting held on the [REDACTED] day of [REDACTED], 2026, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the following terms and conditions:

**1. Term of Contract.** This Contract is for a term beginning on the 1st day of July, 2026, and expiring on the 30th day of June, 2028 , unless extended under the terms of this section (an "Extended Term"). A "contract year" for purposes of this Contract shall be from July 1 to June 30. Extensions ("roll-overs") may occur as follows:

a. Superintendent's Notice of Intent to Extend. Each year after the Contract Year, the Superintendent's Notice of Intent to Extend shall be given to the President of the Board between October 15th and December 1st. In the event a Superintendent's Notice of Intent to Extend is not given within the specified time, the Contract may not be extended.

b. Board Action on Notice of Intent to Extend. In the event the Board has received a Superintendent's Notice of Intent to Extend, the Board shall have until on or before December 31st each year thereafter to give a Notice of Intent to Not Extend. In the event the Board does not give a Notice of Intent to Not Extend or a notice of possible non-renewal or cancellation, the Contract shall be extended for an additional term of one contract year.

c. Notice of Non-Renewal. The failure to extend does not automatically affect a non-renewal of the Contract. The deadline to give a notice of non-renewal is April 15th.

**2. Salary.** The annual salary for the 2026-2027 contract year shall be \$225,000.00.. The District, acting by and through its Board of Education, reserves the right to adjust the annual salary during the term of this Contract, said salary adjustment, however, not to reduce the annual salary to any lesser amount than that as above stated. Any adjustment in salary made during the term of this Contract shall be in the form of an amendment and shall become a part of this Contract, provided, however, that, in making any such salary adjustment, it shall not be considered that the District has entered into a new Contract nor shall the termination date of this Contract be thereby extended unless the Board of Education, by specific action, shall expressly extend such termination date. In no event shall any such extension, together with the unexpired term of this Contract or any prior extension, be for a period in excess of three (3) years.

Each monthly salary installment shall be paid on or before the sixteenth (16th) day of each month during the term of this agreement. Said annual salary shall be paid in equal installments in accordance with the policy of the Board governing payment of certificated employees of the District.

In the event that the Superintendent is elected to any other office or offices of the Board of Education or in connection with the District, the Superintendent shall perform the duties of such other office or offices without remuneration other than that as provided in this Contract.

This Contract shall conform to the regulations governing deductions with reference to Withholding Tax, Social Security, and School Employees' Retirement Act. Other deductions may be withheld as agreed to by the parties to this contract.

**3. Benefits.** As further consideration for the services to be performed by the Superintendent, it is agreed as follows:

a. Leave Benefits. The Superintendent shall be allowed 23 working days of vacation leave and ten (10) working days of sick leave during each contract year, exclusive of legal holidays. Vacation days are to be used in a manner and at times selected by the Superintendent, provided that the Superintendent make reasonable efforts to not schedule vacations which would cause the Superintendent to not be able to attend regularly scheduled meetings of the Board of Education. It is desirable that the Superintendent use the allotted vacation time each year. However, when this is not possible, days may accumulate for future vacation use or for reimbursement up to a maximum accumulation of 23 days. Up to one half of the annual allotted vacation days may be carried forward each year to accumulate until the maximum is reached.

b. Section 125 Plan and LTD Insurance. The Superintendent may elect to participate in the School District's Section 125 Plan through a salary deduction agreement for the purchase of group health/dental insurance. The Superintendent may elect to pay the premium for Long Term Disability insurance that shall provide the Superintendent with a benefit equal to Sixty-Six and Two-Thirds percent (66.67%) of the total of the Superintendent's salary hereunder.

c. Meetings and Dues. The Superintendent shall attend appropriate professional meetings at the local, state, and national levels, provided that such attendance does not interfere with the proper performance of Superintendent's duties. In addition, the District shall pay the Administrator's annual dues to the Nebraska Council of School Administrators. The reasonable and necessary expenses of such meetings shall be reimbursed by the District consistent with Board policies.

d. Transportation Expenses. The reasonable and necessary expenses of transportation required in the performance of the Superintendent's official duties outside the District and the immediate area contiguous to the District and considered to be a part of the Hastings' area shall be reimbursed at the rate set annually by the Board for District travel.

e. Indemnification. The District shall, to the extent permitted by law, defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's individual capacity or the Superintendent's official capacity as an agent or employee of the District, provided that the incident arose while the Superintendent was acting (or, in good faith, reasonably believed that the Superintendent was acting) within the scope of the Superintendent's employment with the District.

f. Other Benefits. The Superintendent may be provided such other benefits as are provided to employees of the District in the Board's discretion, except as otherwise provided herein, provided the Superintendent meets the conditions and eligibility requirements for such benefits.

**4. Duties.** The Superintendent is employed as the Superintendent. The Superintendent shall perform the duties of such positions as are regularly and customarily expected for such position and such duties and responsibilities as are set forth in Board Policy and/or Regulations for such position. The Superintendent shall be subject to such other duties as the Board may assign from time to time. The Superintendent agrees to devote full time to the assigned duties, provided that, with the advance agreement of the Board of Education, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties.

In performing the assigned duties, the Superintendent shall be governed by the policies, regulations, and directions of the Board of Education. The Superintendent shall in all respects diligently and faithfully perform the assigned duties to the best of the Superintendent's professional ability. Regular dependable attendance at meetings of the Board and committees of the Board and other assigned duties is an essential function of the Superintendent's position.

**5. Board-Superintendent Relationship.** The Board shall have primary responsibility for formulating and adopting Board policy. The Superintendent shall be the chief administrative officer for the District and shall have primary responsibility for implementation of Board policy. The Superintendent shall be responsible for development of policies for adoption by the Board and for development of regulation and rules consistent with Board policy. In the absence of Board policy on matters which require prompt action, the Superintendent shall have the authority to act using the Superintendent's professional judgment and consistent with legal requirements, provided that the Superintendent shall report the nature of the matter and the action taken to the Board no later than the next regularly scheduled Board meeting. The parties agree, individually and collectively, to promptly refer all criticism, complaints, and suggestions called to its attention to the Superintendent for action, study, or recommendation, as appropriate.

**6. Superintendent Physical:** The Superintendent may be provided a comprehensive medical examination in each contract year at the Board's expense. To be reimbursed for such medical examination, the Superintendent shall provide the Secretary of the Board of Education with a statement from the physician certifying to the physical competency of the Superintendent to perform the essential functions of the Superintendent's position. Such statement shall be placed in a separate medical personnel file and remain confidential as and to the extent permitted by law.

