



Work Session

Thursday, September 17, 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. Swearing in for New School Board Member Nikki Pfeil -Superintendent John Hauser -

6. Presentation — Hearing and Approval of the 2026-2027 Budget — Superintendent John Hauser -

7. Board Report - Becky Sullivan -

8. SUPERINTENDENT'S REPORT - John Hauser -

8.1. Approve 2027-2028 Option Enrollment Limits — Superintendent John Hauser -

9. Disposal of School Property — Van — Dr. Lawrence Tunks -

10. Reaffirm Policy 5018 Parent Involvement in Education Practices — Superintendent John Hauser -

11. Director of Learning Report — Director Kristen Slechta -

12. *Consent Agenda - Dr. Thomas Szlanda -

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

14. Reminders - Becky Sullivan -

15. Adjournment - Becky Sullivan -

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

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

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

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

Hastings Public Schools

Board of Education Norms

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

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

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

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

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

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

We will also maintain confidentiality when necessary.

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

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

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

**2004
Oath of Office**

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

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

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

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

2001 Role of the Board of Education

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

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

1. Establishment of Mission, Goals and Policies

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

2. Establishment and Maintenance of School Facilities and Other Resources

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

3. Selection of the Superintendent of Schools

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

4. Fiscally Responsible Budget

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

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

5. Evaluation of Program

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

Adopted on: 11-17-2025

Revised on: _____

Reviewed on: _____

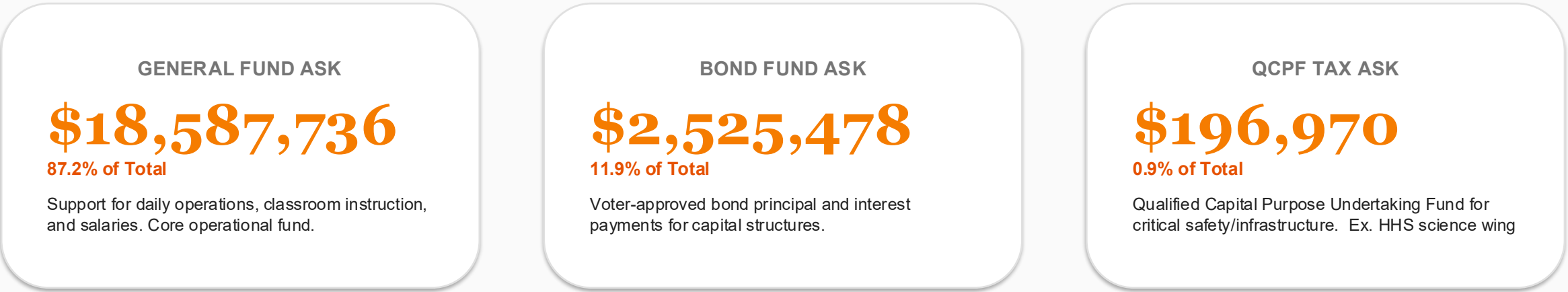
HASTINGS PUBLIC SCHOOLS (DISTRICT 01-0018)

2026-2027 Proposed Budget Presentation

Notice of Budget Hearing and Board of Education Review

September 21, 2026 | 6:00 PM Board Work Session
1515 W. 8th Street, Hastings, NE
Presented by: Board Administration & Superintendent

Total Property Tax Asking Decreases to \$21.31M Across Key Funds



TOTAL COMBINED PROPERTY TAX REQUEST

\$21,310,184 (A DECREASE OF 1.35% OR -\$291,683)

- NO PINK POSTCARD MEETING: Because our overall property tax request is lower than the previous year (\$21,601,867), the district is exempt from the joint public 'pink postcard' meeting requirement.
- PUBLIC HEARINGS: The budget hearings will proceed at our local Board room on Monday night, September 21, at 6:00 PM.

Property Valuations Rise 6% to \$1.97B, Dropping the Tax Levy to 1.078

DISTRICT VALUATION GROWTH

+6.15%

District property valuations have expanded substantially:

- 2025-2026 Valuation: \$1,862,229,887
- 2026-2027 Valuation: \$1,976,846,636
- Valuation Gain: +\$114,616,749

This growth in local property base valuation is what enables the district to lower the overall tax levy rate while still meeting district funding needs.