**7. Evaluation of the Superintendent.** The Superintendent shall be evaluated twice during the 2026-2027 school year, and once each contract year thereafter, unless the Board deems additional evaluations appropriate. The Superintendent shall receive a copy of the evaluation and shall have the right to submit a response to the evaluation, which response shall be placed in the Superintendent's personnel file. The Superintendent shall notify the President of the Board to remind the Board of the need to evaluate.

**8. Contract Termination:** In the event the Superintendent violates any of the provisions of this Contract or performs any act or does anything which is materially harmful to the District or which substantially inhibits the Superintendent's ability to discharge the duties as set forth herein, including, but not limited to, (1) becoming legally disqualified to perform as a superintendent in the State of Nebraska; (2) participating in any fraud; (3) causing any intentional damage to property; (4) engaging in any unlawful act; (5) making any representations in this Contract which are determined to be false or incorrect; and (6) just cause, including: (a) incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required by law; or (h) other conduct which interferes substantially with the continued performance of duties; then the Superintendent may be discharged in accordance with applicable law. Suspension or other disciplinary action may be enforced by the Board President in accordance with applicable law. Upon lawful termination of this Contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date such termination bears to the twelve months in the annual salary period in which termination occurs. Any portion of the salary paid but not earned prior to the date of termination of this Contract and any sums owing to the District by the Superintendent shall be set off from sums due to the Superintendent; and, if the sums owing to the District are in excess of the sums due the Superintendent, the amount owing shall be immediately refunded by the Superintendent.

The Board of Education may require a certificate of health and physical fitness of the Superintendent in accordance with applicable law at any time while this Contract is in force. Should the Superintendent be unable to perform the Superintendent's duties by reason of mental or physical capacity or any reason beyond the Superintendent's control and said disability exists for a period exceeding the Superintendent's sick leave allowance, the Board of Education may, in its discretion, make a proportionate reduction from the salary and benefits; and, if such disability continues or is permanent, or of such nature as to make the Superintendent unable to perform essential functions of the position for which the Superintendent is employed, the Board of Education may, at its option, terminate this agreement, whereupon the respective duties, rights, and obligations hereof shall terminate.

**9. Representations and Legal Requirements.** The Superintendent affirms that: (1) the Superintendent holds, or will hold, a valid and appropriate certificate to act as a certificated employee in the State of Nebraska to perform the assigned duties throughout the term of this Contract and any extensions of this Contract; (2) the required certificate to perform the assigned duties shall be registered as required by law; it being understood and agreed that this contract is not valid until the required certificate is registered in accordance with law and that the Superintendent shall not be compensated for any services performed prior to the date of registration of this certificate; and (3) the Superintendent is not under contract with another board of education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract.

The Superintendent further warrants and represents as follows: (1) all information set forth in the Superintendent's application for employment and other information provided by the Superintendent in seeking employment are true and accurate; and, if said information ceases to be true, Superintendent will advise the Board of Education immediately; (2) Superintendent has never been convicted or pled no contest or otherwise been adjudicated as having committed a felony, any other offense involving moral turpitude, or any other offense involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21; and (3) Superintendent has not suffered suspension or revocation of any educational professional license or certificate nor voluntarily surrendered such a license or certificate where charges or potential charges were pending or imminent.

There shall be no penalty for release or resignation by the Superintendent from this Contract, provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. This Contract is subject to provisions of the School Employees' Retirement Act.

**10. Governing Laws.** The parties shall be governed by all applicable Nebraska and federal laws, rules, and regulations in performance of their respective duties and obligations under this Contract.

**11. Amendments and Severability.** This Contract may be modified or amended only in writing, duly authorized and executed by the Superintendent and the Board. If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Contract.

Dated this \_\_\_ day of \_\_\_\_\_, 2026      Dated this \_\_\_ day of \_\_\_\_\_, 2026

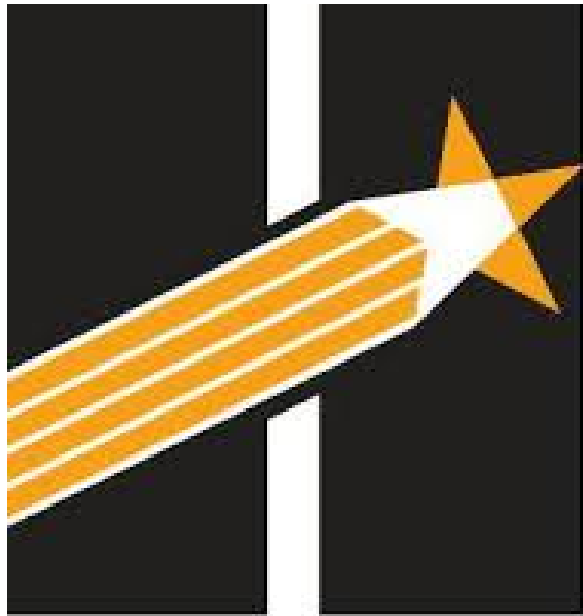
By: \_\_\_\_\_  
President, Board of Education

By: \_\_\_\_\_  
John Hauser, Superintendent

# Multicultural Education

## *Hastings Public Schools*

2025-2026



HASTINGS  
PUBLIC SCHOOLS

<https://hastingspublicschools.org>

*Notice of Discrimination: The Hastings Public School District does not illegally and unjustly discriminate on the basis of sex, disability, race (including skin color, hair texture, and protective hairstyles), color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth, sexual orientation or gender identity, or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.*

### **Alcott Elementary**

313 North Cedar Avenue  
462-461-7580

### **Hawthorne Elementary**

2200 W. 9th Street  
462-461-7540

### **Longfellow Elementary**

#28 Hastings Avenue  
462-461-7584

### **Lincoln Elementary**

220A Franklin Avenue  
402-461-7589

### **Morton Early Learning Center**

731. N Baltimore  
462-461-7545

### **Watson Elementary**

1770 Crane Avenue  
402-461-7593

### **Hastings Middle School**

201. N. Marian Road  
402-461-7320

### **Hastings Senior High School**

11.00 W 14th Street  
402-465-7590

# Section 1: District Identity

## Mission Statement

### The Mission of the Hastings Public Schools

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

## Vision Statement

### The Vision of the Hastings Public Schools

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

## Staff Commitments

Adopted by the Hastings Public Schools Board of Education on September 17, 2018, staff are committed to:

- Having high academic and behavioral expectations for all students.
- Maintaining high professional expectations of themselves and others.
- Analyzing data to guide instruction, to intervene, to enrich, to adjust programming and practices, to engage stakeholders, and to celebrate success.
- Collaborating within the culture of a professional learning community in order to create equity and achieve student success.
- Building positive relationships with stakeholders to ensure a safe and orderly environment.
- Pushing beyond student academic excellence toward excellence in all aspects of life.

**These commitments are directly congruent with multicultural education goals. A safe and inclusive environment, equitable practices, and data-driven instruction are foundational conditions for all students to see themselves reflected in and affirmed by their schooling experience.**

# Section 2: Legal & Regulatory Framework

The multicultural education program of Hastings Public Schools is grounded in Nebraska state law and the accreditation requirements established by the Nebraska Department of Education. The following citations form the regulatory foundation for this report.

# Nebraska Revised Statute §79-720: Multicultural Education Program

Neb. Rev. Stat. §79-720 – Enacted 1992; Amended 1993, 1996, 2011

(1) Each school district, in consultation with the State Department of Education, shall develop for incorporation into all phases of the curriculum of grades kindergarten through twelve a multicultural education program. (2) The department shall create and distribute recommended multicultural education curriculum guidelines to all school districts. Each district shall create its own multicultural education program based on such recommended guidelines. (3) The incorporation of the multicultural education program into the curriculum of each district shall not change (a) the number of instructional hours prescribed for elementary and high school students or (b) the number of instructional hours dedicated to the existing curriculum of each district.

This statute makes multicultural education a mandatory component of all K-12 curriculum, not an elective or supplemental activity. HPS has developed its program in alignment with both NDE guidelines and local context.

## Nebraska Rule 10 – Accreditation Requirements for Multicultural Education

Nebraska Administrative Code, Title 92, Chapter 10 (Rule 10), effective June 2, 2024, establishes specific requirements for multicultural education as conditions of accreditation. Non-compliance with these provisions is not subject to waiver under Section 013.01 of Rule 10.

### Rule 10 §002.05 – Definition of Core Curriculum

Rule 10 §002.05

"Core Curriculum means a curriculum which includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness and which, in public schools, incorporates multicultural education in all areas."

### Rule 10 §003.04 – Mandatory Requirement

Rule 10 §003.04 – Required Programs and Procedures (Non-Waivable)

"Each public school district must incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F of this Chapter. ... These requirements are based on statute and cannot be waived through Section 013.01 of this Chapter."

## Rule 10 §004.01F – Multicultural Education in the Instructional Program

### Rule 10 §004.01F – Core Requirement

“The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived.”

Rule 10 §004.01F further specifies five sub-requirements that all public school districts must meet:

Citation	Requirement
§004.01F1	The public school district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
§004.01F2	The public school district curriculum guides, frameworks, or standards incorporate multicultural education.
§004.01F3	The public school district multicultural education program includes a process for selecting appropriate instructional materials. ( <a href="#">Ex. ELA Adoption process</a> )
§004.01F4	The public school district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with public school district and program goals.
§004.01F5	The public school district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the school board.

## Additional Curricular Requirements

Rule 10 further embeds multicultural education throughout all grade-level curricula:

- Rule 10 §004.02A3 (Elementary): Social Studies must include experiences drawn from “cultural studies” and human relations.
- Rule 10 §004.03A4 (Middle Grades): All history courses must stress contributions of all ethnic groups in the development and growth of America.
- Rule 10 §004.04B2 (Secondary): All Social Science history courses must stress contributions of all ethnic groups in the development and growth of America.
- Rule 10 §009.01A (School Improvement): The continuous school improvement process in public schools incorporates multicultural education as described in §004.01F.

# Section 3: Compliance with Rule 10 §004.01F1

## Philosophy and Mission for Multicultural Education

Rule 10 §004.01F1 requires that the public school district has a statement of philosophy or mission for the multicultural education program and that local program goals address multicultural education.

### HPS Statement of Philosophy

#### Multicultural Education Philosophy – Hastings Public Schools

Hastings Public Schools is committed to providing a culturally responsive and inclusive learning environment that affirms the dignity, history, and contributions of all people. We believe that multicultural education is not a supplement to the curriculum but is woven into every subject area and grade level, PreK through 12. Our goal is to prepare all students to thrive in and contribute to a diverse and interconnected society, and to develop the empathy, critical thinking, and civic responsibility necessary to be successful individuals and responsible citizens—consistent with our district mission.

### Alignment to District Mission and Vision

The district’s mission to “assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens” directly requires multicultural competency. The district vision specifically commits to meeting “the unique learning needs of each and every student,” which inherently includes cultural identity, linguistic background, and lived experience. Staff commitments further reinforce this through explicit language about equity, positive relationships, and a learning environment that “celebrates individuals’ differences and diversity.”

### Program Goals

The following goals guide the HPS multicultural education program:

- Integrate the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans into all curriculum areas and grade levels.
- Develop instructional materials selection processes that reflect diverse perspectives and represent all student populations within HPS.
- Provide ongoing, job-embedded professional learning in multicultural education for all certificated and support staff.
- Assess multicultural education implementation annually through the HPS Multicultural Checklist and report findings to the Board of Education.
- Foster human relations skills and cultural sensitivity in all students through daily instructional practice.

# Section 4: Compliance with Rule 10 §004.01F2

## Curriculum Guides, Frameworks, and Standards

Rule 10 §004.01F2 requires that the district’s curriculum guides, frameworks, or standards incorporate multicultural education. HPS addresses this requirement through vertically aligned, subject-area curriculum documents that explicitly identify multicultural connections across all grade bands.

### Curriculum Framework Alignment

HPS utilizes Marzano’s New Art and Science of Teaching as its instructional framework, ensuring that high-quality instructional strategies are paired with multicultural content. Lesson design includes explicit learning objectives that name both content goals and cultural connections.

The Universal Design for Learning (UDL) framework, based on the CAST model, guides how multicultural content is presented, engaged with, and expressed, ensuring that culturally responsive instruction is also accessible instruction. Multiple means of representation, action/expression, and engagement are applied when delivering multicultural content.

### Evidence of Multicultural Integration Across Curriculum Areas

The following table reflects documented instructional activities from the [HPS Multicultural Education Checklist \(2025–2026\)](#). These entries represent the breadth of multicultural curriculum integration across grade levels and subject areas. Documentation is organized by cultural groups as required by §79-720 and Rule 10 §004.01F.

#### Early Childhood / PreK – Grade 2

Cultural Group(s)	Grade / Content	Subject Area	Topic / Objective / Activity
African American	PreK–2	Social Studies / Literacy	Exploration of African American heritage through culturally diverse picture books and author studies; connections to community helpers and family structures.
Hispanic/Latino American	PreK–2	Social Studies / ELA	Bilingual read-alouds and family heritage projects honoring the Spanish-speaking communities represented in HPS. Celebration of traditions including Dia de los Muertos.
Native American	PreK–2	Social Studies / Art	Introduction to Indigenous traditions through storytelling, art, and seasonal celebrations; age-appropriate exploration of tribal nations of the Great Plains.