FUND LEVY	2025-2026	2026-2027	CHANGE
General Fund	1.0100	0.9402	-6.9%
Bond Fund	0.1400	0.1277	-8.8%
QCPF	0.0100	0.0100	0.0%
TOTAL LEVY	1.1600	1.0779	-7.1%

Average Taxpayer Saves \$35 as Levy Reductions Offset 6% Home Valuation Growth

We can offer this relief because local receipts came in stronger than expected in the 2025-2026 fiscal year. This strong position allows the district to absorb the county-wide 6% average property appreciation without raising actual tax bills.

LAST YEAR (2025-2026)

\$200,000 House

Gross HPS Taxes: \$2,320
Net HPS Taxes (with Property Tax Credit): \$1,630

THIS YEAR (2026-2027)

**\$212,000 House
(6% Growth)**

Gross HPS Taxes: \$2,285 (-\$35)
Net HPS Taxes (with Property Tax Credit):
\$1,600 (-\$30)

Total Combined Budget of \$72.86M Serves as a Conservative Planning Guardrail

THE BUDGET PLAN VS. ACTUAL SPENDING

Why is the budgeted disbursements limit set so high?

- **LEGAL BOUNDARY:** School districts are legally prohibited from spending more than the approved budgeted disbursements in each fund. We must budget conservatively to ensure we can react to unexpected events.
- **NO INTENT TO SPEND FULL \$72.8M:** The budget is a ceiling, not a spending target. We build reserves and safety margins into every fund category.
- **ESTIMATED ACTUAL EXPENDITURE:** We estimate our final total expenditures across all combined funds for the current year will be about \$62.3M, demonstrating our history of responsible spending below the legal cap.

2026-2027 BUDGET DISBURSEMENTS BY FUND

Total Authorized Limit: \$72,866,722

- General Fund: \$57,000,000 (78.2%)
- Bond Fund: \$4,000,000 (5.5%)
- School Nutrition: \$3,500,000 (4.8%)
- QCPF Fund: \$3,246,512 (4.5%)
- Activities Fund: \$1,800,000 (2.5%)
- Depreciation Fund: \$350,000 (0.5%)
- Student Fee Fund: \$250,000 (0.3%)
- Employee Benefit: \$220,000 (0.3%)
- Special Building Fund: \$210 (0.0%)

Auxiliary Funds Account for \$6.12M in Targeted Support and Operations

Depreciation Fund (\$350K)

Funding for long-term items like textbooks, school computers, and student uniforms. Strictly funded via General Fund transfers.

Employee Benefit Fund (\$220K)

Set aside specifically to pay state unemployment claims on behalf of the district's teachers and support staff.

Activities Fund (\$1.8M)

Self-funding and fee-supported account that handles budgets for student clubs, athletics, and fine arts activities.

School Nutrition Fund (\$3.5M)

A self-sustaining fund supporting all student breakfast and lunch programs, funded via USDA reimbursements and student meal fees.

Special Building Fund (\$210)

Holds minor interest or residual funds. We do not tax for this fund; our facilities are served via cooperative interlocal agreements.

Student Fee Fund (\$250K)

Covers consumable costs for student activities, specialized tech access, class fees (e.g. art, consumer science, woods).

General Fund Disbursements Stabilize at \$53.65M to Prioritize Classroom Instruction

EXPENDITURE AREA	24-25 ACTUAL	25-26 ESTIMATE	26-27 PROPOSED
Instruction (Teachers & Supplies)	\$24,692,083	\$25,715,000	\$26,500,000
Special Education Instruction	\$9,198,655	\$9,500,000	\$9,600,000
District Support (Admin & IT)	\$7,447,237	\$7,395,000	\$7,300,000
Operations & Maintenance	\$4,290,047	\$4,440,000	\$4,400,000
Federal Programs (Title & Pre-K)	\$3,272,351	\$3,355,000	\$3,300,000
Student Support (Nurses, Counsel)	\$1,699,953	\$1,700,000	\$1,600,000
TOTAL DISBURSEMENTS	\$51,512,115	\$53,022,000	\$53,650,000