Asian American	PreK-2	Social Studies / Music	Exploration of Lunar New Year traditions; exposure to diverse musical instruments and folk stories from Asian cultures.
Multiple Cultures	PreK-2	All Subjects	Classroom libraries curated to include diverse cultural representation; morning meetings that celebrate family heritage and identity.

## Elementary - Grades 3-6

Cultural Group(s)	Grade / Content	Subject Area	Topic / Objective / Activity
African American	3-6	Social Studies / ELA	Study of key figures in African American history: Harriet Tubman, Frederick Douglass, Rosa Parks, Ruby Bridges, and Dr. Martin Luther King Jr. Integrated with primary source documents and informational text.
African American	3-6	Visual Arts / Music	Study of the Harlem Renaissance and its cultural contributions to American arts and music; exploration of jazz and blues as American art forms rooted in African American tradition.
Hispanic/Latino American	3-6	Social Studies / ELA	Study of Hispanic American contributions to U.S. history and culture including Cesar Chavez, Sonia Sotomayor, and Ellen Ochoa. Integration with informational text and biography writing.
Native American	3-6	Social Studies / Science	Study of Indigenous peoples of the Great Plains and Nebraska including the Pawnee, Lakota, and Omaha nations. Connection to land, natural resources, and stewardship.
Native American	4-6	Social Studies	Nebraska-specific study of Indigenous nations; examination of reservation systems, treaty history, and contemporary Native American life and culture in Nebraska.
Asian American	3-6	Social Studies / ELA	Study of the Chinese Exclusion Act, Japanese American internment (WWII), and contributions of Asian Americans to westward expansion, innovation, and American culture.
Multiple Cultures	3-6	Social Studies	Mapping of world cultures; geography units that connect to cultural heritage of HPS student populations; immigration and migration study with focus on why people move and what they bring with them.
Multiple Cultures	3-6	Health / PE	Exposure to culturally diverse sports, games, and movement traditions from around the world.

## Middle School – Grades 7–8

Cultural Group(s)	Grade / Content	Subject Area	Topic / Objective / Activity
African American	7–8	Social Studies / ELA	In-depth study of slavery, Reconstruction, the Civil Rights Movement, and ongoing racial equity issues. Primary source analysis and structured academic controversy as instructional strategies.
African American	7–8	Language Arts	Author studies featuring African American voices including Langston Hughes, Maya Angelou, and contemporary authors. Analysis of culturally significant texts.
Hispanic/Latino American	7–8	Social Studies / ELA	Study of the Mexican-American War, immigration history, and the contributions of Hispanic Americans to science, literature, politics, and the arts.
Native American	7–8	Social Studies	Examination of U.S. federal Indian policy, westward expansion’s impact on Indigenous nations, and the role of Native Americans in shaping Nebraska’s history. Stress on all ethnic group contributions per Rule 10 §004.03A4.
Asian American	7–8	Social Studies	Study of Pacific Rim nations’ histories and their intersections with U.S. history; contributions of Asian Americans in WWII (442nd Infantry Regiment); contemporary Asian American cultural contributions.
Multiple Cultures	7–8	Visual Arts / Music	World music and art units that investigate cultural origins and cross-cultural artistic dialogue. Connecting artistic traditions to cultural history and identity.
Multiple Cultures	7–8	Health / Advisory	Structured human relations curriculum; identity, empathy, and bias awareness discussions grounded in social-emotional learning and multicultural frameworks.

## High School – Grades 9–12

Cultural Group(s)	Grade / Content	Subject Area	Topic / Objective / Activity
African American	9–12	Social Studies / AP	Advanced study of African American history including the Great Migration, the Harlem Renaissance, the Civil Rights and Black Power movements, and contemporary racial justice issues. Stress on ethnic group contributions per Rule 10 §004.04B2.

African American	9-12	English / Literature	Study of African American literature: works by Toni Morrison, James Baldwin, Zora Neale Hurston, Richard Wright, and contemporary authors. Analysis of voice, culture, and social critique.
Hispanic/Latino American	9-12	Social Studies / Spanish	Study of Latin American history, Chicano/a history, immigration policy, and Hispanic American contributions to politics, science, literature, and culture. Integration in World Language curriculum.
Native American	9-12	Social Studies	Study of Indigenous sovereignty, historical trauma, and contemporary Native American communities and activism. Inclusion of Nebraska's tribal nations and their present-day roles.
Asian American	9-12	Social Studies / ELA	Study of the Asian American experience including immigration, exclusion laws, WWII internment, the model minority myth, and contemporary contributions to American culture and society.
Multiple Cultures	9-12	Electives / CTE	Career and technical education courses address diversity in professional fields; Human Services pathway includes human growth, development, and cultural competency.
Multiple Cultures	9-12	Visual/Performing Arts	Arts curriculum explicitly connects artistic traditions to cultural history; student choice projects allow for exploration of personal and family cultural heritage.
Multiple Cultures	9-12	All Core Areas	AP and honors courses include diverse authorship in source materials; culturally relevant pedagogy embedded in instructional design across departments.

## Section 5: Compliance with Rule 10 §004.01F3

### Process for Selecting Appropriate Instructional Materials

Rule 10 §004.01F3 requires that the district has a defined process for selecting instructional materials that are appropriate for multicultural education. ([Ex. Vision for Instruction & Core Beliefs](#))

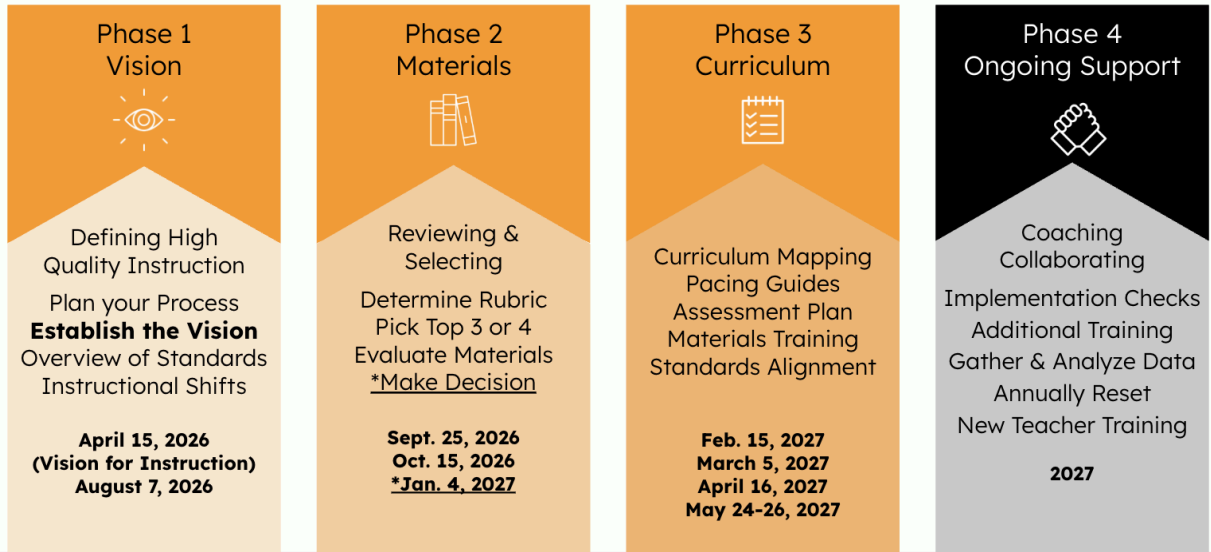


# Developing a Guaranteed and Viable Curriculum

## Adoption & Implementation Process: A Guide for Success

A “guaranteed” curriculum means that we ensure the same content is taught in every classroom teaching the same grade or course. We ensure that all students have an opportunity to learn the critical content identified by the district or school. Viable means we are able to teach it to the level of understanding in the time available to do so.

*(Click on each icon for resources to support you in the corresponding phase)*



## Materials Selection Process

HPS uses a structured materials review process that incorporates multicultural criteria at each stage of selection. The process includes the following steps:

- Identification of Need: Curriculum coordinators and PLC teams identify gaps in cultural representation within current materials during annual curriculum reviews.
- Evaluation Criteria: Materials are evaluated using criteria that include accuracy of cultural content, respectful and non-stereotypical representation, diversity of authorship and perspective, and alignment to Nebraska Content Standards.
- Review Team: Materials review teams include teacher representatives, building administrators, and where possible, community members representing culturally diverse backgrounds present in the HPS student population.
- Approval: Materials meeting criteria are recommended to the Director of Curriculum, Instruction & Assessment and approved through the appropriate district process prior to classroom use.
- Library/Media Resources: School library collections are audited annually for cultural representation and diversity. New acquisitions are selected in part to fill identified gaps in cultural representation across all five groups specified in Rule 10 §004.01F.

# Section 6: Compliance with Rule 10 §004.01F4

## Staff Development in Multicultural Education

Rule 10 §004.01F4 requires a defined process for professional development in multicultural education for all certificated staff (administrators, teachers, and support staff), congruent with district and program goals.

### Professional Learning Structure

HPS provides multicultural education professional development through its Professional Learning Community (PLC) structure. PLCs function as collaborative forums where educators regularly examine teaching practices, student learning data, and curriculum implementation. Multicultural education is embedded within PLC work through all four PLC questions:

- PLC Q1 – What do we want students to know and be able to do? PLC teams identify which multicultural content standards and cultural competency skills are essential for all students.
- PLC Q2 – How will we know when students know/can do it? Teams develop assessments that measure content knowledge about diverse cultures and human relations skills.
- PLC Q3 – What will we do when students don't learn it? Teams design culturally responsive intervention strategies and varied representations of multicultural content.
- PLC Q4 – What will we do when students already know/can do it? Teams create enrichment experiences that deepen cultural knowledge and expand student perspectives.

### Professional Development Actions Taken (2025–2026)

- Academic Language: High Expectations with NeMTSS (Webinar) or training with Dr. Katie Soto, February 16th.
- [Universal Design for Learning \(UDL\)](#) with Dr. Katy Novak at ESU 9, June 2026.
- Restorative Practices in Kearney in June 2026 and for school staff in August 2026.

All professional development in this area is aligned to the district's goals for equity, student success, and the mission to prepare “successful individuals and responsible citizens.”

# Section 7: Compliance with Rule 10 §004.01F5

## Periodic Assessment of the Multicultural Education Program

Rule 10 §004.01F5 requires a process for periodic assessment of the multicultural education program and mandates that an annual status report be provided to the school board.

## Assessment Instrument: HPS Multicultural Checklist

HPS uses the Multicultural Checklist (2025–2026 Master) as the primary instrument for documenting and assessing multicultural education implementation across all buildings and grade levels. This checklist:

- It is organized by teacher, grade level, date, and subject area.
- Document lessons addressing each of the five cultural groups specified in Neb. Rev. Stat. §79-720 and Rule 10 §004.01F: African American, Asian American, Native American, Hispanic American, and other cultural groups.
- Captures the topic, learning objective, and instructional activity for each documented multicultural lesson.
- It is collected district-wide on an annual basis and reviewed by the Department of Curriculum, Instruction & Assessment.

## Assessment Process

- Checklists are shared with PLC agendas and submitted digitally to the district CIA department.
- The Director of Curriculum, Instruction & Assessment compiles and analyzes checklist data to identify patterns, gaps, and areas for growth.
- Data is disaggregated by grade level, content area, and cultural group to ensure comprehensive coverage of all groups and all curriculum areas.
- Gaps identified in the annual review are addressed through targeted professional development and curriculum revision in subsequent years.

## Annual Report to the Board of Education

This report fulfills the annual reporting requirement of Rule 10 §004.01F5. The Board of Education receives this report as part of its annual review of HPS curriculum and instructional programs.

The report is used to:

- Demonstrate compliance with Neb. Rev. Stat. §79-720 and Rule 10 accreditation requirements.
- Inform board-level decision-making regarding curriculum materials, professional development, and resource allocation related to multicultural education.
- Celebrate the significant instructional work of HPS educators in integrating multicultural content across all buildings and grade levels.
- Set priorities for the goals of the following school year's multicultural education program.

# Section 8: Multicultural Education and School Improvement

## Rule 10 §009.01A – Continuous Improvement Connection

Rule 10 §009.01A requires that the continuous school improvement process in public schools incorporate multicultural education as described in §004.01F. HPS integrates multicultural education as a standing component of its school improvement work in the following ways:

- The district’s School Improvement Plan includes goals and strategies that address equity, cultural responsiveness, and student belonging—all of which are dimensions of multicultural education.
- Student achievement data is disaggregated by race and ethnicity as part of the improvement planning process, ensuring that equity gaps inform instructional and programmatic decisions.
- External review teams examine the implementation of multicultural education as part of the accreditation site visit process. ([External Visit, January 2026](#))
- The HPS Multicultural Checklist data is used within the school improvement cycle to identify areas where curriculum integration needs to be strengthened.

## Accountability and Next Steps

Based on the 2025–2026 multicultural checklist data and program assessment, HPS identifies the following priorities for continued improvement:

- Increase documentation of multicultural lessons in STEM subject areas (mathematics and science) at all grade levels.
- Expand the representation of Asian American history and contributions in middle school and high school curriculum.
- Strengthen PreK multicultural curriculum documentation to ensure early childhood experiences are systematically captured.
- Continue to develop a diverse and culturally representative library and classroom library collection across all buildings.
- Deepen professional learning on culturally responsive pedagogy within the Marzano framework, particularly in areas where checklist documentation is less consistent.