EXPENDITURE INSIGHTS

Classroom-First Allocation

- STUDENT INSTRUCTION FIRST: Direct Instruction (\$26.0M) and Special Education (\$9.7M) represent 66.5% of our entire General Fund estimated actual expenditures.
- BUDGET CAP DIFFERENCE: While we set a \$57.0M legal budget limit, we manage actual expenditures toward \$53.65M, keeping a \$3.35M buffer for state aid fluctuations or utility/facility emergencies.

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Hastings Public Schools (01-0018) in Adams County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 21 day of September, 2026 at 6:00 o'clock, PM, at 1515 W. 8th Street for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2024-2025 (1)	2025-2026 (2)	2026-2027 (3)			
General	\$ 51,512,137.00	\$ 53,800,000.00	\$ 57,000,000.00	\$ 2,185,858.00	\$ 40,600,000.00	\$ 18,587,736.00
Depreciation	\$ 328,960.00	\$ 31,000.00	\$ 350,000.00		\$ 350,000.00	
Employee Benefit	\$ 7,704.00	\$ 6,000.00	\$ 220,000.00	\$ -	\$ 220,000.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 1,058,535.00	\$ 1,000,000.00	\$ 1,800,000.00	\$ -	\$ 1,800,000.00	
School Nutrition	\$ 2,533,459.00	\$ 2,612,126.00	\$ 3,500,000.00	\$ -	\$ 3,500,000.00	
Bond	\$ 2,341,861.00	\$ 3,000,000.00	\$ 4,000,000.00	\$ 3,622,710.00	\$ 5,122,710.00	\$ 2,525,478.00
Special Building	\$ 43,949.00	\$ 210.00	\$ 210.00		\$ 210.00	\$ -
Qualified Capital Purpose Undertaking	\$ 392,394.00	\$ 400,000.00	\$ 3,246,512.00	\$ -	\$ 3,051,512.00	\$ 196,970.00
Cooperative	\$ 2,140,178.00	\$ 1,400,000.00	\$ 2,500,000.00	\$ 1,953,000.00	\$ 4,453,000.00	
Student Fee	\$ 144,681.00	\$ 35,782.00	\$ 250,000.00	\$ -	\$ 250,000.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 60,503,858.00	\$ 62,285,118.00	\$ 72,866,722.00	\$ 7,761,568.00	\$ 59,347,432.00	\$ 21,310,184.00

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 2,525,478.00	\$ 18,784,706.00	\$ 21,310,184.00

Notice of Special Hearing To Set Final Tax Request

Hastings Public Schools (01-0018) in Adams County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 21 day of, September 2026 at 6:00 o'clock PM, at 1515 W. 8th Street for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2025-2026	2026-2027	Change
Property Valuations	1,862,229,887	1,976,846,636	6%

2025-2026 Budget Information

2026-2027 Budget Information

Fund	2025-2026 Operating Budget	2025-2026 Property Tax Request	2025 Tax Rate	Property Tax Rate (2025-2026 Request Divided By 2026 Valuation)	2026-2027 Operating Budget	2026-2027 Proposed Property Tax Request	Proposed 2026 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	54,266,377.00	18,808,522.00	1.010000	0.951441	57,000,000.00	18,587,736.00	0.940272	-7%	5%
Bond Fund(s) K - 12			0.000000	0.000000				#DIV/0!	0
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund	5,871,871.00	2,607,122.00	0.140000	0.131883	4,000,000.00	2,525,478.00	0.127753	-9%	-32%
Special Building Fund			0.000000	0.000000	210.00	-	0.000000	#DIV/0!	0
Qualified Capital Purpose Undertaking Fund K - 12	3,000,000.00	186,223.00	0.010000	0.009420	3,246,512.00	196,970.00	0.009964	0%	8%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
Total	63,138,248.00	21,601,867.00	1.160000	1.092744	64,246,722.00	21,310,184.00	1.077989	-7%	2%

**ENROLLMENT OPTION: MAXIMUM STUDENT ENROLLMENT LIMITATIONS
REGULAR EDUCATION PROGRAMMING**

According to Policy 5004, the most recent applicable policy pertaining to option enrollment, the Board of Education at the September meeting will determine the maximum number of option students the Hastings Public Schools may receive in any program, class, grade level, or school building.