## Section 9: Rule 10 §004.01F Compliance Summary

The following table summarizes HPS compliance with each sub-requirement of Rule 10 §004.01F for the 2025–2026 school year.

## References

Nebraska Revised Statute §79-720 – Multicultural Education Program (Laws 1992, LB 922; Amended 1993, 1996, 2011). <https://nebraskalegislature.gov/laws/statutes.php?statute=79-720>

Nebraska Administrative Code, Title 92, Chapter 10 (Rule 10) – Regulations and Procedures for the Accreditation of Schools. Effective June 2, 2024.

Nebraska Department of Education – Multicultural Education Resources.  
<https://www.education.ne.gov>

Hastings Public Schools – Mission & Vision.  
<https://hastingspublicschools.org/district/learn-more/about-hps/missionvision.html>

HPS Multicultural Education Checklist – 2025–2026 Master Document.

Marzano, R.J. (2017). The New Art and Science of Teaching. Solution Tree Press.

CAST (2018). Universal Design for Learning Guidelines version 2.2. <http://udlguidelines.cast.org>

Hastings Public Schools | 1515 W 8th Street, Hastings, NE 68901 | 402-461-7500

This report is submitted to the Hastings Board of Education in compliance with Nebraska Rule 10 §004.01F5.

# Proposal to Increase Graduation Credit Requirements from 225 to 250 Credits for Hastings Senior High School ([PowerPoint](#))

See Options A(#1), Option B (#2), and the High School's preference on page 3!

## Purpose

The goal of increasing the graduation credit requirement is to improve student attendance and engagement in all enrolled classes throughout their high school career. This initiative aims to address a common issue among upperclassmen who often attend only the minimum required classes needed to graduate, resulting in poor attendance in other courses and a lower GPA.

## Background

- The current graduation requirement is 225 credits by the end of the senior year.
  - Senior year - 50 credits
  - Junior year - 60 credits
  - Sophomore year - 70 credits
  - Freshman year - 70 credits
- The average credits earned by seniors over the course of the last three years is well above the current requirement of 225 credits.
  - Graduating Class of 2025 - 259
  - Graduating Class of 2024 - 258
  - Graduating Class of 2023 - 255
- Some students in the Hastings area “school shop” by enrolling in schools with the lowest credit requirements to graduate on time, with less course engagement and lower expectations.
- The majority of neighboring area and conference schools have higher credit requirements for graduation and a higher graduation rate.
- With Computer Science and Personal Finance now required for graduation, the overall credit requirement did not increase. As a result, students have fewer available slots for elective courses while still meeting the current graduation requirements.

Area Schools	Eastern Midland Conference Schools
<ul style="list-style-type: none"> <li>● Kenesaw - 270                             <ul style="list-style-type: none"> <li>○ 91% graduation rate</li> </ul> </li> <li>● Doniphan Trumbull - 260                             <ul style="list-style-type: none"> <li>○ 90% graduation rate</li> </ul> </li> <li>● Adams Central - 250                             <ul style="list-style-type: none"> <li>○ 95% graduation rate</li> </ul> </li> <li>● Kearney - 245                             <ul style="list-style-type: none"> <li>○ 94% graduation rate</li> </ul> </li> <li>● St. Cecilia - 245                             <ul style="list-style-type: none"> <li>○ 99% graduation rate</li> </ul> </li> <li>● Blue Hill - 240                             <ul style="list-style-type: none"> <li>○ 90% graduation rate</li> </ul> </li> <li>● Grand Island Senior High - 240</li> </ul>	<ul style="list-style-type: none"> <li>○ Blair - 260                             <ul style="list-style-type: none"> <li>■ 95% graduation rate</li> </ul> </li> <li>○ Bennington - 250                             <ul style="list-style-type: none"> <li>■ 95% graduation rate</li> </ul> </li> <li>○ LPS - 245                             <ul style="list-style-type: none"> <li>■ Average 86.7% graduation rate</li> </ul> </li> <li>○ Waverly - 240                             <ul style="list-style-type: none"> <li>■ 98% graduation rate</li> </ul> </li> <li>○ Norris - 240                             <ul style="list-style-type: none"> <li>■ 99% graduation rate</li> </ul> </li> <li>○ Gretna - 230                             <ul style="list-style-type: none"> <li>■ 98% graduation rate</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ 84% graduation rate</li> <li>● GI Northwest - 240 <ul style="list-style-type: none"> <li>○ 95% graduation rate</li> </ul> </li> <li>● Lexington - 225 <ul style="list-style-type: none"> <li>○ 95% graduation rate</li> </ul> </li> <li>● <b>Hastings - 225</b> <ul style="list-style-type: none"> <li>○ <b>90% graduation rate</b></li> </ul> </li> <li>● Harvard - 200 <ul style="list-style-type: none"> <li>○ 90% graduation rate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Hastings - 225</b> <ul style="list-style-type: none"> <li>■ <b>90% graduation rate</b></li> </ul> </li> <li>○ Elkhorn - 210 <ul style="list-style-type: none"> <li>■ Elkhorn High - 95% graduation rate</li> <li>■ Elkhorn North - 98% graduation rate</li> </ul> </li> </ul>
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## Key Points

- **No Increase in Required Classes:** The increase from 225 to 250 credits **does not** require students to take more classes each year. Instead, it emphasizes the importance of attending and passing all classes in which students are enrolled.
- **Encouraging Attendance:** By increasing the total credits needed, students are incentivized to attend classes consistently rather than focusing solely on courses strictly necessary for graduation.
  - Some students are picking and choosing which classes to attend and are negatively affecting peers and teachers. Other students are not able to take certain classes because those seats are taken by upperclassmen who are choosing not to attend classes.
- **Phased Implementation:**
  - The new requirement **will not apply** to the current juniors (Class of 2027) and seniors (Class of 2026), as their graduation paths are already established.
  - The new requirement **will apply** to current freshmen (Class of 2029), sophomores (Class of 2028), and any incoming student (starting Fall 2026) who will be guided through the transition.
  - Through this plan, the implementation will be a two-year cycle, rather than a four-year cycle.
- **Supporting Student Success:** The change supports a well-rounded education and reduces credit loss due to absences, which can impact student learning outcomes and readiness for post-secondary plans.

## Expected Benefits

- Reinforcement of the value of a comprehensive high school education
- Increased daily attendance across all grade levels, particularly among upperclassmen
- Reduced credit loss due to absenteeism and improved GPA
- Greater alignment with local and conference schools, minimizing enrollment shifts based on credit requirements
- Closer alignment with regional standards addresses the competitive enrollment issue
- Exposure to more elective courses, offering diverse and engaging learning experiences, by attending class the entire semester

## Conclusion

Raising the graduation credit requirement from 225 to 250 credits is a strategic step to improve student attendance and engagement without increasing the course load. This change will help ensure students remain connected to Hastings High School, better preparing them for graduation and beyond.