The following maximums are recommended for the 2027-2028 school year:

<u>Grade</u>	<u>Projected Enrollment</u>	<u>Maximum</u>
K	250	280 (no more than 20 per section offered)
1	230	280 (no more than 20 per section offered)
2	220	280 (no more than 20 per section offered)
3	240	280 (no more than 20 per section offered)
4	230	280 (no more than 20 per section offered)
5	250	280 (no more than 20 per section offered)
6	270	280
7	250	280
8	270	280
9	230	280
10	260	280
11	270	280
12	270	280

5018

Parent Involvement in Education Practices

For purposes of this policy, “parent” includes a parent, guardian, or educational decisionmaker (a person designated or ordered by a court to make educational decisions on behalf of a student).

The school district recognizes the importance of parental involvement in the education of their children. To the extent practicable, the school district will make a reasonable effort to make any learning materials, including original materials, available for inspection by a parent upon request.

The school district will take the following steps to ensure that the rights of parents to participate in the education of their children are preserved.

1. Parents will be provided access to textbooks, tests, activities information; digital materials; websites or applications used for learning; training materials for teachers, administrators, and staff; procedures for the review and approval of training materials, learning materials, and activities; and other curriculum materials (“curricular materials”) as follows:
 - a. A parental request to review specific curricular materials (written, visual, or audio) should be made to the principal of the building where the curricular materials are used.
 - b. The building principal will assess the request and determine the allowable volume and time frame of the review to prevent disruption to the efficient operations of the district.
 - c. The purpose of this provision is to allow reasonable access to the extent practicable. Individuals who make requests (a) for the purpose of adding staff burden; (b) at an unreasonable frequency or volume; or (c) for purposes inconsistent with the efficient operations of the district may be denied access to materials.
 - d. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.

2. Parents will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
 - a. Parents are invited to make appointments with the building principal to visit classes, assemblies, and other instructional activities. The principal shall give permission after determining that parental observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.
 - b. Parents may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents may request that their children be excused from testing (except as provided below), classroom instruction, learning materials, activities, guest speaker events, and other school experiences ("school events") that parents find objectionable.
 - a. Parents must submit this request in writing to the building principal for consideration.
 - b. Building principals may excuse a student from any school events at the parent's written request if, in the principal's professional judgment, excusal from the activity would not result in diminution of the student's educational experience.
 - c. When the building principal determines it appropriate, alternative experiences may be provided for the student by the school.
4. Parents will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.
5. Parents will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents will be informed of the circumstances under which they may opt-out of state and federal assessments.

- a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

- b. State Assessments

State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot “approve” the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

- c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents of eligible students with reasonable notice prior to the exam being administered. Parents wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

- 7. Parents will be notified of their right to remove their children from surveys prior to district participation in surveys.

- a. The principal must approve all surveys intended to gather information from students before they are administered to students.
- b. Students’ participation in surveys is voluntary. Parents may restrict their child from participating in any survey.

- c. If the school administers (1) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature or (2) a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use, the school district shall, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive such survey. The notice will be made through the school's electronic notification system or by physical mail to the address on file for the student. The notice will describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed.
 - d. Parents have the right to: (1) request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, (2) review the survey in person at the school, and (3) exempt their child from participating in the survey.
 - e. Unless required by federal or state law or regulation, school personnel administering any survey shall not disclose personally identifiable information of a child.
 - f. No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.
 - g. The district will also comply with any survey requirements found in the district's policy on Protection of Pupil Rights.
8. The district will make this policy accessible by a prominently displayed link on its public website. Any amended policy will be made accessible within a reasonable time of its amendment.