<p>Option A #1</p> <p>4-year cohort implementation (26-27: 9th only)</p> <p>(Class 2027) 225 credits</p> <p>(Class 2028) 225 credits</p> <p>(Class 2029) 225 credits</p> <p>(Class 2030) 250 credits <b>NEW</b></p> <p>(Class 2031)</p> <p>(Class 2032)</p>	<p>Option B #2</p> <p>Immediate implementation (26-27: 9th/10th/11th)</p> <p>(Class 2027) 225 credits</p> <p>(Class 2028) 250 credits <b>NEW</b></p> <p>(Class 2029) 250 credits <b>NEW</b></p> <p>(Class 2030) 250 credits <b>NEW</b></p> <p>(Class 2031)</p> <p>(Class 2032)</p>
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**June 2026**

**From: Jeff Linden**

After reviewing the options, the School Improvement Team supports Option B (#2), which would implement the 250-credit graduation requirement for incoming freshmen, sophomores, and juniors beginning in the 2026–2027 school year.

Our primary reason for supporting Option B (#2) is that it addresses the current gap more efficiently rather than extending the transition over four years, as outlined in Option A. We believe this approach provides greater clarity for students and families while allowing us to fully implement the expectations sooner.

The counseling team supports Option B (#2) and has established systems in place to monitor student progress, provide interventions, and ensure students remain on track for graduation. Likewise, the leadership team has developed processes to identify and support students early so that no one falls through the cracks.

Over the past two years, our attendance systems and intervention practices have significantly strengthened our ability to monitor student needs and respond proactively. As a result, we are confident that we have the structures and support necessary to successfully implement this change immediately.

The School Improvement Team believes the work completed over the past three to four years has positioned us well to move forward with Option B (#2). Under this plan, the Class of 2027 would be the final graduating class under the current 225-credit requirement.

Please let me know if you need any additional information or clarification.”

Dear Board Member,

As HPS continues to focus on student attendance and chronic absenteeism, we appreciate your consideration and discussion at the May Board Work Session to increase the Senior High graduation requirement to 250 credits. At the high school, we have continued to discuss the importance of raising these expectations while continuing to make sure students have the resources needed to achieve graduation. As we reviewed the data, we wanted to add some more details for you regarding our current practice and where our students are already meeting this proposed new requirement of 250 credits. For reference, we are using the current Junior class (Class of 2027) for our analysis to show that it is possible to implement the new 250 graduation requirement to our current Sophomores (Class of 2028) and Freshmen (Class of 2029) while maintaining our current graduation success.

In our analysis of the Class of 2027 (who are not changing requirements for their final year), we looked at where these students' total credits were after their 9th and 10th grade academic years. The reason we picked this class and data point is that we needed to know where any gaps would be to help students meet expectations in their final two years of high school. This data included the two academic years and also included 2 years of current summer school intervention practices which we provide students for credit recovery. In our analysis of this year's Juniors who were halfway through their academic career on August 1, 2025, 83.7% of students had already accumulated 140 credits towards graduation! These numbers indicated that 190 out of our 227 students were already on track for 250 credits for graduation and we haven't even added any extra interventions yet.

Eighty three percent does not meet our current historical graduation rate, so we wanted to investigate our data more to see what students would need a little more help and what the senior high would need to do to get those extra kids across the finish line also. In looking at students who only had 120-135 credits on August 1, 2025, we knew that they were 1-2 classes behind. If we flag those students and provide academic help during the school year and summer school to help those students make up their potential 2 missing classes in their last two years of high school, they would also reach 250 credits by graduation. Our data showed 13 students who fell in the 120-135 credit range, and if we provide the needed intervention in their final two years to get them on track for 250 credits, we would then have 203 out of 227 students on track for graduation or 89.43%. We believe this falls within our historical graduation rate window and would be attainable if the board approves changing 250 credits for the current enrollees at the high school (Class of 2028 and Class 2029) with the incoming Class of 2030!

From our proposal earlier this year, the goal was to have students take a minimum course load of 250 credits and pass 250 credits for graduation. Changing this requirement for our current students also helps with our attendance in the upper grades when some students already have met the graduation requirements of 225 but are still required to take the minimum number of classes and then skip the classes not needed. Our high school team will be available for any questions you have at the board work session Thursday, and we can give more specific examples of the interventions we are already implementing to help students with credit recovery so that you can feel confident as a board that our students will be able to meet and exceed the expectations of a 250 credit graduation requirement! Thank you for your time and consideration to approve the 250 credit graduation requirement to the graduating classes of 2028, 2029, and 2030.

Ben Welsch

Hastings High School Improvement Team



Item	Qty	Location	Board Meeting	Notes	Condition
Manhasset Stands	10	Elementary	6/15/2026	Stand bases are lose and cannot be tightened anyr	Poor
Timpani	4	High School	6/15/2026	Kenesaw is interested in this equipment. Heads	Good
Drum Line Equipment	10	High School	6/15/2026	Adams Central is interested in this equipment	Poor
				5 Bass Drums (harness & case), 3 Snare Drums	
Pianos	7	Throughout the district	6/15/2026	Replacing them w/ HC donations (HPS Foundation) - 6 uprights & 1 baby grand)	Poor

Drum Line Equipment:			
Marching Bass Drum	Pearl	303523	BD-1
Marching Bass Drum	Pearl	211392	BD-2
Marching Bass Drum	Pearl	302032	BD-3
Marching Bass Drum	Pearl	308388	BD-4
Marching Bass Drum	Pearl	103688	BD-5
Marching Snare Drum	Pearl	311074	SD-1
Marching Snare Drum	Pearl	208216	SD-2
Marching Snare Drum	Pearl	311073	SD-3
Perc. Tenor Drums	Pearl	941964	HHS Quad1
Perc. Tenor Drums	Pearl	942162	HHS Quad2

Recommendation

Rick Matticks would like to
Donate to Kenesaw
Donate to Adams Central

<b>Administrative Resignation/Release/Retire(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
No Resignation/Release/Retire(s)	Director of Finance		1.00	5-19-2026	Resignation
<b>Administrative Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>		<b>Effective</b>	<b>Replaces/Reason</b>
No Transfer(s)					
<b>Administrative New Hire(s)</b>					
<b>Name</b>	<b>Assignment/FTE/Building</b>	<b>Effective</b>			<b>Replaces/Reason</b>
No new hire(s)					
<b>Certificated Resignation/Release(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
No Resignation/Release/Retire(s)					
<b>Certificated Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>		<b>Effective</b>	<b>Replaces/Reason</b>
No Transfer(s)					
<b>Certificated New Hire(s)</b>					
<b>Name</b>	<b>Assignment/FTE/Building</b>	<b>Effective</b>	<b>Degree/Level</b>	<b>College/Univer sity</b>	<b>Replaces/Reason</b>
No New Hire(s)					
<b>Extra Standard Resignation/Release(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>			<b>Effective</b>	<b>Replaces/Reason</b>
McKenzie Bertrand	K-5 Counselor Learning Team Liaison/District-wide			5/22/26	Resign
Aimee Chipps	Title 1 Learning Team Liaison/District-wide			5/22/26	Resign
Ashly Mullen	Reading Learning Team Liaison/District-wide			5/22/26	Resign
Katie Smith	EL Learning Team Liaison/District-wide			5/22/26	Resign
Alexander Thayer	SH Assistant Boys Basketball/Senior High			5/22/26	Resign
<b>Extra Standard Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>		<b>Effective</b>	<b>Replaces/Reason</b>
Rebecca Jensen	Grade 4 Learning Team Liaison/District-wide	0.5 FTE Grade 4 Learning Team Liaison/District-wide		8/8/26	Splitting position with Makenzie Bauer
Kim Remmers	0.5 FTE Title 1 Learning Team Liaison/District-wide	Title 1 Learning Team Liaison/District-wide		8/8/26	No longer splitting position
Heidi Tunks	0.5 FTE SLP Learning Team Liaison/District-wide	SLP Learning Team Liaison/District-wide		8/8/26	No longer splitting position
<b>Extra Standard New Hire(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>	<b>Level</b>		<b>Effective</b>	<b>Replaces/Reason</b>
Lindsey Ansbach	6-8 SPED Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	Julie Jarzynka/Transfer
Makenzie Bauer	0.5 FTE Grade 4 Learning Team Liaison/District-wide	1/2 Learning Team Liaison Stipend		8/8/26	Erika Williams/Resign
Diane Biere	Reading Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	Ashley Mullen/Resign
Chandra Essex	K-5 Counselor Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	McKenzie Bertrand/Resign
Lacey Franzen	K-12 Vocal Music Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	Tony Fagiolo/Resign
Joanne Garrison	EL Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	Katie Smith/Resign
Clarissa Gillham	FCS Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	Open since 2023
Jennifer Hartman	0.5 FTE Student Council/Alcott	1/2 CAT A, LVL 1		8/8/26	Kenney Howard/Transfer
Jamie Hickok	ELA Learning Team Liaison/District-wide	Learning Team Liaison Stipend		8/8/26	Mary Beave/Resign
<b>Classified Resignation/Release(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Associated Staffing	Night Custodian/Middle School		1.0	6/7/26	Resign
Jan Elmore	9 Month Bus Driver/Transportation		1.0	5/18/26	Resign
Tynisa Hester	Administrative Assistant/Senior High		1.0	6/30/26	Resign
Shanna McLean	Skills 3 Paraeducator/Middle School		1.0	5/22/26	Resign
Dorie Paulk	SPED Paraeducator/Morton		1.0	5/22/26	Resign
<b>Classified Transfer(s)</b>					
<b>Name</b>	<b>Former Assignment/Building</b>	<b>New Assignment/Building</b>	<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Rebecca Kevetensky	Activities Administrative Assistant/Senior High	Administrative Assistant/Senior High	1	6/8/26	Tynisa Hester/Resign
Robert Krebsbach	Skills 1 Paraeducator/Middle School	Night Custodian/Middle School	1	6/8/26	Associated Staffing/Resign
<b>Classified New Hire(s)</b>					
<b>Name</b>	<b>Assignment/Building</b>		<b>FTE</b>	<b>Effective</b>	<b>Replaces/Reason</b>
Michelle Hajny	Sixpence Home Visitor/District-Wide		1	TBD	Lyndsey Witte/Resign

ADMINISTRATIVE OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
	Director of Finance	
CERTIFICATED OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
TURNER GRIFFIN	HMS - Science	05-22-2026
MEGGAN MESSERSMITH	Instructional Facilitator - Lincoln	05-22-2026
0.5 FTE RHONDA MCBRIDE	School Psychologist	05-22-2025
KIM WADKINS	Speech Language Pathologist	05-22-2026
JAMIE LEPANT	Speech Language Pathologist	05-19-2023
CLASSIFIED OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
BECKY KVETENSKY	HHS - Administrative Assistant	6-7-2026
SHANNA MCLEAN	HMS - SPED Skills 3 Paraeducator	05-22-2026
ROBERT KREBSBACH TXFR	HMS - SPED Skills 1 Paraeducator	6-7-2026
ERIKA NEILSON	HMS - SPED Paraeducator	4-14-2026
SARA KRATZER TXFR	HA - EL Paraeducator	05-22-2026
DANICA DONNER	AL - SPED Paraeducator	05-22-2026
JULIE DIDIER	LI - School Nurse	9-8-2025
SARAH CHEI	LI - Title Paraeducator	12-19-2025
NADIA TRAUSSCH	LI - Title Paraeducator	9-26-2025
ASHLEE STARK	LO - Office Paraeducator	4-14-2026
ARIANNA MORGENSTERN TXFR	LO - Technology Paraeducator	05-22-2026
SADIE FRANKLIN	WA - Skills 3 Paraeducator	4-17-2026
EDANA FERGUS	Night Custodian - Middle School	4-17-2026
	<b>DIST - PART TIME BUS DRIVER (NEW)</b>	
CHANCE KRATZER	District Bus Monitor	5-22-2025
DARION MCCONNAGHAY	9 Month Bus Driver	3-23-2026
JAN ELMORE	9 Month Bus Driver	5-18-2026
EXTRA-STANDARD OPEN POSITIONS		
NAME	POSITION	RESIGNATION/TERM DATE
CHRISTOPHER PEDROZA	HHS - Head Boys Soccer	05-22-2026
MEAGAN BLODGET	HHS - Assistant Swimming & Diving	09-29-2022
TYRA CRAIG	HHS - Assistant Swimming	05-22-2026
BRANDON KILE	HHS - Assistant Boys Wrestling	05-22-2026
PATRICK HUDSON	HHS - Assistant Boys Track	05-22-2026
ALEXANDER THAYER	HHS - Assistant Boys Basketball	05-22-2026
KALEE REAMS	HHS - Speech	05-22-2026
JORDAN BINFIELD	HMS - Head Girls Wrestling	05-22-2026
AUSTIN HEIKKINEN	HMS - Head Boys Track	05-22-2026
JUSTIN MUSGRAVE	HMS - Assistant 8th Grade Boys Basketball	05-22-2026