Adopted on: 3-16-2026

Revised on: _____

Reviewed on: _____



Navigating Statute Updates and Rule 3 Revisions

**1997: Nebraska passes legislation regarding
HALs**

1998: Rule 3 approved and enacted

**2024: Nebraska revises legislation regarding
HALs**

Revised Definition: 79-1107

1998 Definition:

“Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in a specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.”

2024 Definition:

“Learner with high ability means a student that performs, or has the capacity to perform, at greater levels in one or more domains of instruction in comparison to individuals of the same age, educational experience, or environment and who requires accelerated or differentiated curriculum programs in order to develop those abilities fully.”



Adopting Consistent Identification

Sec. 85. Section 79-1108.03, Reissue Revised Statutes of Nebraska, is amended to read:

79-1108.03 The State Board of Education shall adopt and promulgate rules and regulations to implement sections 79-1105 to 79-1108.03, including criteria for the approval of accelerated or differentiated curriculum programs, consistent methods for identification of learners with high ability, and data requirements for measuring academic progress of students participating in the accelerated or differentiated curriculum programs.

Adopting Consistent Identification: 79-1108.03

1998:

- Must identify HALs
- No parameters

2024:

- Must identify HALs
- State Board of Ed will adopt identification procedures (via Rule 3)



What We Cannot Change in Rule 3

- Statutory definitions (i.e. HAL definition)
- Funding formula - How district allotment is calculated
- Statutory Requirements - Have to identify, do not have to serve



Proposed Changes in Identification Improve Consistency

- Must use **multiple criteria** - at least **3** data points
 - Quantitative assessment tool
 - Qualitative assessment tool
 - Third point can be either
- All requirements can be met with the **districts' current tools**
- No "list of approved assessments" - list of assessment **TOOLS**
 - **Examples:**
 - Norm or Criterion-Referenced Assessment
 - Summative Assessment
 - Language acquisition assessments
 - Nomination
 - Record of Accomplishments
 - Observation Checklist



Proposed Changes in Identification: Portability

- **Portability:**
 - Students identified as high ability in a Nebraska school district retains their identification, even when transferring to another district.
- **Why it Matters:**
 - Provides continuity in services; Reduces disruptions during transitions, especially for highly mobile students
 - Reduces misinterpretation and error
 - Emotional impact



Proposed Changes in Identification: Portability

- **Services for Incoming Students**
 - YOU ARE NOT REQUIRED TO PROVIDE SERVICES
 - Let the parent/guardian know
 - Provide the level of service the student needs in their new environment
 - Needs may be met in the general education classroom
- **Exit procedure:**
 - If the district has determined that a student should not have a HAL identification, they may follow an exit procedure adopted by the district.
 - Exit procedure is outline in the Rule



Proposed Changes Planning & Evaluation

- **Previously written as yearly evaluation** - Large undertaking for districts
- **Change: 5-year cycle for program review**
 - Goal is to align with Rule 10 accreditation cycle
 - HAL Plan streamlined - alignment with NeMTSS CIP Template
- **HAL plan revisions every 5 years**
 - Yearly tweaks can be made or new plan submitted if major changes are made between cycles



Proposed Changes Planning & Evaluation

- **Data reporting requirements**
 - Data that is required by Rule 10 - Disaggregate by HAL
- **Using data that is already collected and connected to reporting**
 - Achievement/ACT
 - Graduation Rates
 - Enrollment in advanced courses (AP, IB, Dual Enrollment, etc.)

<u>Administrative Resignation/Release/Retire(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>		<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reas on</u>
No Resignation/Release/Retire(s)					
<u>Administrative Transfer(s)</u>					
<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>		<u>Effective</u>	<u>Replaces/Reas on</u>
No Transfer(s)					
<u>Administrative New Hire(s)</u>					
<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>			<u>Replaces/Reas on</u>
No new hire(s)					
<u>Certificated Resignation/Release(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>		<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reas on</u>
Beth Adelson	SPED Visually Impaired/Senior High		1	5/24/2026	Retire
Laura Enos	English/Senior High		1	5/24/2026	Resgin
Dennis Hengen	Skilled & Technical Science/Senior High		1	5/24/2026	Retire
<u>Certificated Transfer(s)</u>					
<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>		<u>Effective</u>	<u>Replaces/Reas on</u>
No Transfer(s)					
<u>Certificated New Hire(s)</u>					
<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/Univer sity</u>	<u>Replaces/Reas on</u>
David Essink	TOSA/Lincoln	TBA	MA27-15	University of Nebraska - Kearney	Danielle Williams/Resign
<u>Extra Standard Resignation/Release(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>			<u>Effective</u>	<u>Replaces/Reas on</u>
No Resignation/Release/Retire(s)					
<u>Extra Standard Transfer(s)</u>					
<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>		<u>Effective</u>	<u>Replaces/Reas on</u>
No Transfer(s)					
<u>Extra Standard New Hire(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>	<u>Level</u>		<u>Effective</u>	<u>Replaces/Reas on</u>
Miranda Heikkinen	Student Council/Longfellow	CAT A, LVL 1		8/8/26	Hannah Tucker/Resign
Tessa Menke	Assistant Swimming/High School	CAT I, LVL 1		8/8/26	Tyra Craig/Resign
<u>Classified Resignation/Release(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>		<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reas on</u>
Lindsay Robinson	Skills 3 Paraeducator/Hawthorne		1.0	11/25/26	Resign
<u>Classified Transfer(s)</u>					
<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reas on</u>
No Transfer(s)					
<u>Classified New Hire(s)</u>					
<u>Name</u>	<u>Assignment/Building</u>		<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reas on</u>
No new hire(s)					
<u>ADMINISTRATIVE OPEN POSITIONS</u>					
<u>NAME</u>	<u>POSITION</u>	<u>RESIGNATION/TERM DATE</u>			
	Director of Finance				
<u>CERTIFICATED OPEN POSITIONS</u>					
<u>NAME</u>	<u>POSITION</u>	<u>RESIGNATION/TERM DATE</u>			
BETH ADELSON	HHS - SPED Visually Impaired	05-24-2027			
LAURA ENOS	HHS - English	05-24-2027			
DENNIS HENGEN	HHS - STS	05-24-2027			
TURNER GRIFFIN	HMS - Science	05-22-2026			
0.5 FTE RHONDA MCBRIDE	School Psychologist	05-22-2025			

JENNIFER BRAYTON	Speech Language Pathologist	08-11-2026			
KIM WADKINS	Speech Language Pathologist	05-22-2026			
JAMIE LEPANT	Speech Language Pathologist	05-19-2023			
CLASSIFIED OPEN POSITIONS					
NAME	POSITION	RESIGNATION/TERM DATE			
ADRIENNE KLINGENBERGER	HA - SPED Paraeducator	05-22-2026			
NADIA TRAUSSCH	LI - Title Paraeducator	9-26-2025			
TABITHA METCALF	LO - SPED Paraeducator	05-22-2026			
ALICIA O'FLANNIGAN	LO - SPED Paraeducator	05-22-2026			
CRYSTAL PETERSON TXFR	Custodian Hybrid	8-7-2026			
ROSS NOVOTNE	Night Custodian	6-15-2026			
LANDON BOETTCHER	Night Custodian	7-24-2026			
	DIST - PART TIME BUS DRIVER (NEW)				
TAMI BERNDT	District Bus Monitor	7-31-2026			
CHRISTY JUST	District Bus Monitor	7-31-2026			
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			
CHRISTIAN LOMAX	HHS - Assistant Boys Soccer	05-22-2026			
MEAGAN BLODGET	HHS - Assistant Swimming & Diving	09-29-2022			
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			
PATRICK STEWART	HMS - Assistant Boys Basketball	05-22-2026			
JORDAN BINFIELD	HMS - Head Girls Wrestling	05-22-2026			
HPS HAS 76 ACTIVE SUBSTITUTES AS OF 9/15/26					